PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

<table>
<tr><td colspan="2">1. Programme title and designation</td><td colspan="3">Biblical Studies<u>Pathways:</u>
• Biblical Studies: Language and Literature
• Biblical Studies: Theology

For undergraduate programmes only
Single honours   Joint   Major/minor
☐   ☐   ☐</td></tr>
<tr><td colspan="5">2. Final award</td></tr>
<tr><td>Award</td><td>Title</td><td>Credit Value</td><td>ECTS equivalent</td><td>Any special criteria</td></tr>
<tr><td>MA</td><td>Biblical Studies: Language and Literature</td><td>180-200</td><td>90</td><td>N/A</td></tr>
<tr><td>MA</td><td>Biblical Studies: Theology</td><td>180-200</td><td>90</td><td>N/A</td></tr>
<tr><td colspan="5">3. Nested awards</td></tr>
<tr><td>Award</td><td>Title</td><td>Credit Value</td><td>ECTS equivalent</td><td>Any special criteria</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">4. Exit awards</td></tr>
<tr><td>Award</td><td>Title</td><td>Credit Value</td><td>ECTS equivalent</td><td>Any special criteria</td></tr>
<tr><td>Postgraduate Diploma</td><td>Biblical Studies: Language and Literature</td><td>120</td><td>60</td><td>An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.</td></tr>
<tr><td>Postgraduate Diploma</td><td>Biblical Studies: Theology</td><td>120</td><td>60</td><td>An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.</td></tr>
<tr><td>PG Cert</td><td>Biblical Studies: Language and Literature</td><td>60</td><td>30</td><td>An unclassified PG Certificate may be offered in cases where a total of 60 credits of any combination of modules have been achieved (see programme table for modules available).</td></tr>
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PG Cert	Biblical Studies: Theology	60	30	An unclassified PG Diploma may be offered in cases where a total of 60 credits of any combination of modules have been achieved (see programme table for modules available).

5. **Level in the qualifications framework**	7

6. **Attendance**			

	Full-time	**Part-time**	**Distance learning**
Mode of attendance	**Yes**	**Yes**	**No**
Minimum length of programme	**1 year**	**2 years**	**N/A**
Maximum length of programme	**3 years**	**4 years**	**N/A**

7. **Awarding institution/body**	King's College London
8. **Teaching institution**	King's College London
9. **Proposing department**	Department of Theology and Religious Studies
10. **Programme organiser and contact Details**	*Lang. and Lit.*: Dr Edward Adams: e.adams@kcl.ac.uk *Theology*: Dr Susannah Ticciati: susannah.ticciati@kcl.ac.uk
11. **UCAS code (if appropriate)**	N/A
12. **Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines**	No benchmark for MA but QAA Theology & Religious Studies subject benchmark used as a point of reference.
13. **Date of production of specification**	CFPAF January 2007 Revised PAF January 2010
14. **Date of programme review**	2019/20

15. Educational aims of the programme
i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

The MA in Biblical Studies enables students with prior undergraduate study in Theology or Biblical Studies to develop their skills and knowledge in the field, in one of two directions.
   a) The ***Language and Literature*** pathway focuses primarily on the study of biblical literature, and has a compulsory language component. Students with prior knowledge of Greek and/or Hebrew will be able to extend their understanding of the language and the range of texts they work with, and/or to learn the other

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language; students without prior knowledge of either biblical language will be required to learn one of them.

b) The ***Theology*** pathway offers an interdisciplinary approach to biblical interpretation, combining teaching in the theory and practice of biblical hermeneutics with instruction in the methodology and content of Christian theology. Students will be encouraged to consider the ways in which the interpretation of biblical texts has fed into the development of Christian doctrine.

The MA will provide a foundation for students wishing to progress to research in the field as well as being a free-standing higher qualification.

