

OAK HILL COLLEGE PROGRAMME SPECIFICATION

1	Title of Programme:	BA(Hons) in Theological & Pastoral Studies
The programme is validated by Oak Hill College, under accreditation by Middlesex University		
2	Awarding Institution:	Oak Hill College with Middlesex University
3	Teaching Institution:	Oak Hill College
4	Additionally validated by:	Quality in Formation Panel, Ministry Division, Church of England
5	Final Award:	Bachelor of Arts with Honours (BA(Hons))
6	Programme:	Theological & Pastoral Studies
7	Relevant QAA subject benchmark group(s):	Theology & Religious Studies
8	Production/revision date:	27/10/08 – revised 21/09/2012

9	<p>Reference points:</p> <ul style="list-style-type: none"> • Bloom’s Taxonomy of Educational Objectives – cognitive domains • National Qualifications Framework • Framework for Higher Education Qualifications • Subject Benchmark Statement for Theology & Religious Studies • Middlesex University internal document “Writing the Programme Specification” • QAA – Guidelines for preparing Programme Specifications • Oak Hill – Learning, Teaching & Assessment Strategy
----------	--

10	<p>Programme Aims (& Benefits):</p> <p>The programme aims <i>...for the spiritual and ministerial formation of the student:</i></p> <ul style="list-style-type: none"> • to provide students with knowledge and skills to equip them for Christian ministry • to develop students’ skills and Christian graces to enable them to function in Christian ministry • to encourage students to grow in the intellectual graces of truthfulness, humility, charity, rigour and godliness • to assist the development of students’ interpersonal skills • to assist students to develop the skills required for both autonomous practice and team working • 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 • to model to students the commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit • to encourage students to delight in the Scriptures as a source, authority and nourishment for Christian faith • to assist students in their confidence in biblical authority and the unique power of the gospel of Jesus Christ
-----------	---

...in the Biblical Studies stream:

- to enable students to summarise the contents, the distinctive theological contribution and main themes of the selected 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 all students the opportunity to develop a working knowledge of the two main biblical languages to sharpen their exegetical skills

...in the Theology & Church History stream:

- to develop students' critical and analytical systematic theological powers
- to develop in students a sound grasp of the major loci of Christian theology through the study of systematic theology and church history
- to introduce students to the major developments in the history and theology of the Christian Church in its changing historical 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 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 and social implications of one Christian doctrine or strand of historical theology
- to enable students in a sophisticated fashion to trace through from a specific area of systematic or historical theology to its pastoral implications

...in the Church & World stream:

- to equip the students with the skills to read and understand a text or worldview
- to analyse the pattern of an argument and to discuss that argument in the light of a Christian worldview
- to engage in critical reflection on a range of models for ministry
- to equip the 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 develop in students the practical skills of listening and formulating a Christian response within the context of various ethical and pastoral issues

...in all three streams of the programme:

- to teach the conceptual and practical integration of the different theological disciplines by constantly modelling in each stream the impact it has on and receives from each of the others
- to give all students the opportunity to gain a basic understanding of a range of other areas, including Exegesis and Hermeneutics, Apologetics, the Theology of Worship, 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 in the Church of England and other Protestant denominations and churches
- 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 for their own growth

and the benefit of others

- those who desire to teach the content of the Bible with contemporary clarity
- those consciously interacting with contemporary non-Christian patterns of thought

11

Programme Learning Outcomes:

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

A. Knowledge & Understanding

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

Biblical Studies

- **A1** knowledge of the main themes and content of the Pentateuch, the prophetic literature and selected narrative books in the Old Testament
- **A2** knowledge of the main themes and content of the Gospels, Acts and Pauline Epistles
- **A3** basic knowledge of the material and cultural setting of the Bible and the main points of the history of Israel
- **A4** awareness of different approaches taken to interpreting biblical texts
- **A5** understanding of the importance of biblical-theological considerations in interpreting biblical texts
- **A6** a more detailed and thorough knowledge of and understanding of biblical material. This knowledge and understanding could be derived from the intensive study of parts of Scripture such as:
 - the Psalms
 - the Wisdom Literature
 - John's Gospel
 - a New Testament letter

