

Oak Hill College Programme Specification

1	Title of Programme:	BA(Hons) in Theology & World Mission
The programme is validated by Oak Hill College, under accreditation by Middlesex University		
2	Awarding Institution:	Oak Hill College with Middlesex University
3	Teaching Institution:	Oak Hill College
4	Additionally validated by:	n/a
5	Final Award:	Bachelor of Arts with Honours (BA(Hons))
6	Programme:	Theology & World Mission
7	Relevant QAA subject benchmark group(s):	Theology & Religious Studies
8	Production/revision date:	18/11/2005 – revised 05/09/2011

9	Reference points:
<ul style="list-style-type: none"> • Bloom’s taxonomy of education objectives – cognitive domains, affective domain • National Qualifications Framework • Subject Benchmark Statement for Theology & Religious Studies • Middlesex University internal document “Advice on completing the programme specification” • QAA – Guidelines for preparing programme specifications • Oak Hill – Learning, Teaching & Assessment Strategy 	

10	Programme Aims (& Benefits):
<p>The programme aims:</p> <p><i>...for the spiritual and ministerial formation of the student:</i></p> <ul style="list-style-type: none"> • to provide students with knowledge and skills to equip them for Christian ministry cross-culturally • to develop students’ skills and Christian graces to enable them to function in Christian ministry anywhere in the world • to encourage students to grow in the intellectual graces of truthfulness, humility, charity, rigour and godliness • to assist the development of students’ interpersonal skills especially when crossing cultures • to assist students to develop the skills required for both autonomous practice and team working especially in cross-cultural contexts • to model to students the commitment to the practice of biblical study which they will need to work within the community and for the service of the people of God in Britain and overseas • to model to students the commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit • to encourage students to delight in the Scriptures as a source, authority and nourishment 	

for Christian faith to people of all nations and cultures

- to assist students in their confidence in biblical authority and the unique power of the gospel of Jesus Christ in all cultures
- to develop students' understanding of the personal pressures when crossing cultures and how to respond to them
- to expose students to the realities of ministry cross-culturally both in the UK and overseas and to enable them to reflect upon it spiritually and biblically
- to enable students to understand the importance of language acquisition and cultural understanding for communicating the Gospel cross-culturally
- to help students to relate appropriately and knowledgeably to leaders of churches in other cultures and countries
- to give students an understanding of the relationship between culture and theology and the ability to evaluate and distinguish biblical truth
- to develop students' personal abilities to minister both within their own culture and overseas

...in the Biblical Studies stream:

- to enable students to summarise the contents, the distinctive theological contribution and main themes of the requisite parts of both Old and New Testaments, and be thoroughly familiar with several biblical books
- to enable students to read biblical texts responsibly with an awareness of scholarly approaches and biblical-theological perspectives
- to give students an overview of biblical teaching on Mission
- to give students the tools for understanding and applying the Scriptures in their own and other cultures
- to give students a knowledge and evaluation of, and an appreciation for, patterns of biblical and theological understanding that have developed in the non-Western world
- to give students the opportunity to develop a working knowledge of at least one of the biblical languages to sharpen their exegetical skills

...in the Theology & Church History stream:

- to develop students' critical and analytical systematic theological powers
- to develop in students a sound grasp of the major loci of Christian theology through the study of systematic theology, church and mission history
- to introduce students to the major development in the history and theology of the Christian Church in its changing historical, geographical and cultural contexts
- to provide broad historical and systematic theological background for understanding and evaluating aspects of the ministry and mission of the contemporary Church
- to introduce students to aspects of the history of the world church that have relevance to mission
- to explore and evaluate the variety of the world church in theology and practice
- to explore in considerable depth a specific area of systematic or historical theology with awareness of the relevant biblical material and systematic implications
- to expose students to a wide range of the doxological, personal, pastoral, social and missiological implications of one Christian doctrine or strand of historical theology
- to enable students to assess the relationship between theology and the reality of church life worldwide
- to equip students to teach and model biblical ethics
- to equip students to enable the provision of pastoral care and counselling to individuals
- to develop in students an awareness of the depth and complexity of many ethical and

pastoral issues

- to develop in students a familiarity with different ethical responses and models of counselling
- to enable students in a sophisticated fashion to trace through from a specific area of systematic or historical theology to its pastoral and missiological implications

...in the Church & World stream:

- to provide an understanding of the historical process of church planting
- to equip students to engage in both church planting and the maturing of churches that have already been established
- to equip students with the skills to read and understand a text or worldview
- to enable students to analyse the pattern of an argument and to discuss that argument in the light of a Christian worldview
- to give a basic knowledge of other world faiths so that students are able to interact with them, and know how to develop their understanding
- to enable students to understand their own cultural background
- to give students an understanding of the problems encountered in crossing cultures and to equip them with the tools for doing so sensitively
- to make students aware of the different strands of missiological thought
- to help students to understand the practice of missionary work and cross-cultural ministry
- to help students to evaluate missionary engagement in specific countries
- to enable students to write in depth on an aspect of cross-cultural ministry in the country they have visited
- to engage in critical reflection on a range of models for church and personal ministry worldwide
- to enable students to understand patterns of church leadership and ministry from a variety of cultures
- to develop in students the practical skills of listening and formulating a Christian response within the context of various ethical and pastoral issues

...in all three streams of the programme:

- to teach the conceptual and practical integration of the different theological disciplines by constantly modelling in each stream the impact it has on and receives from each of the others
- to enable students to consider all that they are learning in the context of communicating the Gospel cross-culturally and establishing biblical churches
- to enable students to evaluate their own calling and aptitude for specific Christian ministry
- to give all students the opportunity to gain a basic understanding of a range of other areas, including Exegesis & Hermeneutics, Apologetics, the Theology of Worship, Christian Leadership, and Reformation Church History

The programme will benefit:

- those who will work with and as church leaders at the interfaces of church and world, whether that is public or private, corporate or individual, intellectual or emotional
- those preparing for Christian ministry cross-culturally in the UK or overseas
- those already involved in such Christian ministry, who wish to have that ministry explicitly shaped by formal theological study
- those seeking to deepen their understanding of the Christian faith in a cross-cultural context for their own growth and the benefit of others

