

# Oak Hill College

## Programme Specification

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

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

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

- 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 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 countries and cultures
- to enable students to integrate their spiritual, academic and cross-cultural ministerial life and skills into a consistent and developing whole
- to give students the opportunity to build on their undergraduate studies and master areas of research that are important for their future ministry

*...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 and confidently engage in postgraduate research
- to develop understanding, gained during undergraduate studies, of the application of the Scripture in different cultures and the formation of biblical teaching that interacts with those cultures

*...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 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
- to develop further, from undergraduate studies, an understanding of the theological questions posed by the existence of other faiths and the answers that might be established within a consistent evangelical theology

*...in the Church & World stream:*

- to provide an understanding of the historical process of church planting
- 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 growing knowledge and understanding of other world faiths so that students are able to interact with them
- 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 enable 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 both in the country they have visited and more widely
- to engage in critical reflection on a range of models for church, mission 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
- to enable students to develop an advanced understanding of contextualisation and enculturation which is compatible with, and defensible against, their biblical and theological studies
- to enable students to define a Christian theology of other faiths
- to give students the opportunity of serious research of a topic of their choice

*...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 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 in all the world
- those consciously interacting with contemporary non-Christian and other faith patterns of thought
- those preparing for further academic studies and a role in teaching cross-culturally to a high academic level

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<p><b>Programme Learning Outcomes:</b></p> <p><b>Note:</b> The learning outcomes below are at the <b>threshold</b> level</p>	
<p><b>A. Knowledge &amp; Understanding</b></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"> <li>• knowledge of the main themes and content of the Pentateuch, the prophetic literature and selected narrative books in the Old Testament</li> <li>• knowledge of the main themes and content of the Gospels, Acts and Pauline Epistles</li> <li>• basic knowledge of the material and cultural setting of the Bible and the main points of the history of Israel</li> <li>• awareness of different approaches taken to interpreting biblical texts</li> <li>• understanding of the importance of biblical-theological considerations in interpreting biblical texts</li> <li>• insight into how biblical texts may be applied in cross-cultural ministry</li> <li>• 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"> <li>▪ the Psalms</li> <li>▪ Wisdom Literature</li> <li>▪ Prophetic Literature</li> <li>▪ the Fourth Gospel</li> <li>▪ 1 Corinthians</li> <li>▪ Hebrews &amp; the General Epistles</li> </ul> </li> <li>• awareness of different approaches taken to interpreting biblical texts by people from differing cultural backgrounds</li> <li>• understanding of how different parts of the Scriptures present mission themes</li> </ul> <p>Especially at Masters-level:</p> <ul style="list-style-type: none"> <li>• an advanced understanding of the missiological implications of a specific part of Scripture</li> <li>• a developing understanding of Scripture by mature reflection on all that has been studied to graduate level</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Knowledge and understanding are acquired through the following strategies:</p> <ul style="list-style-type: none"> <li>• lectures and seminars which provide discussion of given topics, models for considering different views, and introductions to relevant material</li> <li>• accompanying handouts</li> <li>• interaction through question, discussion and argumentation</li> <li>• guided independent reading which forms the basis of classroom discussion</li> <li>• preparation of case studies</li> <li>• in some modules, student-led seminars to enable thorough understanding of key themes and significant issues</li> <li>• individual and group written feedback on written work</li> <li>• regular mentoring from the Course Director and specific spiritual and academic direction for future ministry</li> <li>• informal interaction and discussion with students in the College community</li> <li>• UK placement in a non-British led church</li> <li>• an overseas placement in a cross-cultural situation</li> <li>• preparation and completion of one short and one long dissertation</li> </ul> <p><b>Assessment:</b></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 dissertations.</p>

*Theology & Church History:*

- a knowledge of the major loci of orthodox Christian doctrine
- a 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
- a grasp of the significance of some historical ministries, movements, controversies and writings for the ministry and mission of the contemporary church
- 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 the current state of the church in Europe, Africa, North and South America and Asia
- an understanding of how the Gospel entered into Asia and Britain
- a knowledge of the background and events from which the British Missionary enterprise began in the eighteenth and nineteenth centuries
- a knowledge of theologians who have written from a non-western cultural background
- an understanding of a range of ethical frameworks and methodologies
- an understanding of the major models of ethical frameworks, and methodologies

