

Christ Theological College

Teaching and Learning Policy

Document Control

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Applicable Programmes: CTC Micro-credentials (Level 4/5)

1. Introduction

Christ Theological College (CTC) is committed to ensuring the highest standards in academic quality and student experience. This policy is informed by the UK Quality Code for Higher Education¹ and the QAA Subject Benchmark Statement for Theology and Religious Studies,² and operates within the ECTE Micro-credential Provider standards under which CTC's provision is validated in partnership with Union School of Theology.³ This policy applies to the Diploma in Theology, Biblical Interpretation and Diaspora Missions Microcredentials Level 4/5 qualification.

2. Purpose of the Policy

The purpose of CTC is to envision and equip Christians for mission and ministry. Ministry is understood broadly, encompassing both those set aside for particular ministries within churches and mission organisations and Christians living out their calling in the community, workplace, and beyond. This is to prepare the next generation of ministers through:

- Relevance to Cultural and Societal Contexts
- Empowerment for Mission
- Multicultural and Intercultural Competence
- Theological Education which reflects the realities of World Christianity.

This Teaching and Learning Policy is devised with the afore-mentioned priorities and ends in view.

This policy sets out Christ Theological College's approach to teaching, learning, and assessment within its Micro-credentials provision.

The policy ensures:

¹ Quality Assurance Agency for Higher Education (QAA), *UK Quality Code for Higher Education 2024: Sector-Agreed Principles* (Gloucester: QAA, 2024).

² QAA 2022, "Subject Benchmark Statement Theology and Religious Studies" <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/theology-and-religious-studies>

³ Union School of Theology Partnership Framework.

- high-quality teaching aligned with UK Higher Education standards
- a consistent and inclusive student learning experience
- alignment between teaching, learning outcomes, and assessment
- continuous enhancement of teaching practice through systematic review

The policy supports CTC's mission to equip Christians for mission and ministry through academically rigorous, contextually relevant, and intercultural theological education.

3. General Policy Principles

The following general principles of Teaching and Learning undergird the learning experience we will provide for our students.

- a) The provision of programmes of study approved by the awarding body with defined specifications, designed in the light of national benchmarks.⁴
- b) The provision of individual modules which have, in the context of a relevant Programme Specification, appropriate aims, content and learning outcomes.
- c) The employment of a variety of teaching and learning strategies, suitable for a variety of modes, including online lectures, seminars, workshops, VLE resources, teaching videos, assessment, homework exercises and independent study projects. Flexibility and creativity is encouraged. For example, by adapting strategies according to class numbers.
- d) The provision of support facilities and personnel to facilitate learning, such as mentors, library (Perlego) information, including on-line resources.
- e) The recruitment of appropriately qualified staff to deliver modules and programmes.
- f) The development of teaching staff, both with regard to subject-specific aspects as well as those relating to teaching and learning.⁵

⁴ National benchmarks include: The UK Quality Code for Higher Education; The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Gloucester: QAA); Subject Benchmark Statement: Theology and Religious Studies (3d ed.; Gloucester: QAA, 2014).

- g) The use of a scheme for peer observation of teaching, as well as observation of mentors, to encourage best practice in teaching and mentoring.
- i) The active dissemination of good practice in both teaching and mentoring through training sessions provided by the Academic Dean or outsourced training.
- j) To seek student feedback and reflect upon it and where appropriate allow it to inform teaching and learning.

4. Teaching and Learning Procedures

Programmes and modules are designed to align with learning outcomes and Level 4/5 standards.

4.1 Teaching Delivery

Teaching is delivered through structured online sessions supported by independent learning.

4.2 Assessment

Assessment includes both formative and summative approaches aligned to learning outcomes.

4.3 Student Support

Students receive academic and pastoral support through mentoring and tutorials.

4.4 Inclusivity and Accessibility

Reasonable adjustments will be made to support students with disabilities or additional needs.

4.5 Student Engagement

⁵ Academic Staff Development Policy

Students participate in feedback processes and contribute to programme development.

4.6 Holistic Learning

Within the constraints of regulatory requirements,⁶ Christ Theological College (CTC) is committed to supporting the development of the whole person. Our approach to learning focuses not only on gaining knowledge and developing skills, but also on spiritual growth and building good character. We seek to achieve this in the following ways:

- By providing teaching that supports personal growth and prepares students for ministry.
- Through discussion forums, prayer meetings and class discussions that encourage self-reflection and spiritual development.
- Where possible, through assessments that consider students' knowledge, character and practical ministry skills.

CTC is committed to education that can transform students personally and help them apply what they learn in ministry.