- those who desire to teach the content of the Bible with contemporary clarity and cultural relevance
- those consciously interacting with contemporary non-Christian and other faith patterns of thought
- those wanting to be able to teach relevantly in a different culture
- those wanting to be able to serve acceptably under the leadership of people from a different cultural background

11

Programme Learning Outcomes:	
Note: The learning outcomes below are at the threshold level	
<p>A. Knowledge & Understanding</p> <p>On completion of this programme the successful student will be able to demonstrate:</p> <p><i>Biblical Studies</i></p> <ul style="list-style-type: none"> • knowledge of the main themes and content of the Pentateuch, the prophetic literature and selected narrative books in the Old Testament • knowledge of the main themes and content of the Gospels, Acts and Pauline Epistles • knowledge of the material and cultural setting of the Bible and the main points of the history of Israel • awareness of different approaches taken to interpreting biblical texts • understanding of the importance of biblical-theological and cultural considerations in interpreting biblical texts • insight into how biblical texts may be useful in cross-cultural ministry • understanding of how different parts of the Scriptures present mission themes <p>Especially at BA-level:</p> <ul style="list-style-type: none"> • a more detailed and thorough knowledge and understanding of biblical material. This knowledge and understanding could be derived from the intensive study of parts of Scripture such as: <ul style="list-style-type: none"> ▪ the Psalms ▪ Wisdom Literature ▪ Prophetic Literature ▪ the Fourth Gospel ▪ 1 Corinthians ▪ Hebrews & the General Epistles • awareness of different approaches taken to interpreting biblical texts by people from differing cultural backgrounds <p><i>Theology & Church History</i></p> <ul style="list-style-type: none"> • knowledge of the major loci of orthodox Christian doctrine • knowledge of certain key philosophical components in the western tradition • a knowledge of the sweep of the history and theology of the Christian Church from the first century to the present 	<p>Teaching/learning methods and strategies:</p> <p>Knowledge and understanding are acquired through the following strategies:</p> <ul style="list-style-type: none"> • lectures and seminars which provide discussion of given topics, models for considering different views, and introductions to relevant material • accompanying handouts • interaction through question, discussion and argumentation • guided independent reading which forms the basis of classroom discussion • preparation of case studies • in some modules, student-led seminars to enable thorough understanding of key themes and significant issues • individual and group written feedback on written work • informal interaction and discussion with students in the College community • UK placement in a non-British led church • regular interaction with the Course Director for on-going pastoral and spiritual formation towards cross-cultural ministry <p>Especially at BA-level:</p> <ul style="list-style-type: none"> • an overseas placement in a cross-cultural situation • the preparation and completion of a short dissertation <p>Assessment:</p> <p>Testing of the knowledge base is through a combination of exams, assessed coursework in the form of essays, assignments, presented papers, practical assignments and a dissertation. Pastoral assessments will also be made through tutorial groups and interaction with the Course Director and other staff.</p>

- a grasp of the significance of some historical ministries, movements, controversies and writings for the ministry and mission of the contemporary church
- knowledge of the current state of the church in Europe, Africa, North and South America and Asia
- intermediate understanding of how the Gospel entered into Asia and Britain
- knowledge of the background and events from which the British Missionary enterprise began in the eighteenth and nineteenth centuries
- an introductory understanding of a range of ethical frameworks and methodologies
- an understanding of the major models of ethical frameworks, and methodologies
- an awareness of Christian responses to various leading contemporary ethical and pastoral issues

Especially at BA-level:

- an accurate knowledge of selected systematic doctrines of the Christian faith, and/or selected periods of church history and historical theology, with their significance for the ministry and mission of the contemporary church
- knowledge of theologians who have written from a non-western cultural background
- an understanding of how to differentiate cultural issues in an understanding of the Christian faith

Church & World:

- exegetical and hermeneutical skills in the handling of Scripture
- an awareness of the patterns of constructing an argument
- an awareness and understanding of a range of major worldviews
- a basic knowledge of major world faiths
- a knowledge of issues surrounding race both biblically and in contemporary culture

Especially at BA-level:

- an awareness and understanding of the perception of the Christian faith as a worldview among other worldviews
- an ability in cultural analysis
- an understanding of the influence of culture on patterns of church leadership and structure

In addition:

Students are given the opportunity to develop:

- a good working knowledge of at least one of the two main biblical languages and a good awareness of semantic and syntactical issues
- a more thorough understanding of one biblical book (e.g. Revelation)
- a basic understanding of the varieties of apologetic method and their effectiveness
- an understanding of the historical development of Christian liturgy down to the present day, with special reference to Anglican traditions

<ul style="list-style-type: none"> • an enhanced knowledge and understanding of the 16th Century Reformation • an understanding of the theological issues lying behind various biblical theologies and their contribution to hermeneutics • an enhanced understanding of exegesis and hermeneutics <p>Especially at BA-level:</p> <ul style="list-style-type: none"> • an enhanced understanding of different theories of leadership with particular reference to Christian practice • a detailed knowledge of the influence of culturally controlled constraints informing a given issue in the life of the church 	
<p>B. Intellectual Skills</p> <p>On completion of this programme the successful student will be able to demonstrate:</p> <p><i>Biblical Studies:</i></p> <ul style="list-style-type: none"> • good abilities in interpreting a biblical book on the basis of established techniques of grammatical-historical and biblical-theological analysis • an enhanced ability to read biblical texts with due regard to historical as well as biblical-theological context • an enhanced ability to evaluate approaches to reading Scripture with regard to their integrity and usefulness for Christian theology and ministry • an enhanced ability to empathise with a ‘foreign’ world • an enhanced ability to appreciate the distinctive contributions made by different types of biblical texts as well as their interconnectedness within the canon • the ability to identify and evaluate cultural issues which might influence the reading and interpreting of Scripture <p>Especially at BA-level:</p> <ul style="list-style-type: none"> • an understanding of the cultural factors which have led to different patterns of prioritisation and interpretation of biblical passages <p><i>Theology & Church History:</i></p> <ul style="list-style-type: none"> • an enhanced ability to evaluate the doctrinal heritage of the church in the light of biblical teaching • an ability to read and understand historical narratives • an ability to analyse historical ministries, movements, controversies and primary historical theological writings • an ability to understand and to evaluate in outline theological positions both as instances of systematic theology and as examples in historical theology • an ability to evaluate the culture and ideologies of the contemporary world 	<p>Teaching/learning methods and strategies:</p> <p>Each module, whatever the format of teaching, involves exploration of key issues in order to develop the intellectual skills described.</p> <p>Methods of importance in the development of these skills are:</p> <ul style="list-style-type: none"> • deliberate modelling of these skills in lectures and classes • guided independent reading and work sheets in preparation for class contact hours • problem analysis of written scenarios, exploring theological and pastoral issues raised • oral presentations in small group work • individual summative and formative feedback given upon class contributions and assessed work • regular interaction with the Course Director and other lecturers • informal interaction and discussion with students in the College community <p>In preparing the dissertation:</p> <ul style="list-style-type: none"> • individual dissertation supervisions • the planning, organisation and writing of the dissertation <p>Assessment:</p> <p>Both written pieces (essays, assignments, examinations), and oral presentations provide a vehicle for the demonstration and assessment of these skills, as evidenced by the assessment criteria contained in the mark scheme.</p>

- an appreciation of the inter-connected nature of Christian doctrines
- the ability to identify the key issues in dealing with doctrinal questions and scenarios
- the ability to construct ethical responses demonstrating internal coherence, an appropriate use of Scripture and analytical rigour
- a critical awareness of how Christians have used Scripture in constructing ethical responses
- the ability to appraise the ways in which theological and philosophical positions influence ethical decision making
- the ability to evaluate the ways in which Christians use Scripture in constructing ethical responses

Especially at BA-level:

- the ability to construct for him/herself Christian doctrine from biblical and historical material, in relation to other dogmatic loci, and with an awareness of the pastoral and cultural implications of the resulting theology in a variety of contexts
- an enhanced ability to demonstrate a competent grasp of the wider systematic theological implications of holding to particular views on selected doctrines

Church & World

- the ability to interpret a text in the context of a larger body of work, and within a particular cultural framework alien to his/her own
- the ability to engage in broad content analysis
- an understanding of informed dialogue between Christianity and other thought or value-systems for the practice of ministry

Especially at BA-level:

- an ability to evaluate missiological theories and practice in the light of Scripture, doctrine and church history
- an ability to foresee the systematic consequences of a particular doctrinal position or missionary practice
- the ability to read primary texts from other times, cultures or worldviews with both critical engagement and appreciative reflection

In addition:

Students are given the opportunity to:

- develop advanced skills in reading and interpreting biblical texts in one or two of the original languages
- gain perception of which strands of Apologetics might be relevant in a given circumstance
- evaluate the meaning and significance of authorised liturgies of the Church of England
- gain an awareness of different biblical genres and relevant interpretative stances
- gain the ability to evaluate the usefulness of management theories for Christian leadership
- develop skills in the close analysis of historical primary texts

<p>Especially at BA-level:</p> <ul style="list-style-type: none"> • develop a working knowledge of textual criticism • gain an enhanced ability to analyse and compare expository and evangelistic sermons 	
<p>C. Practical Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p><i>Biblical Studies</i></p> <ul style="list-style-type: none"> • communicate in written form and orally in small groups the knowledge and understanding gained • demonstrate the intellectual skills listed above in written form and orally in small groups • communicate the Gospel cross-culturally • communicate the message of mission from a variety of scriptural passages <p>Especially at BA-level:</p> <ul style="list-style-type: none"> • minister into a cross-cultural situation on the basis of sound cultural understanding and biblical exegesis <p><i>Theology & Church History</i></p> <ul style="list-style-type: none"> • use the intellectual skill of understanding and evaluating the doctrinal heritage of the Christian Church for pastoral ministry in the contemporary context both in Britain and overseas • analyse pastoral situations with a view to their doctrinal significance, giving full weight to cultural issues involved • utilise doctrinal understanding maturely in contemporary pastoral ministry • apply Scriptures into a variety of cultural settings • begin to teach biblical ethics • formulate their own responses to ethical issues and evaluate alternative responses • identify the key questions in dealing with ethical questions and construct responses demonstrating pastoral insight and sensitivity • appraise critically and analyse the ways in which theological, philosophical and cultural positions influence ethical decision making <p><i>Church & World</i></p> <ul style="list-style-type: none"> • diagram the flow of argument of a text or worldview • engage in their own worldview analysis • increasingly adjust their own involvement sensitively with people of different cultures • engage sensitively and effectively with members of other faith communities • deploy biblical and pastoral insights into aspects of Christian ministry • employ strategies and skills to deal with aspects of Christian ministry particularly when these involve crossing cultures • demonstrate discernment in evaluating the theological and practical merit of contemporary resources, Christian and secular 	<p>Teaching/learning methods and strategies:</p> <p>Practical skills are developed through:</p> <ul style="list-style-type: none"> • the requirement to give oral and written presentations and feedback on them • the analysis of practical pastoral scenarios • the practice of diagramming sequences of argument • the practice of analysing worldviews from a range of literature • regular evaluation by placement supervisors and the Course Director <p>Assessment:</p> <p>These skills are assessed by essays, exams, and exegetical assignments, and by giving on-to-one feedback on oral and written presentations. In addition students enhance these skills in the planning, management and writing of a dissertation.</p>