Especially at Masters-level:

- an awareness of Christian responses to other religions and doctrinal loci underlying them
- an ability to integrate an understanding of theology and church history with biblical studies in the context of cross-cultural ministry

*Church & World:*

- basic exegetical and hermeneutical skills in the handling of Scripture
- an awareness of the basic patterns of constructing an argument
- an awareness and understanding of a range of major worldviews
- a knowledge of major world faiths and the ability to develop a deeper understanding of at least one
- a knowledge of issues surrounding race both biblically and in contemporary culture
- an awareness and understanding of the perception of the Christian faith as a worldview among other worldviews
- an ability in cultural analysis
- an enhanced understanding of evangelical theologies of other faiths

Especially at Masters-level:

- an ability to plan and develop an extended research project in a mission related topic

*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
- 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
- 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 issues in the life of the church

Especially at Masters-level:

- in-depth knowledge of other aspects of Missiology and the world church through the future development of specialist modules

**B. Intellectual Skills**

On completion of this programme the successful student will be able to demonstrate:

*Biblical Studies:*

- 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

Especially at Masters-level:

- an enhanced ability to read biblical texts and apply them into new cultural contexts
- an ability further to extend undergraduate skills in personal study and research

**Teaching/learning methods and strategies:**

Each module, whatever the format of teaching, involves exploration of key issues in order to develop the intellectual skills described.

Methods of importance in the development of these skills are:

- 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
- informal interaction and discussion with students in the College community

In preparing the dissertations:

- individual dissertation supervisions
- the planning, organisation and writing of the dissertation

**Assessment:**

Both written pieces (essays, assignments, examinations, dissertations), 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.

*Theology & Church History:*

- 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 western world
- the ability 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
- an enhanced ability to demonstrate a competent grasp of the wider systematic theological implications of holding to particular views on selected doctrines
- 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

Especially at Masters-level:

- the ability to evaluate the ways in which Christians use Scripture in constructing ethical responses in a variety of cultural contexts
- the ability to apply theological understanding in a non-western church context

*Church & World:*

- the ability to interpret a text in the context of a larger body of work, and within a particular cultural frame alien to his/her own
- the ability to engage in broad content analysis
- an ability to evaluate missiological theories and practice in the light of Scripture, doctrine and church history
- a developing ability to foresee the systematic consequences of a particular doctrinal position
- an understanding of informed dialogue between Christianity and other thought or value-systems for the practice of ministry
- the ability to read primary texts from other times, cultures or worldviews with both critical engagement and appreciative reflection

