

PROGRAMME APPROVAL FORM

SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		Theology		
		Single honours	Joint	Major/minor
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
BA (Hons)	Theology	360	180	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Undergraduate Diploma (UGDip)	Theology	240	120	N/A
Undergraduate Certificate (UGCert)	Theology	120	60	N/A
Ordinary degree	Theology	300	150	N/A
5. Level in the qualifications framework		6		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		X	X	No
Minimum length of programme		3 years	6 years	N/A
Maximum length of programme		10 years	10 years	N/A

7. Awarding institution/body	King's College London, University of London
8. Teaching institution	King's College London, University of London
9. Proposing department	Department of Theology & Religious Studies

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PAF finalised for 2014/15: 9th April 2015

10. Programme co-ordinator and contact details	Dr. Susannah Ticciati , Dept of Theology and Religious Studies, KCL, 9F Chesham Building, Strand, London, WC2R 2LS, Email: susannah.ticciati@kcl.ac.uk
11. UCAS code (if appropriate)	V610
12. Relevant QAA subject benchmark/professional and statutory body guidelines	Theology & Religious Studies Benchmark Statement
13. Date of production of specification	Original PAF: January 2003; CFPAF: August 2006
14. Date of programme review	2019/20

16. Educational aims of the programme

The BA Theology degree is concerned to encourage constructive and critical reflection on three major dimensions of Christian faith: Scripture, the History of the Church and the systematic presentation and study of Doctrine. In this context, the programme's aims are:

- To train students to think logically, to develop analytical skills, to assess evidence, to exercise judgement, and to reach reasonable conclusions, through the study of courses of high intellectual content;
- To train students to develop a sympathetic and critical understanding of the sources and development of Christianity and thereby to foster empathetic engagement with both familiar and unfamiliar viewpoints;
- To meet the needs of employers and the wider community for adaptable, intelligent and articulate employees and citizens who can think for themselves;
- To provide education for people from a wide range of cultural and educational backgrounds.

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. A general understanding of modern approaches to the Bible and a more specialised knowledge of a range of key texts in the Old and New Testaments;
2. A knowledge of Biblical Languages in their Written Form (for students taking the appropriate modules);
3. A general understanding of historical method and specialised knowledge of one or more periods in the history of Christian Church;
4. A general understanding of modern approaches to the study of systematic theology

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

- A mix of lectures, classes, seminars, tutorials (especially associated with assessed coursework and other essays) and supervisions (especially in relation to the Independent Study Project);
- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;

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and a specialised knowledge of key doctrines in the Christian tradition;

5. A critical understanding of the origins and truth claims in the Christian tradition
6. Appropriate personal and professional conduct in the context of the discipline.

- In a number of modules, these teaching and learning strategies are further supplemented by site visits which make use of the unique resources of London, for example, the collections of the British Museum.

Assessment:
Learning outcomes are tested through a combination of:

- assessed coursework;
- prior disclosure and unseen examination;
- assessed project work.

Assessed coursework is principally in the form of essays. Class presentations develop oral communication and are a continuous part of the teaching process.

Skills and other attributes

Intellectual skills:

1. Can analyse more abstract texts, evidence, etc without guidance, using a range of approaches and techniques appropriate to the subject;
2. With minimum guidance can critically assesses secondary literature and important ideas to develop an argument;
3. Can critically evaluate material to support conclusions, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions;
4. Is confident and flexible in identifying and defining complex issues within the discipline and can apply appropriate knowledge and skills in addressing them.

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

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- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
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Practical skills:

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

- A mix of lectures, classes, seminars, tutorials (especially associated with

1. Can operate in complex and unpredictable contexts, requiring selection and application from a wide range of methods and activities;
2. Able to act autonomously, with minimal supervision or direction, within agreed guidelines.

assessed coursework and other essays) and supervisions (especially in relation to the Independent Study Project);

- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
- In a number of modules, these teaching and learning strategies are further supplemented by site visits which make use of the unique resources of London, for example, the collections of the British Museum.

Assessment:

Learning outcomes are tested through a combination of:

- assessed coursework;
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- assessed project work.

Assessed coursework is principally in the form of essays. Class presentations develop oral communication and are a continuous part of the teaching process.

