

Postgraduate Diploma in Theological & Pastoral Studies

Programme Specification



1. Programme title	Postgraduate Diploma in Theological & Pastoral Studies
2. Awarding institution	Middlesex University
3. Teaching institution	Oak Hill Theological College
4. Programme accredited by	N/A
5. Final qualification	Postgraduate Diploma (PGDip)
6. Academic year	2010-11 – updated 05/09/2011
7. Language of study	English
8. Mode of study	Full-time / Part-time

9. Criteria for admission to the programme

The normal entrance requirement is a UK Honours degree in Theology (classified 2.2 or above). Normally, broader degrees in Religious Studies and other subjects will not provide an adequate grounding for this programme. Students without a degree in theology *may* qualify for admission if they are able to demonstrate both academic ability and sufficient other theological background. Students wishing to take certain modules in Biblical Studies must demonstrate a proficiency in Greek or Hebrew at least to the standard of the relevant Oak Hill modules (as noted on the module descriptions).

Applications should be made through the Admissions Officer. Exceptions to the normal entrance requirement are possible but rare, and are made by the Academic Dean, in consultation with the Admissions Officer and Postgraduate Course Leader.

10. Aims of the programme

The programme aims to:

- develop students as lifelong theological learners and equip them to harness and apply the fruits of such theological study in their diverse ministries;
- provide students with a rounded course of study, covering a range of biblical, theological and pastoral studies at postgraduate level, which are at, or informed by, the forefront of those fields of study;
- strengthen and sharpen students' intellectual and practical skills and to develop in them the graces of the Christian theologian in order that they should be more effective in Christian ministry;

- provide opportunity for students to reflect upon and integrate their prior theological studies and their experience of Christian ministry in the process of engaging critically with new learnings and to model this in the way in which teaching and learning are provided.

11. Programme outcomes

The learning outcomes below are at the **threshold** level

A. Knowledge and understanding

On completion of this programme the successful student will have

1. an advanced and thorough understanding of parts of Scripture and their relationship to the whole and how to interpret them;
2. a systematic and advanced understanding of selected doctrines of the Christian faith and/or periods of church history and historical theology, and their significance for the contemporary church;
3. an advanced understanding of how the Christian faith engages with various leading contemporary ethical and pastoral issues;
4. an advanced understanding of the interconnectedness of the various elements within the study of theology;
5. a thorough understanding of the methodologies and techniques used in the study of theology.

Teaching/learning methods

Students gain knowledge and understanding through

- lectures – giving overall perspective, exemplary discussions of a topic, models for considering and assessing different views of a subject and explanations of complicated material;
- accompanying handouts;
- interaction in the form of questions, discussion, dialogue and argument;
- guided independent reading some of which is subsequently discussed in class;
- student-led seminars with questions and discussion;
- practical exercises and simulations;
- problem analysis;
- translation in class;
- class discussion of primary texts;
- role play;
- fieldwork;
- organising an event and reflecting on it;
- individual written (and at times oral) feedback on written work;
- the formative dimension of assessment.

Assessment Method

Students' knowledge and understanding is assessed by a combination of unseen written exams; assessed coursework in the form of essays, assignments and student-led seminars; book reviews.

B. Cognitive (thinking) skills

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

1. critically and reflectively evaluate advanced scholarship in the theological disciplines, applying a variety of critical methods, assessing views and theories

Teaching/learning methods

Students learn cognitive skills through the teaching and learning methods outlined above. Each module, whatever the format of the teaching, involves discussion of key issues in order to develop the intellectual skills described.

<p>and, where appropriate, proposing alternatives;</p> <ol style="list-style-type: none"> 2. evaluate methodologies employed in the theological disciplines and develop critiques of them; 3. construct and articulate an integrative, coherent, well-informed, critically engaged and sustained argument and develop original application of the knowledge and understanding it contains. 	<p>Additional methods of particular importance in the development of these intellectual skills are the deliberate modelling of these skills in lectures and classes; the individual feedback given on class contributions and assessed work; provision of special sessions on research skills and methodologies. Moreover, a number of the teaching and learning methods mentioned above are employed with the intention that they should especially contribute to the development of these skills. These include guided independent reading; student-led seminars with questions and discussion; practical exercises and simulations; problem analysis; class reading and discussion of primary texts; role play.</p> <p>Assessment Method The various assessment methods employed (see 'Knowledge and Understanding' – Assessment) all place great emphasis, as shown in the assessment criteria, on the learner's ability to demonstrate these skills. Both written pieces – essays, written examinations – and oral presentations (e.g., student-led seminars) provide a vehicle for the demonstration of these skills.</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. articulate systematic and creative responses to typical issues arising in Christian theology and ministry; 2. communicate those responses clearly to specialist and non-specialist audiences. 	<p>Teaching/learning methods Students learn practical skills across the teaching programme. With regard to project work, students receive research skills training.</p> <p>Growing originality in the application of knowledge is modelled by faculty, forms a key dimension in class discussions and debates, is cultivated in simulations, practical exercises and problem analysis, and constitutes a major component of the formative objectives of assessment.</p> <p>Assessment Method Students' practical skills are assessed by essay, exam and, in particular, by student-led seminars.</p>

12. Programme structure

12.1 Overall structure of the programme

The PGDip is a postgraduate qualification of 120 credits, comprising four taught modules, worth 30 credits each. It may be completed either as a full-time or part-time programme. If full-time, it runs for one academic year consisting of three terms; if part-time, it normally runs for six academic terms and an intervening summer period.