<p>Especially at BA-level:</p> <ul style="list-style-type: none"> • be able to apply biblical truths into a different cultural setting <p><i>In addition:</i> Students may gain an enhanced ability to:</p> <ul style="list-style-type: none"> • engage in practical apologetic situations • use a sentence flow diagram to move from a set biblical text to a formally delivered talk • produce expository and evangelistic sermons • use practical skills in evangelism and nurture, and/or leadership skills in a church context • engage confidently in counselling, cross-cultural communication, apologetics, or spiritual direction • apply a biblical understanding of race and religion to ministry contexts today, focusing <i>inter alia</i> on Islam in Britain 	
<p>D. Transferable/Graduate Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> • manage time effectively and work to deadlines • work and learn independently • plan and manage an individual project • hold a developed appreciation of the depth and complexity of many ethical and doctrinal issues faced in all areas of life • articulate and apply Scripture as sufficient and authoritative in these areas with corresponding pastoral insight and sensitivity • use intermediate skills in analysing pre-suppositions behind previously un-encountered intellectual positions with some sophistication and rigour • apply existing doctrinal knowledge to new doctrinal and cultural areas • map the flow of argument in a text or worldview • understand the literary and cultural context of a text of worldview • participate constructively in groups • be critically self-aware of character tendencies especially in cross-cultural situations • understand the nature of culture shock and be able to cope with it personally • communicate information and ideas to a wide ability and age range • grasp the rudiments of counselling practice • analyse a variety of pastoral and ethical situations • engage successfully in cultural and social analysis • understand the principles of transferability of ideas or practices from one cultural context to another <p>Especially at BA-level:</p> <ul style="list-style-type: none"> • successfully complete a research project 	<p>Teaching/learning methods and strategies:</p> <p>All modules require regular written work and this contributes to the first six outcomes listed, along with the practice of mapping the flow of an argument. Guided reading is also important in the development of these outcomes.</p> <p>Communication modules and the elements of group work in all modules encourage the last three outcomes.</p> <p>Assessment:</p> <p>All written assignments – essays, exams – require the first six of these skills.</p> <p>All students are assessed on their ability to communicate which evidences the final three skills, and further assistance is given to those who need it. This is assessed informally at a group and individual level.</p>

- In addition, students may be equipped to:
- engage in apologetic debate
 - lead a variety of services in a range of churches
 - preach in a variety of contexts
 - explain Christian truth within the context of contemporary society
 - undertake a leadership role in a Christian church
 - accept a subordinate position in a church led by members of a different ethnic group

12

Programme Structures & Requirements

12.1 Overall Programme Structure

This programme leads to the award of the Bachelor of Arts Honours degree (BA(Hons)) in Theology & World Mission. The normal length of time a full-time student spends on the programme is three academic years of three terms each. The first two years are (effectively) the DipHE in TWM and the programme is therefore often referred to as the ‘BA year’; students effectively spend one academic year of three terms on the specific BA(Hons) study, studying 40 credits per term. However, the short dissertations and projects, if studied, are taken over a term and a half.

Students will be awarded the BA(Hons) once they have attained grade C or better for the DipHE modules, and 12¹ or better for the BA(Hons) modules, giving a total of 360 credits (240 as for the DipHE, and a further 120 at specific BA(Hons) level).

12.2 Details of Levels & Modules

Level 4 (Year 1)

<u>Compulsory</u>	<u>Designated</u>	<u>Optional</u>	<u>Progression Requirements</u>
<p>Students must take all of:</p> <ul style="list-style-type: none"> • CD1.1, CH1.1, NT1.1, OT1.1 (all 15-credit taught modules) • TM1.1, TM1.2, TM1.3 (all 10-credit taught modules) • GK1.1 (20-credit taught language module, over 3 terms) • Communication workshops/tutorials (non-credit-bearing) 	<p>Students must also choose one 10-credit elective module:</p> <ul style="list-style-type: none"> • one of: AP1.1, CM1.2, CW1.1, NT1.2, SW1.2; • or BH1.1 (20-credit taught language module, over 3 terms), which will involve ‘over-crediting’ by 10 at Level 4 	<p>Not applicable</p>	<p>The pass mark for all modules is C on the undergraduate scale. Students <i>may</i> be allowed to progress to Level 5 with some incomplete Level 4 assessment.</p> <p>There is no award available on exit after Level 4.</p>

¹ For explanation of grades, please see Appendix 2 (Marking Schemes).

Level 5 (Year 2)			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> • CD2.2, ET2.1, OT2.2 (all 15-credit taught modules) • CW2.1, TM2.1, TM2.2, TM2.3 (all 10-credit taught modules) • Placement in a non-British church (non-credit-bearing – see section 18) 	<p style="text-align: center;"><u>Designated</u></p> <p>Students must also choose at least 1 of:</p> <ul style="list-style-type: none"> • NT2.2 (15-credit taught module) • NT2.4² (25-credit taught (part language) module, over 3 terms) 	<p style="text-align: center;"><u>Optional</u></p> <p>Plus students must choose elective credits up to a total of 240 over the two years³:</p> <ul style="list-style-type: none"> ▪ <u>either</u> two 10-credit modules, from: AP1.1, CM1.2, CW1.1, NT1.2, SW1.2; CH2.5, CM2.3, CM2.6, PC2.1, SW2.2 ▪ <u>or</u> one 20-credit elective module, from: BH1.1, BH3.2, NT3.1, NT3.4, OT3.7, PC3.3 	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>The pass mark for all modules is C on the undergraduate scale. If registered to continue study beyond the DipHE in TWM, a student must meet all the requirements for the DipHE before progression.</p>
Level 6 (Year 3)			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> • TM3.1 (20-credit placement module) • TM4.2, TM4.3⁴ (both 20-credit taught modules) • SD4.1 (20-credit, 6,000-word dissertation, with Mission emphasis) 	<p style="text-align: center;"><u>Designated</u></p> <p>Not applicable</p>	<p style="text-align: center;"><u>Optional</u></p> <p>Students must also choose two of the following (at least one of which must be a Biblical Studies module)⁵:</p> <ul style="list-style-type: none"> • Biblical Studies modules (all 20 credits): BH3.2, BS4.1, BS4.2, DN4.1⁶, NT3.1, NT3.4, NT4.7, OT3.7, OT4.7⁷, OT4.8, OT4.10 • Theology & Church History modules (all 20 credits): CD4.3, CH4.7, DH4.1, DN4.1⁶, DW3.1⁴, HM4.1⁴, SH3.2⁴ • Church & World modules (all 20 credits): CM4.6, DW3.1⁴, HM4.1⁴, PC3.3, SH3.2⁴ 	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>The pass mark for all modules is 12 on the undergraduate 15-point scale.</p>

² NT2.4 is a year-long module, but it is taught for a different number of hours per week in each term.