<p>Especially at Masters-level:</p> <ul style="list-style-type: none"> <li>• the ability to evaluate other faiths in the context of a Christian theology, in the context of diverse theologies of religion in modern thought</li> </ul> <p><i>In addition:</i> Students are given the opportunity to:</p> <ul style="list-style-type: none"> <li>• develop advanced skills in reading and interpreting biblical texts in one or two of the original languages</li> <li>• develop a working knowledge of textual criticism</li> <li>• gain perception of which strands of Apologetics might be relevant in a given circumstance</li> <li>• evaluate the meaning and significance of authorised liturgies of the Church of England</li> <li>• gain an awareness of different biblical genres and relevant interpretative stances</li> <li>• gain an enhanced ability to analyse and compare expository and evangelistic sermons</li> <li>• gain the ability to evaluate the usefulness of management theories for Christian leadership</li> <li>• develop skills in the close analysis of historical primary texts</li> </ul> <p>Especially at Masters-level:</p> <ul style="list-style-type: none"> <li>• gain the ability to evaluate which areas of continuing study are necessary to make a missional contribution to the world church</li> </ul>	
<p><b>C. Practical Skills</b></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"> <li>• communicate in written form and orally in small groups the knowledge and understanding gained</li> <li>• demonstrate the intellectual skills listed above in written form and orally in small groups</li> <li>• communicate the Gospel cross-culturally</li> <li>• communicate the message of mission from a variety of scriptural passages</li> </ul> <p><i>Theology &amp; Church History:</i></p> <ul style="list-style-type: none"> <li>• use the intellectual skill of understanding and evaluating the doctrinal heritage of the Christian Church for pastoral ministry in the contemporary context</li> <li>• analyse pastoral situations with a view to their doctrinal significance, giving full weight to cultural issues involved</li> <li>• utilise doctrinal understanding maturely in contemporary pastoral ministry</li> <li>• apply Scriptures into a variety of cultural settings</li> <li>• begin to teach biblical ethics</li> <li>• formulate their own responses to ethical issues and evaluate alternative responses</li> <li>• identify the key questions in dealing with ethical questions and construct responses demonstrating pastoral insight and sensitivity</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Practical skills are developed through:</p> <ul style="list-style-type: none"> <li>• the requirement to give oral and written presentations and feedback on them</li> <li>• the analysis of practical pastoral scenarios</li> <li>• the practice of diagramming sequences of argument</li> <li>• the practice of analysing worldviews from a range of literature</li> <li>• the practice of engaging with both Christians and non-Christians cross-culturally in an intelligent and appropriate fashion based on acquired skills from undergraduate studies enhanced by mature deliberation possible during the MTh year</li> </ul> <p><b>Assessment:</b></p> <p>These skills are assessed by essays, exams, and exegetical assignments, and by giving one-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 Masters-level:</p> <ul style="list-style-type: none"> <li>• appraise critically and analyse the ways in which theological, philosophical and cultural positions influence ethical decision making in a variety of cultural settings</li> </ul> <p><i>Church &amp; World:</i></p> <ul style="list-style-type: none"> <li>• diagram the flow of argument of a text or worldview</li> <li>• engage in their own worldview analysis</li> <li>• begin to adjust their own involvement sensitively with people of different cultures</li> <li>• engage sensitively with members of other faith communities</li> <li>• deploy biblical and pastoral insights into aspects of Christian ministry both in their own culture and cross-culturally</li> <li>• employ strategies and skills to deal with aspects of Christian ministry particularly when these involve crossing cultures</li> <li>• demonstrate discernment in evaluating the theological and practical merit of contemporary resources, Christian and secular</li> </ul> <p>Especially at Masters-level:</p> <ul style="list-style-type: none"> <li>• demonstrate advanced skills of evaluating missiological ideas and practices</li> </ul> <p><i>In addition:</i> Students may gain an enhanced ability to:</p> <ul style="list-style-type: none"> <li>• engage in practical apologetic situations</li> <li>• use a sentence flow diagram to move from a set biblical text to a formally delivered talk</li> <li>• produce expository and evangelistic sermons</li> <li>• use practical skills in evangelism and nurture, and/or leadership skills in a church context</li> <li>• engage confidently in counselling, cross-cultural communication, apologetics, or spiritual direction</li> <li>• apply a biblical understanding of race and religion to ministry contexts today, focusing <i>inter alia</i> on Islam in Britain</li> </ul>	
<p><b>D. Transferable/Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> <li>• manage time effectively and work to deadlines</li> <li>• work and learn independently</li> <li>• plan and manage an individual project</li> <li>• hold a developed appreciation of the depth and complexity of many ethical and doctrinal issues faced in all areas of life</li> <li>• articulate and apply Scripture as sufficient and authoritative in these areas with corresponding pastoral insight and sensitivity</li> <li>• use intermediate skills in analysing pre-suppositions behind previously un-encountered intellectual positions with some sophistication and rigour</li> <li>• map the flow of argument in a text or worldview</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></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><b>Assessment:</b></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>

- 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
- successfully complete a detailed research project

Especially at Masters-level:

- apply existing doctrinal knowledge to new doctrinal areas, especially those that arise from cross-cultural ministry and world religions

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, both British and cross-culturally
- undertake a leadership role in a Christian church
- accept a subordinate position in a church led by members of a different ethnic group

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## Programme Structures & Requirements

### 12.1 Overall Programme Structure

This programme leads to the award of the Master of Theology (MTh) in Theology & World Mission. The normal length of time a full-time student spends on the programme is four academic years of three terms each, studying 40 credits per term. The first two years are (effectively) the DipHE in TWM; the third year builds on work in the first two years and involves high level learning and greater specialisation; the fourth year gives the student an opportunity specialise to a greater depth. In particular, the fourth year dissertation brings the student to a mature engagement with issues which have relevance for his or her own ministry, and requires independence in pursuing relevant lines of enquiry.

Students will be awarded the MTh once they have attained grade B+ or better in modules worth 240 credits (Years 1 and 2), grade 8 or better in modules worth a further 120 credits at BA(Hons) level (Year 3) and then grade 12<sup>1</sup> or better in modules worth a further 120 credits at Masters level (Year 4).

<sup>1</sup> For explanation of grades, please see Appendix 2 (Marking Schemes).

<b>Programme Structures &amp; Requirements</b>			
<b>12.2 Details of Levels &amp; Modules</b>			
<b>Level 4 (Year 1)</b>			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> <li>• CD1.1, CH1.1, NT1.1, OT1.1 (all 15-credit taught modules)</li> <li>• TM1.1, TM1.2, TM1.3 (all 10-credit taught modules)</li> <li>• GK1.1 (20-credit taught language module, over 3 terms)</li> <li>• Communication workshops/tutorials (non-credit-bearing)</li> </ul>	<p style="text-align: center;"><u>Designated</u></p> <p>Students must also choose one 10-credit elective module:</p> <ul style="list-style-type: none"> <li>• one of: AP1.1, CM1.2, CW1.1, NT1.2, SW1.2;</li> <li>• or BH1.1 (20-credit taught language module, over 3 terms), which will involve ‘over-crediting’ by 10 at Level 4</li> </ul>	<p style="text-align: center;"><u>Optional</u></p> <p>Not applicable</p>	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>Students intending to progress to the MTh must obtain an average of B+ in the first two years of study. 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>
<b>Level 5 (Year 2)</b>			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> <li>• CD2.2, ET2.1, OT2.2 (all 15-credit taught modules)</li> <li>• CW2.1, TM2.1, TM2.2, TM2.3 (all 10-credit taught modules)</li> <li>• Placement in a non-British church (non-credit-bearing – see section 18)</li> </ul>	<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"> <li>• NT2.2 (15-credit taught module)</li> <li>• NT2.4<sup>2</sup> (25-credit taught (part language) module, over 3 terms)</li> </ul>	<p style="text-align: center;"><u>Optional</u></p> <p><u>Plus</u> students must choose elective credits up to a total of 240 over the two years<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <u>or</u> one 20-credit elective module, from: BH1.1, BH3.2, NT3.1, NT3.4, OT3.7, PC3.3</li> </ul>	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>Students intending to progress to the MTh must obtain an average of B+ in the first two years of study. A lower average might allow them to continue with the BA(Hons) programme instead.</p>

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

<sup>3</sup> No elective module already taken at Level 4 may be repeated.

<b>Level 6 (Year 3)</b>			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> <li>• TM3.1 (20-credit placement module)</li> <li>• TM4.2, TM4.3<sup>4</sup> (both 20-credit taught modules)</li> <li>• SD4.1 (20-credit, 6,000-word dissertation, with Mission emphasis)</li> </ul>	<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 <b>two</b> of the following (<b>at least one of which must be a Biblical Studies module</b>)<sup>5</sup>:</p> <ul style="list-style-type: none"> <li>• Biblical Studies modules (all 20 credits): BH3.2, BS4.1, BS4.2, DN4.1<sup>6</sup>, NT3.1, NT3.4, NT4.7, OT3.7, OT4.7<sup>7</sup>, OT4.8, OT4.10</li> <li>• Theology &amp; Church History modules (all 20 credits): CD4.3, CH4.7, DH4.1, DN4.1<sup>6</sup> DW3.1<sup>4</sup>, HM4.1<sup>4</sup>, SH3.2<sup>4</sup></li> <li>• Church &amp; World modules (all 20 credits): CM4.6, DW3.1<sup>4</sup>, HM4.1<sup>4</sup>, PC3.3, SH3.2<sup>4</sup></li> </ul>	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>To proceed to Level 7 of the MTh, students must obtain for each module/dissertation an overall grade of 8. Lower grades (9-12) are still pass marks and might enable students to be awarded a BA(Hons) in TWM instead of proceeding to Level 7 of the MTh.</p>
<b>Level 7 (Year 4)</b>			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> <li>• CW6.1 (30-credit taught module)</li> <li>• <b>either</b> RP6.4 (60-credit, 15000-word dissertation, with Mission emphasis)</li> <li>• <b>or</b> RP6.2 (30 credit, 7500 word dissertation) <b>and</b> RP6.3 (30-credit, 7500 word project), both with Mission emphasis</li> </ul>	<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 one further 30-credit taught module, from<sup>8</sup>:</p> <ul style="list-style-type: none"> <li>• BD5.1, BD6.1, BS5.1, BS5.2, BS5.3, BS5.5, BS5.7, BS5.9, BS6.1, BS6.5, BS6.9, BW6.1, CW5.3, CW5.6, DH5.1, DH5.3, DW5.1, DW6.2, RP6.7</li> </ul>	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>The pass mark for all modules is 12 on the postgraduate 15-point scale. Lower grades at Level 7 are fail grades; however, it might be possible for the student to be awarded a BA(Hons) in TWM instead.</p>