The PGDip is closely related to the MA in Theological and Pastoral Studies: they use the same selection of taught modules and require the same number and distribution of modules. They differ only in that the MA also *requires* a long research-based dissertation or a short dissertation *and* project, while the PGDip offers an independent research project as an option in lieu of a module, but does not require it.

12.2 Levels and modules

Level 7

COMPULSORY	DESIGNATED	PROGRESSION REQUIREMENTS
Students must take all of the following: <ul style="list-style-type: none">• 4 taught modules or 3 taught modules and an independent research project• Postgraduate Research Skills sessions (non-credit-bearing)	Students must also choose for the taught modules: <ul style="list-style-type: none">• 1 from each of the 3 subject areas: Biblical Studies, Theology & Church History, and Church & World;• At least 3 modules must be at 'Specialist Masters-level' (code 6.x).	The pass mark is 12 on the postgraduate 15-point scale (see Appendix for an explanation of grades).

12.3 Non-compensatable modules

All modules for the PGDip are non-compensatable.

13. Curriculum map

See attached.

14. Information about assessment regulations

See the current 'Information, Regulations & Procedures' handbook, and the 'Progression Requirements' noted above'.

15. Placement opportunities, requirements and support (if applicable)

N/A

16. Future careers (if applicable)

Christian ministry of various sorts (pastoral ministry, missions, academic teaching and research, counselling, youth work)

17. Particular support for learning (if applicable)

- Extensive theological library (24-hour access to over 50,000 volumes)
- IT resources: email, virtual learning environment, CD-Rom resources, Internet, off-site EBSCO database access
- Monthly postgraduate research seminar
- Tuition sessions on postgraduate research skills
- One-to-one dissertation supervisions
- Special provision for students with special needs (e.g., English not first language, specific learning disabilities) (see Information & Regulations handbook for details)

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

Theology & Religious Studies

20. Reference points

- Bloom's taxonomy of education objectives – cognitive domains
- Framework for Higher Education Qualifications
- Theology & Religious Studies Subject Benchmark Statements
- Quality in Formation Panel of the Archbishops' Council of the Church of England
- Middlesex University Learning & Quality Enhancement Handbook
- QAA – Guidelines for preparing programme specifications
- Oak Hill – Learning, Teaching & Assessment Strategy
- Student, Staff, External Examiner and Graduates' feedback and comments (particularly through Assessment Board, Academic Board and the Courses Evaluation Committee)

21. Other information

The maximum length of registration for the PGDip for full-time students is 24 months. For part-time students, the maximum length of registration is 48 months.

The PGDip is closely related to the MA in Theological & Pastoral Studies: they use the same selection of taught modules and require the same number and distribution of modules. An MA student who passes the four taught modules (120 credits) but not the MA dissertation/project package may be awarded the PGDip.

Similarly, on application to the Academic Dean, Admissions Officer and Postgraduate Course Leader, a PGDip student may be allowed to 'top-up' to registration for the MA. There are strict deadlines for such an application, since a successful student needs to meet timing requirements for preparing the MA dissertation package. A student who has successfully completed the PGDip may later apply to 'top-up' to the MA by completing the dissertation package in no more than one academic year part-time. Any student registered for the MA but awarded the PGDip as the result of incompletion or failure of the dissertation may not subsequently apply to register to 'top-up' to the MA.

Please note: Programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the relevant student programme handbook and the University Regulations.

Appendix 1: PGDip List of Modules by Subject Area and Level

Listed below are all of the Level 7 modules (codes 5.x, 6.x) available for the PGDip programme. All are worth 30 credits each. There are four main subject areas for Level 7 modules, along with hybrid codes for modules which encompass two subject areas. These latter modules may count in *either* area but *not* both.¹

Subject Areas

BS – Biblical Studies

DH – Theology & Church History²

CW – Church & World

RP – Research & Projects

BD – Biblical Studies and Theology & Church History

BW – Biblical Studies and Church & World

DW – Theology & Church History and Church & World

Biblical Studies

BS5.1 Deuteronomy

BS5.2 Advanced Biblical Hebrew Reading

BS5.3 Hebrew Psalms & Poetry

BS5.5 Wisdom Literature

BS5.7 Studying Prophetic Literature

BS5.9 General Epistles

BS6.1 Theology in the Old Testament & Today

BS6.5 The Old Testament in Scripture

BS6.9 The Theology of the Book of Acts

Theology & Church History

DH5.1 Doctrine of God

DH5.3 Doctrine of Salvation

Church & World

CW5.2 Establishing Churches across Cultures

CW5.3 Apologetics for Mission

CW5.6 Advanced Christian Leadership

CW6.1 Christian Theology of World Religions

Biblical Studies and Theology & Church History

BD5.1 Justification in the Bible & in Christian Doctrine

BD6.1 Christology in the Bible & in Christian Doctrine

¹ For example, BW6.1 Pauline Spirituality may fulfil the requirement for a module in *either* Biblical Studies or Church & World but not both.

² The D in the module codes stands for Doctrine.

Biblical Studies and Church & World

BW6.1 Pauline Spirituality

Theology & Church History and Church & World

DW5.1 Puritan Perspectives on Ministry

DW5.3 Christian Theology in the Non-Western World

DW6.2 Doctrine of Grace

Research and Projects

RP6.6 Independent Research

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

RP6.7 Guided Reading

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;">OR</p> <p>yy. Token or no submission</p>