⁶ The QAA makes clear that spiritual growth and personal belief are not assessed as part of qualifications awarded by UK higher education institutions: A5 "Assessment does not involve evaluating students' confessional stances. While religious organisations may have confessional expectations, especially in cases where they are sponsoring a student's study, personal spiritual development and religious outlook are not included in the criteria for the award of the degree." QAA, *Subject Benchmark Statement: Theology and Religious Studies*, (March 2022) [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.qaa.ac.uk/docs/qaa/sbs/sbs-theology-and-religious-studies-22.pdf?sfvrsn=d9afdc81_6](https://www.qaa.ac.uk/docs/qaa/sbs/sbs-theology-and-religious-studies-22.pdf?sfvrsn=d9afdc81_6). However, ECTE micro-credentials normally place a clear emphasis on the development of Christian character and preparation for ministry, alongside academic learning. At Christ Theological College (CTC), tutors and mentors support students as they engage with course materials and take part in related discussions. This helps students develop their academic knowledge while also encouraging spiritual growth, character formation and practical ministry development. These areas are appropriately reflected in the design of each course. Assessment considers character, content and craft, in line with the competencies set out in the course learning outcomes.

5. Monitoring and Compliance⁷

Compliance with this policy is monitored through:

- annual programme review
- peer observation
- student feedback
- academic committee oversight

Non-compliance is addressed through staff development and performance review processes.

6. Evidence and Record Keeping

Evidence includes:

- Module feedback reports
- Peer observation and review records
- Assessment data
- Programme review reports
- Staff appraisal documentation

All records are stored within the CTC Quality Assurance System

7. Review Cycle

This policy is reviewed three-yearly by the Academic Committee and approved by the CTC Leadership Team.

Version	Author	Review Date
1.	CTC Leadership	July 2029

⁷ Quality Assurance Agency for Higher Education (QAA), UK Quality Code for Higher Education 2024: Sector-Agreed Principles (Gloucester: QAA, 2024).

8. Staff Recruitment and Induction

CTC's commitment to high-quality and effective learning opportunities aims to provide teaching that is research-led, at times research-focused, and pedagogically informed.

Staff will be recruited through a rigorous selection process that incorporates input from both internal and external bodies. Relevant criteria for the consideration of potential teaching staff include the following: academic qualifications, contributions to scholarship, professional experience and qualifications, and ability to care for students.

The same emphasis on suitable qualifications and abilities also extends to the recruitment of visiting tutors, Library staff, administrative staff, and all who contribute to teaching and Learning at CTC.

Applicants for academic posts will be provided with clear expectations regarding their roles and responsibilities. Once recruited, staff will be formally inducted and given all information relevant to their employment, usually in the form of a College Handbook and Induction Programme.

Recruitment of College staff is the responsibility of the CTC Leadership Team. Staff will be inducted into teaching expectations and policy compliance.

9. Staff Development

In order to ensure that learning opportunities are undergirded by research and up-to-date pedagogy, teaching staff will be supported by the College and given opportunities for professional development, academic research, and reflection. Teaching staff are encouraged to gain appropriate professional recognition through the achievement of Higher Education Academy status.

All teaching staff will participate in annual peer review, in which colleagues review and give feedback on aspects of an individual's teaching practice. The purpose of peer review is to enhance the quality of teaching and improve the overall quality of the students' learning opportunities.

Teaching staff will be subject to a schedule of annual performance reviews to ensure progress in their development and effectiveness. The College Principal is responsible for the performance review of staff, the results of which inform the annual College report to the CTC Leadership Team.

10. Programme and Module Design Enhancement

CTC faculty are responsible for setting and maintaining the academic standards of its programmes.

All CTC programmes and modules are designed in light of the College's vision to develop godly and competent students aspiring to excellence. Therefore, all of our programmes are designed and reviewed according to a rigorous and transparent process of quality assurance as outlined in the "Christ Theological College Quality Assurance (QA) Processes and Policies."

All programmes and modules leading to an award will be subject to annual, bi-annual or three- yearly review process. Regular evaluation will enhance our educational programmes and modules by identifying areas of good practice and areas for improvement, and will enable us to respond accordingly. Programme and module review will take place annually or bi-annually, factoring in relevant information from student feedback (both formal and informal), student achievement and marks, tutor evaluation forms, and the input of external examiners.

CTC is committed to the development of innovative programmes and module design, including opportunities for distance learning. In order to ensure an

equivalent high-quality learning experience for all of our students, regardless of location, the primary learning transmission will be through the use of online programmes.

Module design (including assessment, content, teaching methods, etc.) is the responsibility of the module leader, who is encouraged to seek creative and innovative methods of teaching and learning, as long as students are enabled to meet the programme and modular-level learning outcomes, and the students' achievements are effectively assessed. The suitability and effectiveness of module design is reviewed and monitored by the CTC Leadership Team.

