	About the course	
1	**Name of course and highest award**	MA in Member Care
2	**Level of highest award (according to FHEQ)**	7
3	**Named interim awards**	PGCert, PGDip
4	**Awarding/validating institution**	University of Gloucestershire
5	**Teaching institution**	Redcliffe College
6	**Faculty responsible**	Faculty of Media, Arts and Technology, School of Humanities
7	**Mode of study (full-time, part-time, etc)**	Part-time
8	**QAA subject benchmark statement(s) where relevant**	Masters Degree Characteristics (2010); BA Theology and Religious studies Doc (2007); QAA Framework for Higher Education Qualifications (2008, now part of the Quality Code, chapter A1)
9	**Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition**	Not applicable
10	**Other external points of reference**	
11	**Date of initial validation**	1 March 2012
12	**Date(s) of revision/confirmation**	
13	**Course aims**	

To provide the student with opportunities to:
1. Acquire an in-depth understanding of the psychological and sociological basis of Member Care as well as the biblical mandate for it.
2. Understand the global challenges in personal and team contexts for workers serving cross-culturally.
3. Be equipped to deliver training in skills specifically related to Member Care, to individuals, families, teams and in multi-cultural situations.
4. Draw on their own experience of cross-cultural ministry to be more effective in the delivery of Member Care.
5. Acquire and utilise advanced skills in research methods that will allow study at

postgraduate level for this course as well as equipping them to be research-practitioners who will continue to research, reflect and write to further the development of the discipline.

14	**Learning outcomes of the course**
	The course provides the opportunities for the student, to achieve and demonstrate the following learning outcomes:
	14a) Knowledge and understanding:
	1. Students will have a systematic understanding of the many factors that produce missionary attrition and effective ways of preventing it. This understanding will involve different cultural contexts and appropriate interventions.
	2. Students will develop a comprehensive understanding of a theology of risk and suffering and engage with issues facing those in dangerous places.
	14b) Intellectual/thinking skills:
	3. Students will be able to evaluate systematically the appropriateness and effectiveness of Member Care approaches and tools from different cultural perspectives.
	4. Students will be able to synthesise material from different disciplines and seek to relate these creatively to the practice of Member Care in different mission contexts
	14c) Subject specific/Practical and professional skills
	5. Students will articulate facility in doing Member Care in the light of valuable insights gained through acquaintance with other disciplines.
	14d) Transferable/key skills:
	6. They will demonstrate competence in the general learning skills necessary for postgraduate level study in general and mission and biblical studies in particular.
	7. They will prepare, propose, pursue and present a research project.
15	**Learning and teaching strategy**
	Learning Outcome 1 is achieved through the following modules: MAM1, MAM2
	Learning Outcome 2 is achieved through the following modules: MAM1, MAM2
	Learning Outcome 3 is achieved through the following modules: MAM1, MAM2
	Learning Outcome 4 is achieved through the following modules: MAM1, MAM2
	Learning Outcome 5 is achieved through the following modules: MAM1, MAM2
	Learning Outcome 6 is achieved through the following modules: all modules
	Learning Outcome 7 is achieved through the following modules: CM1, CM3

16	**Learning and teaching methods**
	Each taught module will involve 24 hours of contact time, plus 276 hours of study made up of preparatory reading and assignment preparation. The Dissertation module, CM3, involves 600 hours of guided independent study. In the taught modules core knowledge and understanding are acquired by means of preparatory lectures, seminars, workshops, group discussion, tutorials and independent study.
	Normally students attend the 24 hours of contact time for each of two modules in the May of one year, and the 24 hours of contact hours of contact time for each of two more modules in the May of a second year. The remaining 276 hours of study for each of these modules are spent in preparatory reading for each module before these blocks of contact time and in further reading and assignment preparation during the year following. The Course Leader and the teaching and assessing staff are available for consultation via email, telephone and Skype during all the reading and assignment-preparation work.
	CM1 includes preparation for the dissertation in CM3. Each student is assigned an appropriate supervisor for their dissertation and the student consults with that supervisor throughout the process of preparing a dissertation proposal, which is also critiqued by at least two other members of staff, and the dissertation itself. This process may last one to two years beyond the two devoted to the taught modules, depending on the student's other commitments.
	The proportion of time that students can expect to engage in the following activities:
	Level 7, year 1
	Scheduled learning and teaching activities: 8% Guided independent learning: 92% Placement and study abroad: 0%
	Level 7, year 2:
	Scheduled learning and teaching activities: 8% Guided independent learning: 92% Placement and study abroad: 0%
	Level 7, year 3
	Scheduled learning and teaching activities: 0% Guided independent learning: 100% Placement and study abroad: 0%
17	**Assessment strategy**
	Learning outcomes at module level may be the subject of either formative or summative assessment. Development teams are asked to consider their assessment strategy carefully, to distinguish between outcomes which are the subject of summative or

	formative assessment, and to indicate which assessment tasks enable students to demonstrate achievement of which learning outcomes. Learning Outcome One is achieved through the following assessment tasks: MAM1 assignments one and two MAM2 assignments one and two Learning Outcome Two is achieved through the following assessment tasks: MAM1 assignment two Learning Outcome Three is achieved through the following assessment tasks: MAM1 assignments one MAM2 assignments one and two Learning Outcome Four is achieved through the following assessment tasks: MAM1 assignments one and two MAM2 assignments one and two Learning Outcome Five is achieved through the following assessment tasks: MAM1 assignments one and two MAM2 assignments one and two Learning Outcome Six is achieved through the following assessment tasks: All assignments Learning Outcome Seven is achieved through the following assessment tasks: CM3 assignment one

18	**Assessment methods**
	
	Level 7, written exams: 0%
	        practical exams: 0%
	        coursework: 100%

19	**Location(s) of the course's delivery** — Redcliffe College
20	**Admissions requirements** — First Class or Upper second class Undergraduate degree
21	**Career and** — N/A

	employability opportunities	
22	**Management of Quality and Standards**	
	Guidance on the University's approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.

Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.

Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of the College's provision. The University also benefits from the input of externals in its approval and review procedures.

Students are able to comment on their modules and courses in various ways including module evaluations and course boards. | |
| **23** | **Support for Students and for Student Learning** | |
| | In so far as Redcliffe students have access to University resources, the following apply:

At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see www.glos.ac.uk/helpzones

Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services is available at - www.glos.ac.uk/studentservices.

Further general and programme specific support is available through the Libraries, ICT and LTS. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at http://insight.glos.ac.uk/departments/lis/Pages/default.aspx.

In addition the following support is available to Redcliffe students:

As noted in section 16 above, in addition to taught modules and a well-stocked library, we provide supervision by teaching and assessing staff and off-campus access to Moodle, our virtual learning environment. | |