<sup>4</sup> Modules 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.

<sup>5</sup> No 3.x module already taken at Level 5 may be repeated.

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

<sup>7</sup> Module OT4.7 cannot be taken at Level 6 if module OT3.7 has previously been credited.

<sup>8</sup> No elective module already taken at Level 6 may be repeated.

## Admission Criteria

The MTh is a four-year integrated Masters programme. Normal entry is in Year 1 but it is also possible to have 'direct entrance' into the third year. Third year Direct Entry was available from September 2008.

Entrance requirements for those entering in Year 1 are the same as for the DipHE TWM. 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 TWM before being admitted to the third year (degree-level study) of the BA(Hons) or of the MTh in TWM.

Progression to Year 3 of the MTh is dependent on the student obtaining an average of B+ or better for modules in the first two years of study. Permission to progress to the third year of the MTh will take place during the final term of the second year. This will involve consultation with the personal tutor, the Postgraduate Course Leader, the TWM Course Director and the Admissions Officer.

In the third year, the pass mark for all modules is 12 on the undergraduate 15-point scale. Progression to Year 4 of the MTh is dependent on the student obtaining 8 or better for all components in Year 3. Lower grades (9-12) are still pass marks and might enable students to be awarded a BA(Hons) instead of proceeding to the fourth year of the MTh.

In the fourth year, the pass mark for all modules is 12 on the postgraduate 15-point scale.

If during the third year the student decides to leave at the end of that year, registration may be changed from MTh to BA(Hons).

Direct entrance to the MTh is permitted into the third year of the programme (from September 2008). As for third year direct entry to the BA(Hons), applicants will normally be required to have a 2:1 standard in either the Oak Hill DipHE in TWM or 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 MTh 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.

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#### **Assessment Regulations Information**

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

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#### **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

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#### **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)

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#### **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

- The Postgraduate Course Leader has responsibility for ensuring that components shared (in terms of teaching) at BA and Masters Levels have appropriate enhancement to raise the Learning Outcomes and level of provision, so that the level of Masters work and the standard of relevant final awards are appropriate
- 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 just 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

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### **Placement Opportunities, Requirements and Support**

During the second year of the MTh 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. See the TM3.1 module description for details.

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### **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 MTh 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

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### **Other Information**

#### ***Modes of Study***

There is no part-time pathway for the MTh in TWM.

#### ***Exit Points***

A student registered for the MTh 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.

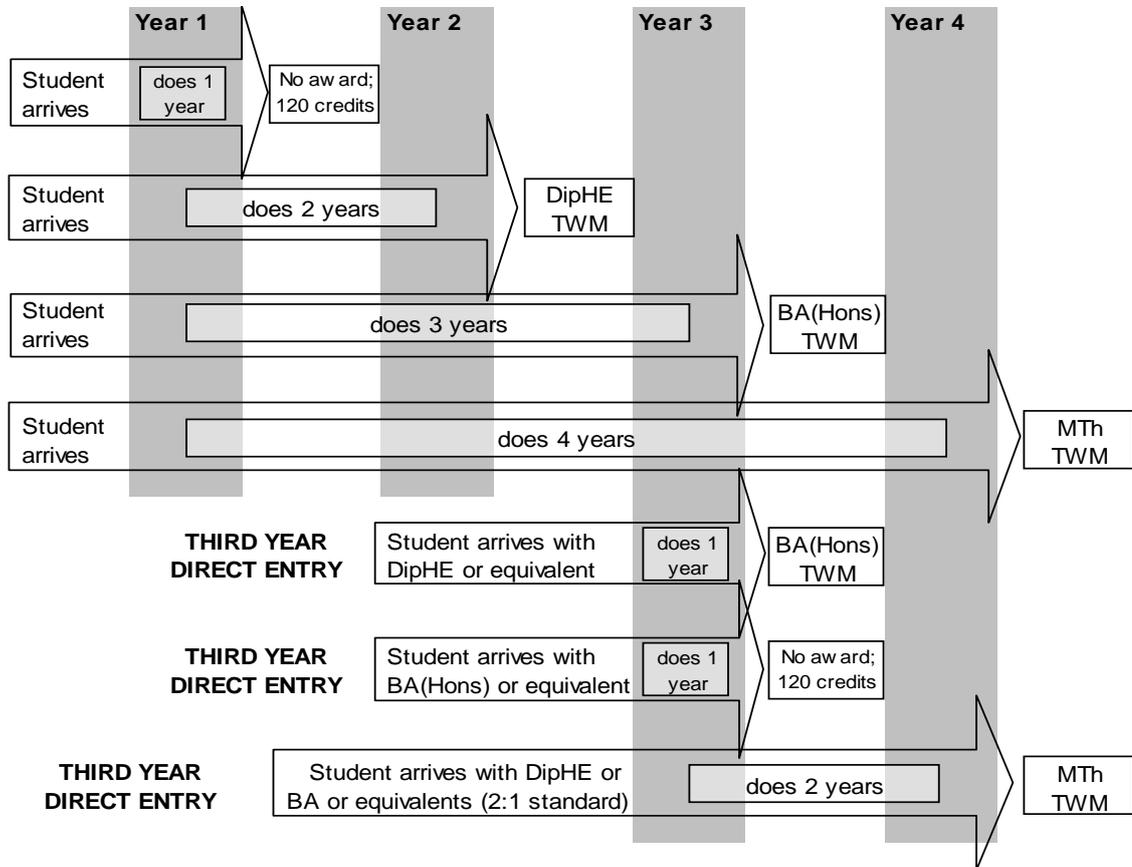
After three years, given the appropriate modules studied and credit total, a student could exit and be awarded a BA(Hons).

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.

### Entry Points

There is a Direct Entry point at the start of the third year of the MTh in TWM; this is open to students who have previously completed the Oak Hill DipHE in TWM and also to ‘external’ students with an equivalent award at DipHE or BA-level (2:1 standard). Qualification on entry in this case can affect the exit qualification, as shown in the diagram:



### Award of the MTh in TWM

This award can be marked Fail, Pass or Pass with Distinction.

- Students are awarded *Pass* on an MTh once they have attained certain grades (see below) or better in modules and dissertations worth 480 credits.
  - In the first two years, the pass grade is C on the undergraduate grading scale but the student must attain an overall average of B+ or better, over modules worth 240 credits, to be allowed to progress to the third year.
  - In the third year, the pass grade is 12 (on the undergraduate scale), but the student must attain for each module/dissertation an overall grade of 8 or better on the undergraduate 15-point scale, in order to continue to the fourth year.
  - In the fourth year, the pass grade is 12 on the postgraduate 15-point grading scale.
- Students may be awarded *Pass with Distinction* on an MTh once they have attained all the above, **and**, in the third and fourth years, have attained a rounded average of 3.5 or better in the taught modules and third year dissertation, and grade(s) 3 or better for the fourth year dissertation package.

## 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
NT4.7	General Epistles
OT4.7 <sup>9</sup>	Hebrew Psalms & Poetry
OT4.8	Wisdom Literature
OT4.10	Studying Prophetic Literature
BS5.1	Deuteronomy
BS5.2	Advanced Biblical Hebrew Reading
BS5.3	[OT5.7] Hebrew Psalms & Poetry <sup>10</sup>
BS5.5	[OT5.8] Wisdom Literature
BS5.7	[OT5.10] Studying Prophetic Literature
BS5.9	[NT5.7] General Epistles
BS6.1	[OT6.9] Theology in the Old Testament and Today
BS6.5	[BS6.1] The Old Testament in Scripture
BS6.9	[NT6.9] The Theology of the Book of Acts

#### 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
CD4.3	Doctrine of Salvation
CH4.7	Reading Primary Historical Texts
DH4.1	Doctrine of God
DH5.1	Doctrine of God
DH5.3	[CD5.3] Doctrine of Salvation

#### Church & World

AP1.1	Practical Apologetics
CM1.2	Exegesis & Hermeneutics for Teaching

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<sup>9</sup> The module OT4.7 may not be taken if the module OT3.7 has previously been credited.