11. Role of Module Leaders

Module leaders will ensure that students are provided with accurate information about their modules (usually in the form of module descriptors), including pertinent information regarding assessment, intended learning outcomes, learning opportunities, and relevant College policies and procedures.

Module leaders will ensure that students are given the marking criteria for specific assessment tasks at the beginning of the term. Faculty will provide relevant and timely information about student pathways, which informs students about module choices and allows engagement with module leaders.

Module leaders will provide access to module and programme information.

12. Student Achievement

CTC modules are designed to enable students to achieve the intended learning outcomes and ensure that the modular-level learning outcomes are achieved. These policies and procedures aim to provide all students with an equal opportunity to demonstrate their achievement of the learning outcomes. The

intended learning outcomes will be clearly defined, appropriate, aligned to the correct level descriptors of the FHEQ/QF-EHEA, and appropriately reflective of any relevant Subject Benchmark Statements.⁸

In order to ensure that all students are made aware of their progress towards their intended learning outcomes, tutors will use both formative assessment (assessment for learning) and summative assessment (assessment of learning) in their modules. The suitability and effectiveness of assessment tasks will be reviewed regularly through the annual review process (see “Programme and Module design and enhancement).

13. Reasonable Adjustments

CTC will make reasonable adjustments to assessment in order to support students with a disability or other ongoing medical or mental health condition. The aim of reasonable adjustment is to ensure that all students are able to demonstrate the full extent of their academic abilities, irrespective of a disability or long-term condition.

Cases of exceptional circumstances will be considered at the discretion of the module leader in consultation with the Academic Dean

14. Employability

In order to prepare students for the wider world, CTC recognises the importance of embedding employability and transferable skills into the curricula. Therefore, CTC modules will help equip students for their future careers through the development of transferable skills, including critical thinking, interpersonal skills, and digital literacy.

⁸ QAA 2022 “Subject Benchmark Statement Theology and Religious Studies” <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/theology-and-religious-studies>

The issue of student employability is addressed in the first instance in the annual review process, in which Module Leaders are required to identify their specific contributions to employability skills needed by students.

15. Equality, Diversity and Inclusion

CTC will ensure that teaching and learning are inclusive and accessible to all students, regardless of background or protected characteristics. CTC recognises that today's students are individuals that come from a wide variety of backgrounds and bring with them a distinctive mix of strengths, weaknesses, learning styles, and aspirations. Our aim is to support each of these students as best we can, regardless of where they come from, from induction to graduation. CTC offers student support and guidance can be tailored to individual students through a mentorship programme to ensure the general welfare of the students.⁹

Student learning will be supported through the provision of information about good academic practice, research skills, and the avoidance of plagiarism. Students are introduced to academic plagiarism-detection software at induction, and all students' work is submitted through this virtual learning environment.

16. Student Partnership

Effective teaching and learning take place in the context of productive dialogue between lecturers, mentors, and students. CTC commits to creating and sustaining a context of engagement involving students, lecturers and mentors as much as possible in the review and development of learning opportunities.

CTC will treat its students as adult participants in the pursuit of learning. Therefore, CTC expects all students to familiarise themselves with all relevant module documents, regulations, and requirements and to provide reflective feedback on their experiences.

⁹ See, "Christ Theological College Mentoring Handbook"

Lecturers will make enhancements to Teaching and Learning by engaging with students in effective dialogue about their learning and by helping students understand their responsibility to participate actively in the learning process. This will ensure that all students have regular opportunities to make their views on their learning experience through systems of representation and student feedback at module and programme levels.

Staff will listen to student feedback and respond accordingly, as specified in the annual review process (see “Programme and Module Design and Enhancement” above).

17. Learning Environment

Within CTC, “learning environments” are primarily virtual facilities. However, the learning environment also includes resources and social atmosphere via CTC WhatsApp group with a hope of introducing off-campus learning opportunities in the near future. CTC will ensure that these learning environments are safe, accessible, and reliable for all students.

18. Related Policies

Quality Assurance Policy

Admissions Policy

Student Engagement Policy

Complaints Policy

Appeals Policy

Peer Review Policy

Staff Appraisal Policy

Digital Learning Policy

Appendix A

Teaching and Learning Annual Monitoring Template

Teaching and Learning Monitoring Report

Academic Year:

Programme:

Programme Lead:

1. Teaching Delivery

Area	Evaluation
Quality of Teaching	
Clarity of Learning Outcomes	
Alignment of Teaching & Assessment	

2. Student Engagement

Area	Evaluation
Attendance	
Participation	
Engagement in Learning Activities	

3. Assessment Outcomes

Area	Evaluation
Pass Rates	
Grade Distribution	
Alignment of Learning Outcomes	

4. Key Strengths

5. Areas for Improvement

6. Actions for Enhancement

Action:

Responsible:

Timeline: