



TRINITY INTERNATIONAL BIBLE UNIVERSITY

Curriculum Design

Instead of the traditional curriculum design, we research what Christians at both leadership and non-leadership levels need to know and be able to do. We then used this analysis to develop a series of learning outcomes and from this we developed the curriculum. In other words, the subjects you study all yield to essential knowledge and skills – there is no redundant or superfluous material in your study programme.

All subjects conform to Bachelor degree standards, so the Certificate counts for a full 120 credits towards the Bachelor degree. The Diploma consists of a further 120 credits. The Bachelor programme consists of a further 120 credits, i.e., a total of 360 credits, 690 for the Master and 840 for a Doctorate.

Our aim is to make studying as pleasant as possible for you without compromising standards. Courses in the curriculum are completely self-contained and, as such, have no prescribed textbooks.

Our Courses

Click on selected course to see course outline and details and to download in pdf format.

Recognition of Prior Learning

Description Learning takes place throughout one's life in a variety of contexts. The formal study environment of a college or university is one such context in which to gather truth and be equipped in skills in order to prepare for a profession. TIBU accepts that other sources of relevant learning exist outside the walls of formal institutions and that they need formal recognition as valid learning experience. RPL can be described as giving credit for that which candidates already know and can do, regardless of whether this learning was achieved formally, informally or non-formally.

Recognition of prior learning (RPL) refers to the recognition of the knowledge, understanding, skills, experience, values and attitudes (applied competence) held as a result of informal training, work experience and/or life experience. The basic premise of RPL is that people, especially mature adults, learn many things outside the formal structures of education and training. This learning, irrespective of where, how and when it was acquired, can, after assessment, be recognized.