<sup>10</sup> The module BS5.3 may not be taken if the modules OT3.7 or OT4.7 have previously been credited.

- 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
  
- PC3.3 Pastoral Ministry
- TM3.1 Summer Cross-Cultural Placement
  
- CM4.6 Advanced Christian Leadership
- TM4.2 Establishing Churches across Cultures
  
- CW5.3 [AP5.1] Apologetics for Mission
- CW5.6 [CM5.6] Advanced Christian Leadership
  
- CW6.1 [TM6.1] Christian Theology of World Religions

Biblical Studies and Theology & Church History<sup>11</sup>

- DN4.1 Justification in the Bible & in Christian Doctrine
  
- BD5.1 [DN5.1] Justification in the Bible & in Christian Doctrine
  
- BD6.1 Christology in the Bible & in Christian Doctrine

Biblical Studies and Church & World<sup>10</sup>

- BW6.1 Pauline Spirituality

Theology & Church History and Church & World<sup>10</sup>

- DW3.1 Evangelical Public Theology
- SH3.2 Christian Spirituality – Past & Present
  
- HM4.1 Puritan Perspectives on Ministry
- TM4.3 Christian Theology in the Non-Western World
  
- DW5.1 [HM5.1] Puritan Perspectives on Ministry
  
- DW6.2 Doctrine of Grace

Reading Module (Study area dependent on topic chosen by student)

- RP6.7 Guided Reading

Dissertations

- SD4.1 Short Dissertation
  
- RP6.2 [SD6.1] Short Dissertation
- RP6.3 [SP6.1] Short Project
- RP6.4 [LD6.1] Long Dissertation

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<sup>11</sup> Such modules may count in *either* subject area but not *both*.

## Grades

### Undergraduate scheme

<b>Levels 4 &amp; 5 grades</b>	<b>Levels 6 &amp; 7 grades</b>	<b>Description</b>	<b>Class of Honours Degree</b>
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

### Postgraduate scheme

<b>Grade awarded</b>	<b>Description</b>
1 to 3	Excellent work
4 to 6	Very Good work
7 to 9	Good work
10 to 12	Satisfactory work
13 to 14	Fail
15	Fail (token or no submission)

## Levels

<b>Oak Hill College Level</b>	<b>Example of module code</b>	<b>Description</b>	<b>FHEQ (EWNI) Level</b>	<b>NCF Level</b>
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 students can share classes with BA-level students)	Masters	7
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.)**

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

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

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

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

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

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

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

<b>P</b>	<b>Pass</b>	Satisfactory Submission
<b>N</b>	<b>Fail</b>	Token or Non-Submission

# Progressive Marking Scheme for Written Coursework and Examinations at Level 7

## **The structure of the mark scheme:**

The scheme covers different aspects of a piece of work, from reading and research, through argumentation to presentational standards. Key criteria include: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.

## **The use of the mark scheme:**

This scheme will be used in marking both written coursework and written examinations in all 5.x and 6.x modules, except for dissertations and for 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 weight between the criteria evident in a particular piece of work for determining the final mark.

The criteria will be used cumulatively, so that a Level 7 piece of work will be required to meet the relevant positive criteria for work done at Levels 4, 5 and 6.

## **Use of grade point 15:**

This mark scheme does not include reference to grade point 15, because this is the mark given where work is not submitted.

1-3 – Excellent	4-6 – Very Good	7-9 – Good	10-12 – Satisfactory	13-14 – Fail
<p>Work submitted is excellent, demonstrating high levels of competence across a range of criteria and leaving very little or no room for improvement</p> <p>a. an entirely relevant answer to the question in which each of the component parts makes an integrated and clear contribution to the whole</p> <p>b. thorough knowledge of the obviously relevant sources and initiative in seeking out additional sources</p> <p>c. well-directed application of knowledge from, or informed by, the forefront of the relevant discipline with no relevant ground omitted</p> <p>d. advanced, sophisticated and integrated conceptual understanding</p> <p>e. outstanding analytical, synthetic management of sources</p> <p>f. the generation and clear articulation of independent critical insights</p> <p>g. originality or creativity in developing new perspectives, insights or arguments</p> <p>h. deployment of a wide and relevant range of disciplinary perspectives and methods</p> <p>i. clear, coherent, well-structured, logically well-formed, and sustained argument lucidly and elegantly expressed</p> <p>j. virtually flawless presentation and citation</p>	<p>Work submitted is very good but lacks characteristics of excellent work or across a range of criteria still leaves room for improvement</p> <p>k. a relevant and focussed answer to the question in which the component parts make a clear contribution to the whole</p> <p>l. thorough knowledge of the obviously relevant sources</p> <p>m. well-directed application of knowledge from, or informed by, the forefront of the relevant discipline</p> <p>n. advanced conceptual understanding</p> <p>o. very good analytical and synthetic management of sources</p> <p>p. some independent critical insight and/or the judicious application of sophisticated critical insight of others</p> <p>q. some originality or creativity in developing new perspectives, insights or arguments</p> <p>r. deployment of a relevant range of disciplinary perspectives and methods</p> <p>s. clear, coherent, well-structured, logically well-formed, and sustained argument which is very well-written</p> <p>t. very good presentation and citation</p>	<p>Work submitted is good but there is significant room for improvement across a range of criteria</p> <p>u. an answer to the question as set but with some relevant material missing and / or some irrelevant material included</p> <p>v. a good knowledge of the obviously relevant sources</p> <p>w. generally accurate application of knowledge informed by the forefront of the relevant discipline although acquired mostly in class or from set reading</p> <p>x. good conceptual understanding</p> <p>y. good analytical and synthetic management of sources</p> <p>z. little or no independent critical insight but good application of the critical insight of others though with a tendency to general argument</p> <p>aa. some originality or creativity in developing new perspectives, insights or arguments</p> <p>bb. deployment of the essential disciplinary perspectives and methods</p> <p>cc. an organised, coherent and well-written argument with a recognisable conclusion and supporting reasons</p> <p>dd. generally accurate presentation and good citation of sources</p>	<p>Work submitted is acceptable (it attains threshold standard) but it is either seriously defective in one or two respects or minimally acceptable across a range of criteria</p> <p>ee. an answer to the question is recognisable but with noticeable omissions and irrelevancies</p> <p>ff. an adequate knowledge of a reasonable proportion of the obviously relevant sources</p> <p>gg. unfocussed application of knowledge acquired only in class or from set reading</p> <p>hh. adequate understanding of key concepts</p> <p>ii. some endeavour to inhabit and integrate a variety of sources</p> <p>jj. little or no independent critical insight along with adequate - and not always pertinent - application of the critical insight of others though with a tendency to general argument</p> <p>kk. little or no independence or creativity shown</p> <p>ll. limited but adequate deployment of the essential disciplinary perspectives and methods</p> <p>mm. a recognisable argument, adequately organised but marked by logical errors and/or satisfactory rather than pleasing expression</p> <p>nn. adequate accurate presentation and good citation of sources</p>	<p>Work is submitted but is characterised by unacceptably low standards</p> <p>oo. the demands of the task have been barely addressed</p> <p>pp. insufficient knowledge of the relevant material</p> <p>qq. such knowledge as is shown is not used to answer the question</p> <p>rr. inadequate grasp of key concepts</p> <p>ss. use of sources is uncritical and not integrated</p> <p>tt. little or no critical engagement</p> <p>uu. entirely or almost entirely dependent and derivative</p> <p>vv. inadequate understanding and deployment of relevant methods</p> <p>ww. argument is either absent or incoherent and unstructured and is poorly expressed</p> <p>xx. many mistakes in presentation and failure to observe accepted norms of academic presentation in matters of citation of sources and bibliography</p> <p style="text-align: center;"><b>OR</b></p> <p>yy. Token or no submission</p>