Theology & Church History

- **A7** intermediate knowledge of the major loci of orthodox Christian doctrine
- **A8** intermediate knowledge of certain key philosophical components in the western tradition
- **A9** a knowledge of the sweep of the history and theology of the Christian Church from the first century to the present
- **A10** a basic grasp of the significance of some historical ministries, movements, controversies and writings for the ministry and mission of the contemporary church
- **A11** 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

Church & World

- **A12** basic exegetical and hermeneutical skills in the handling of Scripture
- **A13** an awareness of the basic patterns of constructing an argument
- **A14** an introductory understanding of a range of ethical frameworks and methodologies.
- **A15** an understanding of the major models of counselling, ethical frameworks, and methodologies.

In addition:

Students are given the opportunity to develop:

- a good working knowledge of two biblical languages and a good awareness of semantic and syntactical issues
- 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 both Anglican/Free Church traditions
- a basic 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 the church's task of mission in contemporary society
- an enhanced understanding of different theories of leadership with particular reference to Christian practice
- a detailed knowledge of the range of biblical material informing a given aspect or aspects of Christian ministry, such as:
 - Marriage and Family
 - Christian leadership
 - Apologetics
 - Christian Mission
- a detailed knowledge of a range of competing viewpoints on that aspect of ministry
- a detailed knowledge of the influence of culturally controlled constraints informing a given issue in the life of the church
- an awareness of the major contours of a biblical understanding of religion, religiosity and race

Teaching/learning methods and strategies:

Knowledge and understanding are acquired through the following strategies:

- lectures and seminars which provide discussion of given topics, models for considering different views, and introductions to relevant material
- accompanying handouts
- interaction through question, discussion and argumentation
- guided independent reading which forms the basis of classroom discussion
- preparation of case studies
- in some modules student-led seminars to enable thorough understanding of key themes and significant issues
- individual and group written feedback on written work

Assessment:

Testing of the knowledge base is through a combination

<ul style="list-style-type: none"> • A16 an awareness of Christian responses to various leading contemporary ethical and pastoral issues 	<p>of exams, assessed coursework in the form of essays, assignments, presented papers and practical assignments</p>
<p>B. Intellectual Skills</p> <p>On completion of this programme the successful student will be able to demonstrate:</p> <p>Biblical Studies</p> <ul style="list-style-type: none"> • B1 good abilities in interpreting a biblical book on the basis of established techniques of grammatical-historical and biblical-theological analysis • B2 an enhanced ability to evaluate approaches to reading Scripture with regard to their integrity and usefulness for Christian theology and ministry • B3 an enhanced ability to begin to empathise with a 'foreign' world • B4 an enhanced ability to appreciate the distinctive contributions made by different types of biblical texts as well as their interconnectedness within the canon <p>Theology & Church History</p> <ul style="list-style-type: none"> • B5 an enhanced ability to evaluate the doctrinal heritage of the church in the light of biblical teaching • B6 an ability to read and understand historical narratives • B7 an ability to analyse historical ministries, movements, controversies and primary historical theological writings • B8 an ability to understand and to evaluate in outline theological positions both as instances of systematic theology and as examples in historical theology • B9 an ability to evaluate the culture and ideologies of the contemporary western world • B10 the ability to construct for him/herself Christian doctrine from biblical and historical material, in relation to other dogmatic loci, and with an awareness of the pastoral implications of the resulting theology • B11 an enhanced ability to demonstrate a competent grasp of the wider systematic theological implications of holding to particular views on selected doctrines • B12 the ability to identify the key issues in dealing with doctrinal questions and scenarios <p>Church & World</p> <ul style="list-style-type: none"> • B13 the ability to interpret a text in the context of a larger body of work, and within a particular cultural frame alien to our own • B14 the ability to engage in broad content analysis. • B15 the ability to construct ethical responses demonstrating internal coherence, an appropriate use of Scripture and analytical rigour • B16 a critical awareness of how Christians have used Scripture in constructing ethical responses • B17 the ability to appraise the ways in which theological and philosophical positions influence ethical decision making 	<ul style="list-style-type: none"> • B18 the ability to analyse various pastoral situations with a view to constructing an appropriate, biblical, response • B19 the ability to evaluate the ways in which Christians use Scripture in constructing ethical responses • B20 a developing ability to foresee the systematic consequences of a particular ethical position • B21 an understanding of informed dialogue between Christianity and other thought- or value-systems for the practice of ministry. • B22 the ability to read primary texts from other times, cultures or worldviews with both critical engagement and appreciative reflection <p>In addition:</p> <p>Students are given the opportunity to:</p> <ul style="list-style-type: none"> • develop advanced skills in reading and interpreting biblical texts of different genres in the original Greek and Hebrew • develop a working knowledge of textual criticism • gain perception of which strands of Apologetics might be relevant in a given circumstance • evaluate the meaning and significance of authorised liturgies of the Church of England • gain an awareness of different biblical genres and relevant interpretative stances • gain an enhanced ability to analyse and compare expository and evangelistic sermons • gain the ability to assess the nature of the church's missionary task • gain the ability to evaluate the usefulness of management theories for Christian leadership <p>Teaching/learning methods and strategies:</p> <p>Each module, whatever the format of teaching, involves exploration of key issues in order to develop the intellectual skills described.</p> <p>Methods of importance in the development of these skills are:</p> <ul style="list-style-type: none"> • deliberate modelling of these skills in lectures and classes • guided independent reading and work sheets in preparation for class contact hours • problem analysis of written scenarios, exploring theological and pastoral issues raised • oral presentations in small group work • individual summative and formative feedback given upon class contributions and assessed work <p>Students who prepare a dissertation will additionally teach and learn through:</p> <ul style="list-style-type: none"> • individual dissertation supervisions • the planning, organisation and writing of the dissertation <p>Assessment:</p> <p>Both written pieces (essays, assignments, examinations), and oral presentations provide a vehicle for the demonstration and assessment of these skills, as evidenced by the assessment criteria contained in the mark scheme.</p>

