WTC TEACHING AND LEARNING STRATEGY

2026-27

WTC Teaching and Learning Strategy	
Purpose	To clarify WTC's teaching and learning strategy.
Enquiries	Enquiries about the Teaching and Learning Strategy should be directed to the Vice Principal (ben.blackwell@wtctheology.org.uk) and the Dean of Studies (freddy.hedley@wtctheology.org.uk)
UKPRN	10030973
Legal Address	16-17 Clarence Parade, Cheltenham, GL50 3PA
Author	Dean of Studies
Approved by	Principal
Next Review	April 2027
Staff member responsible for update	Dean of Studies
Internal/ External	MyWTC; WTC Policies; WTC Policies G-drive

1. Teaching Culture

WTC combines the best of academic scholarship with the vibrant life of the Spirit. We deliver all our teaching in the context of worship, prayer, and prophetic ministry, which we see as a vital component in the way God shapes and directs students in their study. At WTC, the goal of our teaching is spiritual formation through growing in the knowledge and love of God through academic learning and exploration. As such, the classrooms at Residential and Hubs are places of academic learning and exploration as well as places of invitation for the activity of the Spirit. WTC Faculty are free to incorporate prayer, ministry, and reflection into their teaching, and to invite students to see study as a spiritual exercise.

2. Teaching and Learning Priorities

WTC is committed to delivering programmes which incorporate and exhibit this teaching culture in every aspect of course delivery. Our goal is to deliver academic excellence across the curriculum to enable students to succeed both in the classroom and in their assignments, with success measured not only by formal assessments and classroom interaction, but by the students' own sense of engagement and transformative learning.

We aim to meet these commitments in the following strategic ways:

a. An engaging and relevant curriculum
b. Enabling independent learning
c. Excellence in teaching and assessment
d. An innovative teaching model

3. An Engaging and Relevant Curriculum

The curriculum is regularly reviewed by the Senior Academic Team (Principal, President, Dean of Studies), supported by the wider academic support staff, with student and Faculty input to ensure that it continues to remain fresh and relevant, and develops in line with WTC's vision, mission, and values.

Key considerations in such reviews include:

a. A commitment to remaining consistent with the national benchmark standards for theological education in the UK
b. Identifying subject areas that are important to WTC's vision, mission, and values
c. Identifying new areas of interest or relevance to students within the range of WTC's vision, mission, and values (where possible, this will be determined in consultation with current WTC students)
d. Responding to specific demand from students for new areas of study (identified through WTC's Student Rep, module feedback and student engagement in curricula reviews processes)
e. Identifying and making the most of the expertise of WTC's Faculty

f. Enhancing theological engagement with key theological, cultural, and social issues relevant to the contemporary church
g. Diversifying modes of delivery and assessment, in accordance with WTC's model (see below) and vision, mission, and values.

4. Enabling Independent Learning

At the heart of WTC's vision is seeing students and through them, churches, equipped to think critically and theologically through engagement with academic study, to best serve the spiritual lives of individuals and the mission of the church in the 21st century. The delivery of part-time, locally-delivered, yet centrally resourced courses is a key part of enabling students to do this. At the same time, WTC is committed to supporting students through their studies with access to excellent study skills resources and in-person/online support from WTC's Study Skills Tutor.

5. Excellence in Teaching and Assessment

WTC is committed to supporting its Faculty to continually develop and improve so that WTC's programmes are known and valued for the excellent quality of teaching and the relevance of the subject matter. These priorities are a key consideration at the Faculty recruitment stage, but all Faculty engage in Faculty Training Days, regular Board of Study meetings, and occasional standalone events as part of their ongoing development as teachers and as colleagues. This is further supported by a robust peer-review process, in which every member of Faculty is peer-reviewed by another member of Faculty at Residentials, and also by student feedback given through Module Feedback Surveys and biannual Student Rep meetings.

The quality of assessment is as much a factor in a student's success as the quality of teaching, and to this end, WTC regularly reviews its modes of assessment to ensure a diversity of assignments that are appropriate to the subject matter and will stretch students of a range of abilities and skill sets.

6. Delivering an Innovative Teaching Model

Key to WTC's Teaching and Learning Strategy is the unique and innovative delivery model for its university validated programmes, which enables students from across the UK to study part-time in their local context, while studying in community with other students in local learning 'Hubs' around the country. This is achieved through a creative combination of in-person, pre-recorded, and online modes of teaching, and made possible through an innovative approach to technology in the classroom.

Faculty teach classes/modules to students via four primary forms of delivery:

6.1. Residentials

Residentials are four/five day intensive teaching weeks where the entire student body meets together for in-person teaching. There are two Residentials per year, in early September and early January. As well as long and rewarding teaching days, these are times for getting to know one another through worship, ministry, and fellowship. Teaching at Residentials is face-to-face in classrooms at the University of Nottingham, Jubilee Campus. Class sizes typically range from ten to sixty, and in addition to teaching from the front, students can expect a lot of interaction with the lecturer, small group discussion, and dialogue. Lecturers are encouraged to make time in the classroom for responses in the form of prayer, ministry, and reflection to what is being taught.

6.2. Mini-Residentials

For the Church Planting and Leadership Graduate Diploma specialist track, most teaching in the second year occurs via in-person residential teaching events, which usually last two days and are hosted at one of WTC's local Hubs.

6.3. Canned Content

Canned Content (CC - pre-recorded lectures) takes the form of approx. 30-minute lectures that are viewed weekly in local Hubs (or at home for Flexi-Graduate Diploma students). CC often includes built-in discussion time, when the students pause the recording and have an opportunity to respond to the teaching. CC lectures and video conference seminars are taught by Faculty whom students have met at a Residential. This ensures that WTC continues the in-person experience even when students and Faculty are remote from one another.

6.4. Video Conference Seminars

Every module that includes CC will also include fortnightly video conference seminars, which are delivered live online to all students in local Hubs. Hubs meet on either a Monday or Tuesday evening, and each seminar will include all of the Hubs that meet on the same evening. For students on the Flexi-GradDip programme (with no Hub affiliation), there is a separate Video conference (VC) on a Tuesday evening, when all Flexi-GradDip students Zoom in from home.

VCs are 45 minutes long and are a time to discuss the previous two canned content lectures with the lecturer, and sometimes, provide the opportunity for the lecturer to deliver additional teaching.

6.5. MA Teaching Days

The MA programme delivery differs from undergraduate courses insofar as instead of weekly Hub evenings, MA students gather for periodic teaching Saturdays. For Hub-based MA students, these are delivered in Hubs and include a

full day of live online teaching from the module lecturer. Flexi-MA students (with no Hub affiliation) can also zoom into the online teaching.