

THE PROGRAMME SPECIFICATION

1. Programme title and designation		MA Systematic Theology		
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
MA	Systematic Theology	180-200	90-100	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Postgraduate Diploma	Systematic Theology	120	60	An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.
Postgraduate Certificate	Systematic Theology	60	30	An unclassified PG Certificate may be offered in cases where a total of 60 credits of any combination of modules have been achieved.
5. Level in the qualifications framework			7	
6. Attendance				
			Full-time	Part-time
				Distance learning

PAF Approved by QA&AA: 26 June 2007

PAF modified by ASQ re: exit awards: 25th May 2010

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PAF modified by QAS for 24th February 2014

Programme approval 2006/07

Mode of attendance	X	X	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 & Religious Studies
10. Programme organiser and contact details	Professor Oliver Davies Email: oliver.davies@kcl.ac.uk
11. UCAS code (if appropriate)	N/A
12. Relevant QAA subject benchmark/ professional and statutory 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	Original PAF: December 2003; CFPAF: January 2007
14. Date of programme review	2019/20

16. Educational aims of the programme
<p>The MA in Systematic Theology enables students with prior undergraduate study in Theology to extend and develop their skills and knowledge in the field. Though it includes strong elements of the history of Christian tradition, the programme has a focus on the contemporary, and includes the study of doctrine, revelation and reason, and biblical interpretation. It thus offers advanced tuition in the creative interplay of doctrine, philosophy and scripture in the formation of Christian theological tradition. The MA provides a base for students who wish to progress to a research degree, or it can be taken as a free-standing higher qualification.</p>

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17. Educational objectives of the programme/programme outcomes

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:

1. Knowledge and understanding of the principles of Christian theology with respect to its various authoritative resources;
2. The ability to discern distinctions between philosophical, theological and doctrinal modes of reasoning;
3. Knowledge and understanding of the development of different theologies within diverse ecclesial traditions;
4. The ability to generate new theological thinking which is both within Christian tradition and responsible before contemporary situations and problematics.
5. Discernment of and facility with systematic theological method, as distinct from, though in dialogue with, the methods of neighbouring philosophical, historical and textual disciplines;
6. Appropriate personal and professional conduct in the context of the discipline.