16. Educational objectives of the programme/programme outcomes *(as relevant to the SEEC Credit Level Descriptors)*

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:	These are achieved through the following **teaching/learning methods and strategies**:
Language and Literature Pathway:	Class sessions Seminars Independent study Dissertation supervision Class presentations
1. The type of questions that are addressed in the critical study of the Old and/or New Testament, enabling students to work with hermenteutical and historical knowledge at the forefront of the discipline. 2. Techniques/methodologies applicable to the critical study of the Hebrew Bible/New Testament and of the broader historical and literary context out of which the text arose. 3. The structure and functioning of the primary language(s) of the biblical text (Hebrew/ Greek). 4. Appropriate personal and professional conduct in the context of the discipline.	Where appropriate, *ab initio* knowledge of a Biblical language is acquired through intensive language classes with set work for students. Where some knowledge of the language is already held, a more advanced fluency is acquired through seminar-based discussion of particular texts prepared in advance by the students.
Theology Pathway:	**Assessment**: Formative assessment is exercised through monitoring student
1. The theory and practice of biblical interpretation.	

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2. The theological purpose and content of the biblical texts.
3. The importance of the biblical literature in the development of Christian Doctrine.
4. The methods and content of Christian theology.
5. Appropriate personal and professional conduct in the context of the discipline.

participation in and presentation for seminars.

Summative assessment is exercised through unseen examinations, end-of-session essays and dissertation.

Skills and other attributes

Intellectual skills:
1. A critical awareness, can undertake analysis of complex, incomplete or contradictory areas of knowledge, communicating the outcome effectively;
2. A critical awareness, can synthesise information in a manner that may be innovative, utilizing knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow the student critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches.
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations

These are achieved through the following **teaching/learning methods and strategies**:

Seminars
Class sessions
Independent study
Dissertation supervision
Class presentations

Assessment:
Formative assessment is exercised through monitoring student participation in and presentation for seminars.

Summative assessment is exercised through unseen examinations, end-of-session essays and dissertation.

Practical skills:
1. Can operate in complex and unpredictable and/or specialized contexts, and has an overview of the issues governing good practice.

These are achieved through the following **teaching/learning methods and strategies**:
Seminars
Class sessions
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Dissertation supervision

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2. Is able to exercise initiative and personal responsibility in professional practice.

Class presentations

Assessment:

Formative assessment is exercised through monitoring student participation in and presentation for seminars.

Summative assessment is exercised through unseen examinations, end-of-session essays and dissertation.

Generic/transferable skills:
1. Ability to work effectively with a group as leader or member; to clarify tasks and make appropriate use of capacities of group members; to negotiate and handle conflict with confidence.
2. Ability to use full range of learning resources.
3. Ability to reflect on own and others' functioning in order to improve practice.
4. Ability competently to undertake research tasks with minimum guidance.
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development.
6. Ability to engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.
7. Acquisition of independent learning ability required for continuing professional study, making professional use of others where appropriate.

These are achieved through the following **teaching/learning methods and strategies**:
    Seminars
    Class sessions
    Independent study
    Dissertation supervision
    Class presentations

Assessment:
Formative assessment is exercised through monitoring student participation in and presentation for seminars.

Summative assessment is exercised through unseen examinations, end-of-session essays and dissertation.

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17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

It should be noted that the Benchmark Statement pertains primarily to undergraduate level study, and that an MA is necessarily more focused than degrees anticipated in that statement. Nonetheless, the programme has been designed in accordance with the Benchmark Statement for Theology and Religious Studies which notes that providers will aim to promote understanding by:

- enabling in-depth study of the developed theology of particular religious traditions.
- promoting self-critical awareness of presuppositions and encouraging constructive and critical exposition of an argument for a particular position.
- encouraging intelligent use of a variety of theories and methods of study and engaging in critical analysis of relevant data and arguments.

The Statement refers specifically to the formative influence of scientific and historico-critical challenges to the authority of the Scriptures, to post-colonialism, and to gender studies, all of which are addressed in modules offered within the MA.

Under 'subject knowledge and generic skills' the Statement lists
- The reading and analysis of texts, sometimes in the original languages (often focusing) on the historical context and on hermeneutical questions.
- The history of the particular discipline covered by the programme, including the major theories, movements and thinkers.