<p>C. Practical Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>Biblical Studies</p> <ul style="list-style-type: none"> • C1 communicate in written form and orally in small groups the knowledge and understanding gained • C2 demonstrate the intellectual skills listed above in written form and orally in small groups <p>Theology & Church History</p> <ul style="list-style-type: none"> • C3 use the intellectual skill of understanding and evaluating the doctrinal heritage of the Christian Church for pastoral ministry in the contemporary context • C4 analyse pastoral situations with a view to their doctrinal significance • C5 utilise doctrinal understanding maturely in contemporary pastoral ministry <p>Church & World</p> <ul style="list-style-type: none"> • C6 diagram the flow of argument of a text or worldview • C7 engage in their own worldview analysis • C8 begin to teach biblical ethics • C9 practice ethical and counselling skills to pastor individuals from a biblical perspective. • C10 formulate their own responses to ethical issues and evaluate alternative responses • C11 identify the key questions in dealing with ethical questions and to construct responses demonstrating pastoral insight and sensitivity • C12 appraise critically the ways in which theological and philosophical positions influence ethical decision making • C13 deploy biblical and pastoral insights into aspects of Christian ministry 	<ul style="list-style-type: none"> • C14 employ strategies and skills to deal with aspects of Christian ministry • C15 demonstrate discernment in evaluating the theological and practical merit of contemporary resources, Christian and secular <p>In addition:</p> <p>Students may gain an enhanced ability to:</p> <ul style="list-style-type: none"> • engage in practical apologetic situations • use the Daily Offices, Baptism and Holy Communion services in authorised Church of England liturgies • use a sentence flow diagram to move from a set biblical text to a formally delivered talk • produce expository and evangelistic sermons • use practical skills in evangelism and nurture, and/or leadership skills in a church context • engage confidently in counselling, cross-cultural communication, apologetics, or spiritual direction • apply a biblical understanding of race and religion to ministry contexts today, focussing on Islam in Britain <p>Teaching/learning methods and strategies:</p> <p>Practical skills are developed through:</p> <ul style="list-style-type: none"> • the requirement to give oral and written presentations and feedback on them • the analysis of practical pastoral scenarios • the practice of diagramming sequences of argument • the practice of analysing worldviews from a range of literature <p>Assessment:</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 may have the opportunity to enhance these skills in the planning, management and writing of a dissertation.</p>
<p>D. Transferable/Graduate Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> • D1 manage time effectively and work to deadlines • D2 work and learn independently • D3 plan and manage an individual project • D4 hold a developed appreciation of the depth and complexity of many ethical and doctrinal issues faced in all areas of life • D5 articulate and apply Scripture as sufficient and authoritative in these areas with corresponding pastoral insight and sensitivity • D6 use intermediate skills in analysing pre-suppositions behind previously un-encountered intellectual positions with some sophistication and rigour • D7 apply existing doctrinal knowledge to new doctrinal areas • D8 map the flow of argument in a text or worldview • D9 understand the literary and cultural context of a text or worldview 	<ul style="list-style-type: none"> • D14 analyse a variety of pastoral and ethical situations • D15 engage successfully in cultural and social analysis • D16 understand the principles of transferability of ideas or practices from one cultural context to another <p>In addition, students may be equipped to:</p> <ul style="list-style-type: none"> • engage in apologetic debate • lead a variety of services in a range of churches • preach in a variety of contexts • explain Christian truth within the context of contemporary society • undertake a leadership role in a Christian church <p>Teaching/learning methods and strategies:</p> <p>All modules require regular written work and this contributes to the first six outcomes listed, along with the practice of mapping the flow of an argument. Guided reading is also important in the development of these outcomes. Communication modules and the elements of group work in all modules encourage the last three outcomes.</p>