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

- Seminars
- 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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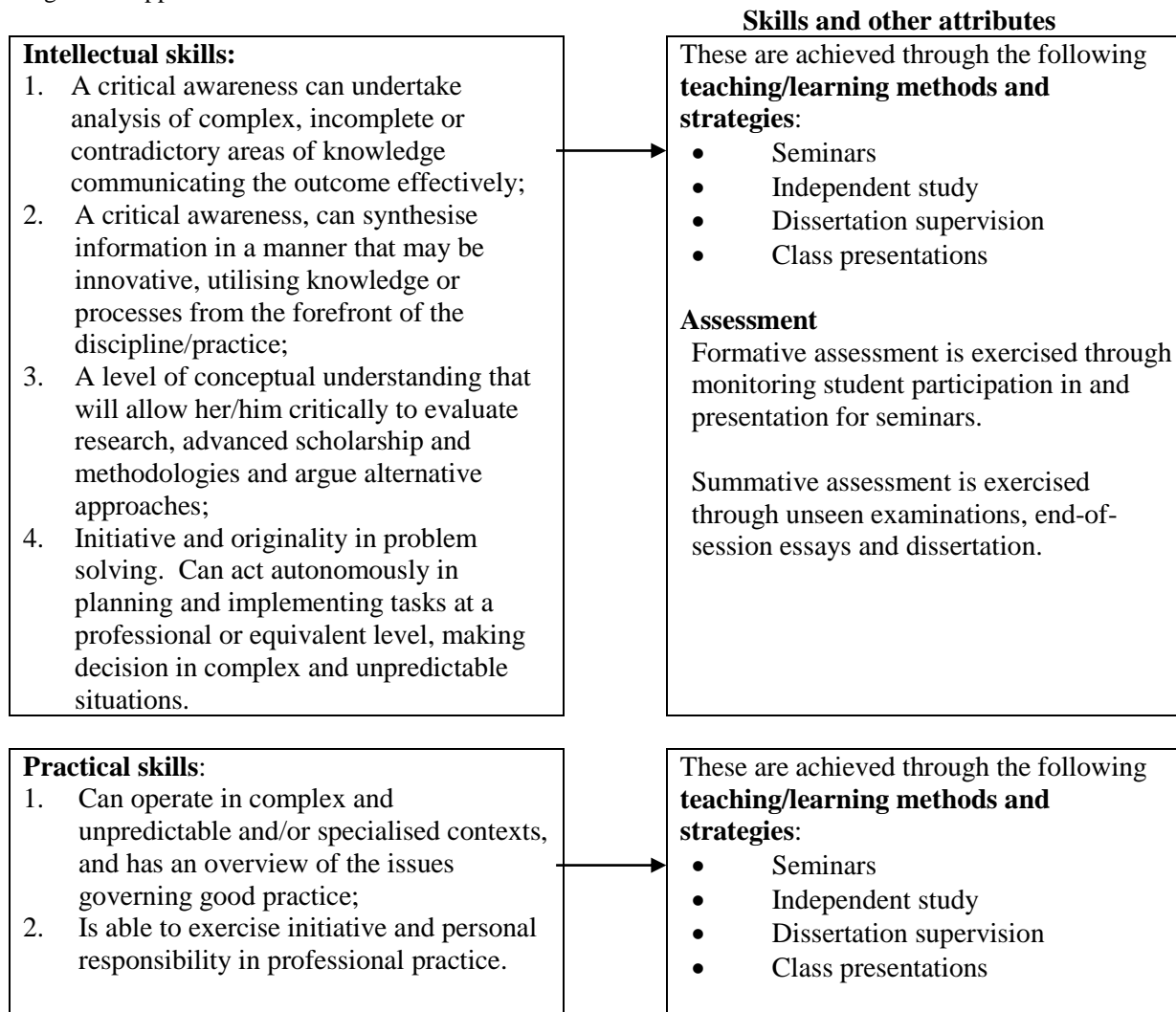
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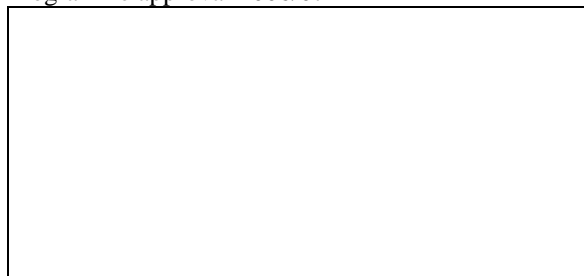
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Generic/transferable skills:

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others' functioning in order to improve practice;
4. Can competently 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. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making

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professional use of others where appropriate.

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory 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 further notes the impact upon Theology and Religious Studies of the agendas of the European Enlightenment and of Postmodernity. The Programme will give wide- ranging consideration to this impact.

Under ‘subject knowledge and generic skills’ the Statement lists

- Engagement with some of the major religious thinkers through their extant work or subsequent influence.
- 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 understand how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time.
- 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.

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

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or linked/exit awards)

(a) numbers of compulsory and optional modules to be taken in each year of the programme

Full time

180 credits earned through 1 x 40 credit compulsory modules, 1x 20 credit compulsory module, 1 x 60 credit core dissertation module and 60 credits of optional modules.

Part time

Year 1

60-120 credits earned through 1 x 40 credit compulsory modules, 1 x 20 credit compulsory module and up to 60 credits of optional modules.

Year 2

60-120 credits earned through 1 x 60 credit core dissertation module and up to 60 credits of optional modules.

(b) range of credit levels permitted within the programme

7

(c) maximum number of credits permitted at the lowest level

(d) minimum number of credits required at the highest level

180

(e) progression and award requirements (if different from the standard)

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N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)

30 credits. (In practice only 20 credits can be condoned)

(g) are students permitted to take a substitute module, as per regulation A3, 20.7?

Yes

(h) other relevant information to explain the programme structure

Subject to approval by the Programme Coordinator, students may take up to 40 credits of optional modules at Level 7 from outside the Department.

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

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.

20. Marking criteria

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

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