³ No elective module already taken at Level 4 may be repeated.

⁴ DW3.1, HM4.1, TM4.3 and SH3.2 can be counted as belonging to *either* the ‘Theology & Church History’ area *or* the ‘Church & World’ area, but *not* both.

⁵ No 3.x module already taken at Level 5 may be repeated.

⁶ DN4.1 can be counted as belonging to *either* the ‘Biblical Studies’ area *or* the ‘Theology & Church History’ area, but *not* both.

⁷ OT4.7 cannot be taken if OT3.7 has previously been credited.

Admission Criteria

For students under the age of 21 years, one of the following five descriptions is acceptable as the normal minimum admission qualification:

- A GCE or GCSE with passes in five subjects including at least two at Advanced Level. Passes at Grade 1 in the Certificate of Secondary Education are acceptable in place of passes at Ordinary Level in the GCE.
- A GCE or GCSE with passes in four subjects, including three subjects at Advanced Level. Passes at Grade 1 in the CSE are acceptable in place of passes at Ordinary Level in the GCE.
- A Scottish Certificate of Education with passes in five subjects, of which three are at the higher grade.
- A Scottish Certificate of Education with passes in four subjects, all at the higher grade.
- An Ordinary National Certificate or Diploma at a good standard or the agreed equivalents of the Business Education Council, Technical Education Council, Scottish Business Education Council or Scottish Technical Education Council.

If an applicant does not have the above qualifications and is over 21 by 31 December in the year of entry, (s)he may still be admitted to the relevant programme, provided that the College is satisfied that (s)he has the necessary motivation and ability to follow the programme successfully.

Students must also satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. We require all overseas TWM applicants, or those whose first language is not English, to take the British Council IELTS test and achieve a total score of 7.0 or above, with no less than 6.5 in any individual category.

In addition, students must satisfy the requirements of the DipHE **in** TWM before being admitted to the third year (degree-level study) of the BA(Hons) or of the MTh in TWM.

BA(Hons) in TWM, 3rd Year Direct Entry

Third year Direct Entry was available from September 2008.

One of the following descriptions is acceptable as the normal minimum admission qualification:

- The Oak Hill DipHE in Theology & World Mission.
- A degree or diploma considered by the Academic Dean substantially to duplicate the material covered by Oak Hill's DipHE in TWM.

The applicant's previous study will also need to meet the specific subject area prerequisites for the third year of the BA(Hons) in the three areas of Biblical Studies, Theology & Church History, and Church & World. In addition to these academic criteria applicants for direct entry into the third year must have completed an overseas placement.

Assessment Regulations Information

See the current 'Information, Regulations & Procedures' booklet, and the 'progression requirements' noted above (section 12.2).

15**Indicators of Quality**

- External Examiners' reports on existing programmes and modules
- The 'Bishops' Inspection by the Church of England Ministry Division of the Archbishops' Council
- Middlesex University Accreditation Events
- Validation Events for CertHE, DipHE and BA(Hons) in Theological & Pastoral Studies
- Validation Event for DipHE, BA(Hons) and MTh in Theology & World Mission
- British Accreditation Council Accreditation Events

16**Particular Support for Learning**

- Extensive theological library with 24-hour access to over 50,000 volumes
- 24-hour access to IT resources: email, word-processing, CD-ROM resources, Internet access
- Personal tuition, and one-to-one supervision for dissertations
- Special provision for students with special needs (e.g. English not first language, specific learning disabilities) (see current Information, Regulations & Procedures booklet for details)

17**Methods for Evaluating & Improving the Quality & Standards of Learning**

- Overall responsibility for assuring and monitoring standard of awards and quality of student experience lies with the Academic Board
- Course Leaders (e.g. Director of Theology & World Mission) have responsibility for monitoring the changes made to their programmes, and recommending formal reviews when necessary, and in any case on a six-yearly basis
- Assessment Board includes External Examiners, and has particular responsibility for assuring the standard of the College's programmes and of the awards made to students
- Courses Evaluation Committee is grounded on student feedback on modules and programmes, and has particular responsibility for assuring the quality of the students' academic experience (particularly at module level)
- Monitoring & Evaluation Panel independently examines any issue which relates to the academic efficiency of the College, and has particular responsibility for assuring the quality of the students' academic experience (particularly at programme level)
- Various bodies meet involving both student representatives and members of the College's management, finance, development and domestic departments; these each have some responsibility for assuring the quality of the students' experience in areas other than academic
- Feedback from visiting educational professionals invited from time to time
- Formal educational training (PGCHE) for new members of the Faculty
- Where visiting lecturers are used in the TWM programmes, they are thoroughly prepared in order to ensure that there is analysis, and not merely description, of issues with which students need to grapple
- On leaving College, students are given the opportunity of completing a feedback questionnaire covering every aspect, both academic and non-academic, of their time at the College. The results of these will be considered by relevant bodies as appropriate

Placement Opportunities, Requirements and Support

During the second year of the BA(Hons) in TWM, students are required to participate in a placement in a non-British church. This placement, while compulsory, is non-credit-bearing. For students with suitable background experience, the placement may exceptionally, and by agreement, be completed in the first year (full-time).

Aims

- To give students an understanding of what it means to be part of a church where the majority of members are of a different racial and cultural group
- To help students understand the influence which culture and race may have on church life and leadership
- To give students the experience of being the “foreigner” in another language community
- To give students a taste of working under the leadership of someone who has a different cultural background
- To give students a vision of the blessing of Christian multi-culturalism

Students will

- be allocated a church which is in line with their own calling and interests
- be required to attend the church regularly, as agreed between the College, the student and the church
- be expected to find ways to participate in the life of the church
- be invited to keep a diary of their experience
- receive comments on their integration, adaptation and participation from the senior pastor or other church leader
- be expected to explain to the Course Director the benefits and difficulties of the placement

The College will

- ensure that the church leadership understands the rationale for the placement
- identify and prepare a member of the church leadership to be the student’s contact point within the church and liaise with College staff
- routinely check that the relevant parts of the QAA Code of Practice for Placements are being followed
- re-designate students if problems arise with the placement or it fails to provide the intended learning opportunity

A record of the completion of this placement will be brought back to College and form part of the student’s tutorial supervision.