- **D10** participate constructively in groups
- **D11** be critically self-aware of character tendencies
- **D12** communicate information and ideas to a wide ability and age range
- **D13** grasp the rudiments of counselling practice

Assessment:

All written assessments – essays, exams – require the first six of these skills.
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.

12

<p>Programme Structures & Requirements</p> <p>12.1 Overall Programme Structure</p> <p>This programme leads to the award of the Bachelor of Arts Honours degree (BA(Hons)) in Theological & Pastoral Studies. The normal length of time a full-time student spends on the programme is three academic years of three terms each. The first two years are (effectively) the DipHE in TPS, and the programme is therefore often referred to as ‘the BA year’; students effectively spend one academic year of three terms on the specific BA(Hons) study, studying 40 credits per term. However, the short dissertations and projects, if studied, are taken over two terms. The award may also be studied on a part-time basis.</p> <p>Students will be awarded the BA(Hons) once they have attained grade C or better for the DipHE modules, and 12¹ or better for the BA(Hons) modules, giving a total of 360 credits worth of modules (240 of these as for the DipHE, the further 120 at specific BA(Hons)-level). The classification of the resulting BA(Hons) degree is based on the grades of the ‘BA year’ only and not on the grades of the preceding DipHE in TPS.</p>
--

12

<p>Programme Structures & Requirements</p> <p>12.2 Details of Levels & Modules</p> <p>Level 4 (Year 1)</p>			
<p><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> • CD1.1, CH1.1, NT1.1, OT1.1 (all 15-credit taught modules) • CM1.2², CW1.1 (both 10-credit taught modules) • Communication workshops/tutorials (non-credit-bearing) <p>Students training for Church of England ordination must also take:</p> <ul style="list-style-type: none"> • SW1.2 (10-credit taught module) • GK1.1 (20-credit taught module) if under 32 at start of programme 	<p><u>Designated</u></p> <p>Students must also choose at least 1 of:</p> <p>n/a</p>	<p><u>Optional</u></p> <p>Students may also choose:</p> <ul style="list-style-type: none"> • BH1.1, GK1.1, NT1.2 (Biblical Studies modules) • AP1.1, SW1.2, TM1.1, TM1.2, TM1.3, YM1.1, YM1.3 (Church & World modules) <p>up to a total of 120 credits</p>	<p><u>Progression Requirements</u></p> <p>The pass mark is C. A student <i>may</i> be allowed to progress with some incomplete Level 4 assessment.</p>

¹ For explanation of grades, please see Marking Schemes at the end of the Programme Specification.