Generic/transferable skills:

1. Can interact effectively within a team/learning group, recognise, support or be proactive in leadership, negotiate and manage conflict;
2. With minimum guidance can manage own learning using full range of resources for the discipline(s);
3. Is confident in application of own criteria of judgement and can challenge received opinion. Can seek and make use of feedback;
4. Can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance;
5. Can take responsibility for own work and can criticise it;
6. Can engage effectively in debate in a professional manner and give detailed and coherent presentations;
7. Is confident and flexible in identifying and defining complex issues and can apply appropriate knowledge and skills in addressing them.

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

- A mix of lectures, classes, seminars, tutorials (especially associated with assessed coursework and other essays) and supervisions (especially in relation to the Independent Study Project);
- Students will undertake a range of oral and written presentation in classes and seminars;
- Throughout, students will be engaged in a course of directed private study both in preparation for seminars and coursework and to broaden their individual knowledge and understanding of the subject;
- In a number of modules, these teaching and learning strategies are further supplemented by site visits which make use of the unique resources of London, for example, the collections of the British Museum.

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Learning outcomes are tested through a combination of:

- assessed coursework;
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18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

The Theology & Religious Studies Benchmark Statement recognises that the field of Theology & Religious Studies is characterised by rich diversity of providers and academic frameworks. It notes in particular programmes will touch on most of the following and focus on some of them:

- A broadly based core, together with the context required for the subject area programme in question and specialised study in depth of some aspects of the discipline or field;
- The origin, history and developed or present character of one or more religions;
- The reading, analysis and interpretation of texts (especially sacred texts) sometimes in the original languages;
- Engagement with some of the major religious thinkers through their extant work or subsequent influence;
- The application of a variety of critical methods of study;
- The history of the particular discipline covered by the programme;
- Ethics, morality and values.

This summary accurately characterises the Theology programme at King's.

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 units to be taken in each year of the programme

NB language modules may be taken at a higher level (for Years 1 + 2, full time, and Years 1-4, part time); and for Year 3 full time, and Years 5-6, part time, language modules may be taken at level 4 if appropriate, subject to assessment of appropriate level by the Modern Language Centre.

Full time

Year 1: 120 credits earned through 4 x 15 credit compulsory modules and 60 credits of optional modules. All modules at Level 4.

Year 2: 120 credits earned through 4 x 15 credits from prescribed lists of modules and 60 credits of optional modules. Minimum 90 credits at level 5; maximum 30 credits allowed at level 4.

Year 3: 120 credits earned through 4 x 15 credits from prescribed lists of modules and 60 credits of optional modules. Minimum 90 credits at level 6; maximum 30 credits allowed at level 5.

Part time

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Year 1: 60 credits earned through 2 x 15 credit compulsory modules and 30 credits of optional modules. All modules at Level 4.

Year 2: 60 credits earned through 2 x 15 credits compulsory modules and 30 credits of optional modules. All modules at Level 4.

Year 3: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 5; maximum 15 credits allowed at level 4.

Year 4: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 5; maximum 15 credits allowed at level 4.

Year 5: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 6; maximum 15 credits allowed at level 5.

Year 6: 60 credits earned through 2 x 15 credits from prescribed list of modules and 30 credits of optional modules. Minimum 45 credits at level 6; maximum 15 credits allowed at level 5.

(b) range of credit levels permitted within the programme

Levels 4, 5 and 6

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

150 credits

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

90 credits

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

Standard

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

45 credits

(g) Students may take supplementary modules with a view to gaining additional credit, but subject to departmental approval and according to College regulations for additional credit in BA programmes.

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

Yes

(i) other relevant information to explain the programme structure

Students may take a maximum of 60 credits over the course of the degree, and a maximum of 30 credits in any one year, from other departments in the Faculty/College. All module selections must be approved by Programme Coordinator.

Subject to passing the college weighted average mark threshold (or if a special case is made), students may attend an approved institution abroad for one or both semesters in Year 2. Marks achieved abroad will be marked according to the scheme approved in advance by the Faculty Undergraduate Assessment Board and the College Assessment and Standards Committee.

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Programme approval 2006/07 reviewed August 2012

Programme Structure

See Programme Handbook for modules to be taken.

20. Marking criteria

All modules will be marked in accordance with the Faculty's marking criteria where such exists, or else in accordance with the College's generic marking criteria.

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