Before the start of the third year of the programme, students are required to participate in an overseas placement for a minimum of two months. On return to College, the student writes up an essay analysing the experience; this placement module (TM3.1) is credit-bearing and is a distinctive of the BA(Hons) (and MTh) in TWM.

Future Career: Support for Graduates’ Future Career Development

- All the College’s programmes are vocational; that is, they are intended to equip the student with the necessary skills, experience, attitudes and characteristics for Christian ministry of various types

- Personal tuition throughout the BA(Hons) in TWM provides support in all areas of the student experience. This includes ongoing guidance on the academic programme, and on future career possibilities
- Placements in local church settings allow students to ‘network’ with possible future employers, and with persons involved in the relevant work field

20

Other Information

Modes of Study

There is no part-time pathway for the BA(Hons) in TWM.

Exit Points

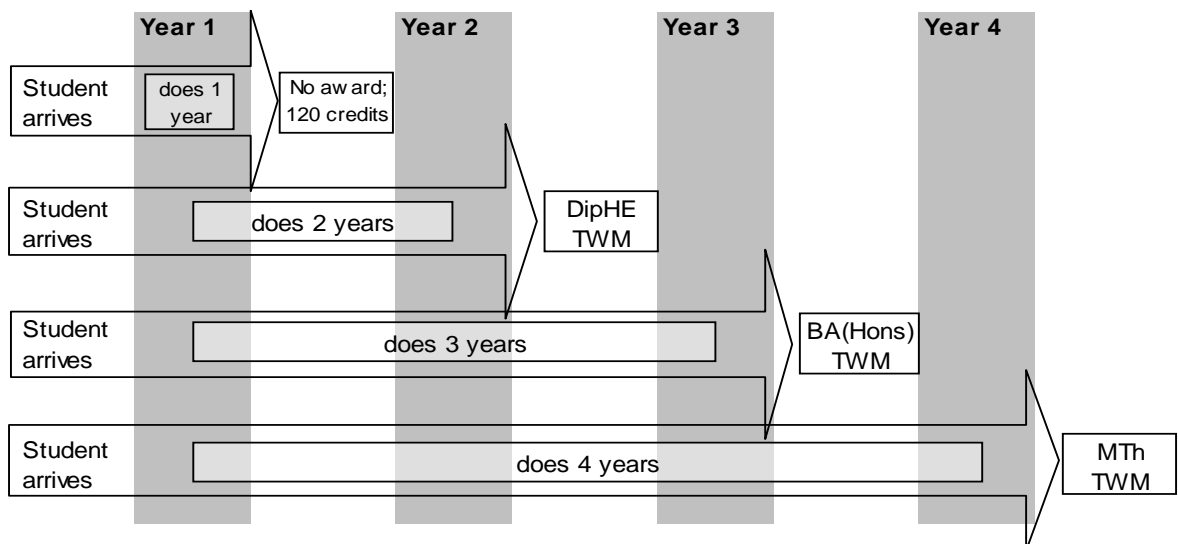
A student registered for the BA(Hons) in TWM may decide to leave College before completing the programme.

There is no award on exit after one year (120 credits); however credits gained may be used towards any future programme under the national Credit Accumulation & Transfer (CAT) scheme.

After two years, given the appropriate modules studied and credit total, a student could exit and be awarded a DipHE.

Students who decide to exit College at a point when they have exceeded the requirements for one award but not attained all those needed for the next will normally be awarded the ‘highest’ award possible given their credit total etc; credits gained beyond this award may be used towards any future programme under the national Credit Accumulation & Transfer (CAT) scheme.

Students may decide to extend their studies in order to gain a ‘higher’ award than the BA(Hons), as in the following diagram. However, students wishing to register for the MTh must do so before the end of the second year.



Award of the BA(Hons) in TWM

This award can be marked Fail, Pass, or classified:

- Students are awarded the BA(Hons) once they have attained grade 12 (or C for the first two years) or better in modules worth a total of 360 credits (see grade scheme in the Appendix). 240 credits’ worth must be attained as for the DipHE, with a further 120 credits’ worth at BA-level. A rounded average of the grades from the BA-level modules

is taken, with care being taken as to the proper weighting.

- A student who achieves 10 to 12 overall is awarded Third Class Honours
- A student who achieves 7 to 9 overall is awarded Second Class Honours, Lower Division (Lower Second Class Honours)
- A student who achieves 4 to 6 overall is awarded Second Class Honours, Upper Division (Upper Second Class Honours)
- A student who achieves 1 to 3 overall is awarded First Class Honours

Appendix

List of Modules by Level and Subject Area

Biblical Studies

BH1.1	Introduction to Biblical Hebrew
GK1.1	Introduction to New Testament Greek
NT1.1	Introduction to Jesus & the Gospels
NT1.2	Pastoral Epistles & Pastoral Ministry
OT1.1	Introduction to the Old Testament: Creation to David
NT2.2	Introduction to Acts & the Pauline Epistles in English
NT2.4	Introduction to Acts & the Pauline Epistles in Greek
OT2.2	Introduction to the Old Testament: From Solomon to Second Temple
BH3.2	Reading Biblical Hebrew
NT3.1	The Fourth Gospel
NT3.4	1 Corinthians
OT3.7	The Psalms
BS4.1	Deuteronomy
BS4.2	Advanced Biblical Hebrew Reading
DN4.1 ⁸	Justification in the Bible & in Christian Doctrine
NT4.7	General Epistles
OT4.7 ⁹	Hebrew Psalms & Poetry
OT4.8	Wisdom Literature
OT4.10	Studying Prophetic Literature

Theology & Church History

CD1.1	Introduction to Christian Theology I
CH1.1	Survey of Church History
CD2.2	Introduction to Christian Theology II
CH2.5	Reformation Church History
ET2.1	Introduction to Christian Ethics
DW3.1 ¹⁰	Evangelical Public Theology
SH3.2 ¹⁰	Christian Spirituality – Past & Present
CD4.3	Doctrine of Salvation
CH4.7	Reading Primary Historical Texts
DH4.1	Doctrine of God
DN4.1 ⁸	Justification in the Bible & in Christian Doctrine

⁸ DN4.1 can be counted as belonging to *either* 'Biblical Studies' or 'Theology & Church History', but *not* both.