Under 'the qualities of mind that a competent student should acquire', the Statement suggests
- The ability to read and use texts both critically and empathetically, while also addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation.
- Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices.
- Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreters role demands critical evaluation.
- The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems.
- The capacity to give a clear and accurate account of a subject, present arguments in a mature way and engage in debate and dialogue with respect for the opposite case or a different viewpoint.

All of the above aspects feature prominently in the proposed programme. In addition, many of the skills, as also the teaching and learning methods outlined above, draw heavily on the Benchmark Statement. The *Framework for Higher Education Qualifications* has also been

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consulted and the level descriptors and educational outcomes have been formulated in accordance with the Framework.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A

Which is the lead department and/or Faculty?

19. Programme structure
See Programme Handbook for modules to be taken.

If a Masters programme, are level 6 credit levels permitted within the programme? No

Maximum number of credits permitted with a condoned fail (core modules excluded) 30 credits (in practice, 20)

Are students permitted to take any additional credits, as per regulation A3; 5.10? Up to 30 additional credits

Are students permitted to take a substitute module, as per regulation A3, 20.7? Yes

Are there are any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)
Exit Award provision

A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award). Includes condoned fails.

An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved. Includes condoned fails.

An unclassified PG Certificate may be offered in cases where a total of 60 credits of any combination of modules have been achieved. Includes condoned fails

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Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

Students determine their area of specialization after application in consultation with their tutors at King's. It may sometimes be possible to change pathways during the course of study, though only when a student has chosen optional modules that make it possible to fulfil the requirements of the new pathway. Students who satisfy the requirements for both pathways must nevertheless choose one or the other.

All students must earn 180 credits at M level in order to graduate. All students must take and pass the core module, Interpreting the Bible (20 credits). This module introduces students to the sources and methodologies required for both theological and traditional historical-linguistic approaches to the Biblical text. All students must write a dissertation (60 credits), usually with a biblical component. Pathway-specific requirements are as follows.

a) *Language and Literature:* All language and literature students must take, in addition to the core module, 100 credits worth of Biblical Studies modules. For those with no Hebrew or Greek, this must include introductory language tuition amounting to 40 credits, and further 60 credits from the General Biblical Studies list. For those with Hebrew or Greek, this must include 20 credits of advanced Hebrew (e.g. Hebrew poetry or Hebrew prose) or 20 credits of advanced Greek (e.g. Paul's Writings), and 60 credits of modules from the General Biblical Studies list.

*It is possible to replace one module total of 20 credits from the general Biblical Studies list with any other level 7 module in the School of Arts and Humanities, or a Graduate Language module from the MLC, subject to convenor approval (typically, students will be expected to take an MLC module in addition to their 180 credits at level 7).

b) *Theology:* Students who specialize in Theology must take modules totalling 40 credits that involve work in Systematic Theology. A further 60 credits required for the degree must be earned from General Biblical Studies modules. * It is possible to replace one module total of 20 credits from the

general Biblical Studies list with any other level 7 module in the School of Arts and Humanities subject to convenor approval.There is no language requirement for this specialism, though students may if they wish take one or more language modules as (part of) the Biblical Studies component of their degree.

Part-time students will be expected to fulfil the requirements of their chosen pathway normally over the course of two calendar years. All students will take the core module (20 credits) in their first year, and complete the dissertation (60 credits) during their second year. Alongside these basic requirements, students will take a further 100 credits of optional modules. Students who take the elementary language courses will normally be expected to do so in their first year.

If students choose a spread of modules other than 80 credits in year one, and 100 credits in year two, candidates should seek the permission of their programme convenor.

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20. Marking criteria

The assessment criteria follow the College's general criteria for the assessment of MA programmes.

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21. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure:
The programme is offered both as a full-time and as a part-time course.

Programme Handbook:
This will clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

Teaching Methods:
A range of teaching methods will be used, as indicated above.

Assessment:
1. The programme will include formative and summative assessment.
2. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment in order to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for the provision of alternative assessment methods.

Feedback:
Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected will be used towards the on-going development and improvement of the programme.

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