⁹ OT4.7 may only be taken if OT3.7 has not previously been credited.

¹⁰ DW3.1, HM4.1, SH3.2 and TM4.3 can be counted as belonging to *either* 'Theology & Church History' or 'Church & World', but *not* both.

HM4.1¹⁰ Puritan Perspectives on Ministry
 TM4.3¹⁰ Christian Theology in the Non-Western World

Church & World

AP1.1 Practical Apologetics
 CM1.2 Exegesis & Hermeneutics for Teaching
 CW1.1 Christians in the Contemporary World
 SW1.2 Christian Worship & Congregational Ministry
 TM1.1 The Biblical Basis of Mission
 TM1.2 The World Church in its Contemporary Context
 TM1.3 Cross-Cultural Studies

CM2.3 Advanced Homiletics
 CM2.6 Congregational & Presbyterian Church Ministry
 CW2.1 Race & Religion
 PC2.1 Introduction to Pastoral Care & Counselling
 SW2.2 Spiritual Growth & Health
 TM2.1 World Christianity in its Historical Setting
 TM2.2 Interacting with Other Faiths
 TM2.3 Contemporary Missiology & Practice

DW3.1¹⁰ Evangelical Public Theology
 PC3.3 Pastoral Ministry
 SH3.2¹⁰ Christian Spirituality – Past & Present
 TM3.1 Summer Cross-Cultural Placement

CM4.6 Advanced Christian Leadership
 HM4.1¹⁰ Puritan Perspectives on Ministry
 TM4.2 Establishing Churches Across Cultures
 TM4.3¹⁰ Christian Theology in the Non-Western World

Dissertations

SD4.1 Short Dissertation

Grades

Levels 4 & 5 grades	Levels 6 & 7 grades	Description	Class of Honours Degree
A	1 to 3	Excellent work	First Class
B+	4 to 6	Very good work	Second Class, Upper division (Upper Second)
B-	7 to 9	Good work	Second Class, Lower division (Lower Second)
C	10 to 12	Adequate work	Third Class
F	13 to 14	Fail	Fail
N	15	Token or no submission	Fail

Levels

Oak Hill College Level	Example of module code	Description	FHEQ (EWNI) Level	NCF Level
4	CH1.1	Certificate (CertHE) level	Certificate	4
5	NT2.2	Diploma (DipHE) level	Intermediate	5
6:1	OT3.7	BA level 6A (can be available to DipHE-level students)	Honours	6
6.2	DH4.1	BA level 6B (not available to DipHE-level students; classes can be shared with Masters-level students)	Honours	6
7:1	BS5.9	Postgraduate; 'Enhanced BA' level	Masters	7

		(Masters students can share classes with BA-level students)		
7:2	CW6.1	Postgraduate; 'Specialist Masters' level	Masters	7

Progressive Marking Scheme for Written Coursework and Examinations at Levels 4-6

The structure of the mark scheme:

The criteria within each classification band are given under the following categories which are taken to represent the ten key criteria for assessing a piece of written work at these levels: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.

In each table the grades not specified are borderline grades, which represent work that is better than the criteria for the band below but not entirely sufficient by the criteria for the band above, perhaps by being clearly in one band on some criteria and another on other criteria of similar importance. A 16 counts as a pass.

The criteria develop in differing ways between the levels. Some of the criteria simply shift one to the left so that what they expect of a 2:1 in Level 4 they expect of a 2:2 in Level 5 (e.g. the coverage criteria). This is the case for criteria where real and clear progress is expected between each level.

With some of the criteria slower progression is expected between some levels, e.g. on independent judgement, so that the descriptions move more gradually. This is the case for the more demanding criteria.

Some of the criteria reach a peak and level off, e.g. already by Level 5 they expect very few mistakes in presentation and apparatus and do not subsequently raise this expectation to an impossible standard of flawlessness.

The use of the mark scheme:

- This scheme will be used in marking both written coursework and written examinations in all 1.x, 2.x, 3.x and 4.x modules, except modules or part-modules which consist of language work. For dissertations it is used in conjunction with the dissertation mark sheet. Obviously not all of the criteria will be applicable to both the coursework and examination elements of assessment. Apparatus, for example, is not assessed in examinations.
- The mark scheme is to serve as an agreed guide for markers, and will be applied at the discretion of markers in the light of judgements made about suitable expectations for a particular piece of work. In some coursework, for example, there may be much less taught material or reading available than in others, and the scheme is intended to allow markers the flexibility to recognize such differing expectations. It is intended to guide marking, not to hold it to ransom. In particular, a marker will exercise his/her discretion in determining the weighting between the criteria evident in a particular piece of work for determining the final mark.

CRITERIA FOR LEVEL 4 (CD1.x, OT1.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Organisation	a. Thoroughly structured	k. Clear structure	u. Structure evident	ee. Minimal	oo. Absent
Method	b. Very fitting	l. Fitting	v. Broadly appropriate	ff. Barely appropriate	pp. Inappropriate
Relevance	c. Nearly all relevant	m. Very largely relevant	w. Some irrelevant	gg. Much irrelevant	qq. None
Coverage of data	d. Broad	n. Key data covered	x. Significant gaps	hh. Very narrow	rr. Lacking
Coverage of concepts	e. Broad	o. Key concepts covered	y. Some covered	ii. Very narrow	ss. Lacking
Coverage of views	f. Broad	p. Key views covered	z. Some covered	jj. Almost none	tt. Solipsistic
Argumentation	g. Incisive, hints of originality	q. Coherent, derivative	aa. Essentially coherent	kk. Minimal shape evident	uu. Incoherent
Independent judgement	h. Independent elements	r. Independent elements	bb. Very largely second-hand	ll. Entirely second-hand	vv. None or random
Writing style	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
Presentation and apparatus	j. Few mistakes	t. Broadly accurate	dd. Much accurate	nn. Persistent errors	xx. Deeply flawed

CRITERIA FOR LEVEL 5 (OT2.x, NT2.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Organisation	a. Everything in its place	k. Thoroughly structured	u. Clear structure	ee. Structure evident	oo. Minimal
Method	b. Excellent, hints of creativity	l. Fitting	v. Largely appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Entirely focused	m. Nearly all relevant	w. Mostly relevant	gg. Some relevant	qq. Largely relevant
Coverage of data	d. Broad and deep	n. Broad or deep	x. Key data covered	hh. Some real gaps	rr. Major gaps
Coverage of concepts	e. Broad and deep	o. Broad or deep	y. Key concepts covered	ii. Some real gaps	ss. Major gaps
Coverage of views	f. Broad and deep	p. Broad or deep	z. Key views covered	jj. Some mentioned	tt. Almost no awareness
Argumentation	g. Incisive, original aspects	q. Incisive, derivative	aa. Coherent, derivative	kk. Some shape evident	uu. Incoherent
Independent judgement	h. Clear independence	r. Independent elements	bb. Very largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

CRITERIA FOR LEVEL 6 (OT3.x, CD4.x, &c.)

	1-3 Excellent	5-7 Very good	9-11 Good	13-15 Satisfactory	17-20 Fail
Organisation	a. Everything in its place	j. Everything in its place	u. Careful structure	ee. Structure evident	oo. Minimal
Method	b. Fitting, creative	l. Fitting, hints of creativity	v. Appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Ruthlessly focused	m. Nearly all relevant	w. Mostly relevant	gg. Mostly relevant	qq. Some relevant
Coverage of data	d. Exhaustive within scope	n. Broad and deep	x. Good coverage	hh. Basic data covered	rr. Very narrow
Coverage of concepts	e. Exhaustive within scope	o. Broad and deep	y. Good coverage	ii. Basic concepts covered	ss. Very narrow
Coverage of views	f. Exhaustive within scope	p. Broad and deep	z. Key views covered	jj. Some covered	tt. Almost no awareness
Argumentation	g. Ruthlessly prosecuted	q. Coherent and incisive	aa. Largely coherent	kk. Some shape evident	uu. Very confused
Independent judgement	h. Clear independence	r. Evidence of independence	bb. Largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Sophisticated writing	s. Well written	cc. Very readable	mm. Uneven	ww. Very rough
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

Progressive Marking Scheme for ‘non-standard/placement-based coursework’ at Levels 4-5

CRITERIA FOR LEVEL 4 (TR1.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a. Very fitting	k. Fitting	u. Broadly appropriate	ee. Barely appropriate	oo. Inappropriate
Theological competence	b. Incisively evident	l. Considerable	v. Some clearly evident	ff. Limited competence	pp. Little evident
Content in light of task	c. Relevant; broad or deep	m. Key content covered	w. Some content covered	gg. Major gaps	qq. Minimal content
Pastoral discernment	d. Insightful	n. Considerable	x. Some evident	hh. Limited	rr. None evident
Mission orientation	e. Thorough	o. Clearly evident	y. Some evident	ii. Limited	ss. None evident
Application	f. Insightful	p. Well applied	z. Some application	jj. Minimal application	tt. Lacking application
Integration of class- and work-based learning	g. Very well integrated	q. Well integrated	aa. Some integration	kk. Limited integration	uu. Lacking integration
Logical coherence	h. Thoroughly coherent	r. Mostly coherent	bb. Broadly coherent	ll. Limited coherence	vv. Barely coherent
Organisation	i. Thoroughly structured	s. Clear structure	cc. Some structure evident	mm. Minimal structure	ww. Lacking structure
Presentation / delivery	j. Very few mistakes	t. Well expressed	dd. Good to read / hear	nn. Uneven	xx. Poorly expressed

CRITERIA FOR LEVEL 5 (TR2.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a. Thoroughly appropriate	k. Very fitting	u. Fitting	ee. Broadly appropriate	oo. Barely appropriate
Theological competence	b. Very incisive throughout	l. Incisively evident	v. Considerable	ff. Some clearly evident	pp. Limited competence
Content in light of task	c. Relevant, broad and deep	m. Relevant, broad or deep	w. Key content covered	gg. Some content covered	qq. Major gaps
Pastoral discernment	d. Very insightful	n. Insightful	x. Considerable	hh. Some evident	rr. Very limited
Mission orientation	e. Very thorough	o. Thorough	y. Clearly evident	ii. Some evident	ss. Very limited
Application	f. Very insightful and apposite	p. Insightful	z. Well applied	jj. Some application	tt. Minimal application
Integration of class- and work-based learning	g. Thoroughly and incisively integrated	q. Very well integrated	aa. Well integrated	kk. Some integration	uu. Very limited integration
Logical coherence	h. Incisive throughout	r. Thoroughly coherent	bb. Mostly coherent	ll. Broadly coherent	vv. Limited coherence
Organisation	i. Everything in its place	s. Thoroughly structured	cc. Clear structure	mm. Some structure	ww. Minimal structure
Presentation / delivery	j. Impressively well expressed	t. Very few mistakes	dd. Well expressed	nn. Good to read/hear	xx. Uneven

Marking Scheme for Assignments at Levels 4-6 (Pass/Fail Only)

The structure and use of the mark scheme

This scheme will be used in marking particular assignments where it is felt that the piece of work concerned can only realistically be graded as Pass or Fail (with a Fail grade being applied for a token or non-submission): an example would be a sermon preached to a regular congregation in a genuine local church context. Students will be told in advance to which pieces of assessment this particular scheme will be applied within a given module.

CRITERIA FOR LEVELS 4, 5 and 6 (TR1.x, TR2.x, TM3.x, CM4.x, &c.)

P	Pass	Satisfactory Submission
N	Fail	Token or Non-Submission