² Students taking BH1.1 are only required to attend and audit the first half of CM1.2 (but may credit if wish to).

Level 5 (Year 2)			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> • CD2.2, ET2.1, OT2.2 (all 15-credit taught modules) • PC2.1 (10-credit taught module) <p>Students training for Church of England ordination must also take:</p> <ul style="list-style-type: none"> • CH2.5 (10-credit taught module) • CW2.2 (10-credit taught module) 	<p style="text-align: center;"><u>Designated</u></p> <p>Students must also take 1 of:</p> <ul style="list-style-type: none"> • NT2.2 (15-credit taught module) or • NT2.4³ (25-credit taught module) 	<p style="text-align: center;"><u>Optional</u></p> <p>Students may also choose:</p> <ul style="list-style-type: none"> • Level 4 optional modules above⁴ • CH2.5 (Theology & Church History module) • CM2.3, CM2.6, CW2.1, CW2.2, SW2.2, TM2.1, TM2.2, TM2.3 (Church & World modules) • Over the course of the final academic year of the DipHE programme (Year 2 full-time), two of BH3.2, NT3.1, NT3.4, OT3.7, PC3.3 (all 20-credit, BA 'Level 6A' taught modules): The two modules may not be taken in the same term, unless one of them is BH3.2 (which runs over the whole year) 	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>The pass mark is C. If registered to continue study beyond the DipHE TPS, a student must meet all requirements for the DipHE before progression.</p>
Level 6 (Year 3)			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take one of three options:</p> <ul style="list-style-type: none"> • Either 6 (20-credit) taught modules • Or SD4.1 (20-credit, 6,000-word dissertation) or SP4.1 (20 credit, Short Project and 5 (20-credit) taught modules • Or LD4.1 (40-credit, 10,000-word dissertation) and 4 (20-credit) taught modules 	<p style="text-align: center;"><u>Designated</u></p> <p>Students must also choose:</p> <ul style="list-style-type: none"> • at least 1 module from each area of study (Biblical Studies, Theology & Church History, Church & World), regardless of the topic of any dissertation studied: • with no dissertation or project, at least 3 'BA level 6B' modules, coded 4.x • with either SD4.1, SP4.1 or LD4.1, at least 2 'BA level 6B' modules, coded 4.x 	<p style="text-align: center;"><u>Optional</u></p> <p>Students may also choose:</p> <ul style="list-style-type: none"> • 'BA level 6A' modules: BH3.2, NT3.1, NT3.4, OT3.7 (Biblical Studies area); DW3.1⁵ SH3.2⁵ (Theology & Church History area); DW3.1⁵, PC3.3, SH3.2⁵, YM3.1 (Church & World area) except students are not permitted to credit (at Level 6) modules already studied for credits at 'Level 5' (see DipHE in TPS details) • 'BA level 6B' modules: BS4.1, BS4.2, DN4.1⁶, NT4.7, OT4.7⁷, OT4.8, OT4.10 (Biblical Studies area); CD4.3, CH4.7, DH4.1, DN4.1⁶, HM4.1⁵, TM4.3⁵ (Theology & Church History area); AP4.1, CM4.6, HM4.1⁵, TM4.2, TM4.3⁵ (Church & World area) 	<p style="text-align: center;"><u>Progression Requirements</u></p> <p>The pass mark is 12.</p>

Note: not all modules run in all years and some modules have pre-requisites.

³ NT2.4 is a year-long module but is taught for different numbers of hours per week in each term.

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

⁵ The modules DW3.1, HM4.1, SH3.2 and TM4.3 can be counted as belonging to *either* the 'Theology & Church History' area *or* the 'Church & World' area, but *not* both.

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

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

Admission Criteria

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

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

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

Students must also satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. We require all overseas students or those whose first language is not English to take the British Council IELTS test and achieve a score of 7.0 or above.

In addition, students must satisfy the requirements of the DipHE in TPS before being admitted to the 'BA year' (degree-level study) of the BA(Hons) in TPS.

BA(Hons) TPS, 3rd Year (full-time) Direct Entry

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

- The Oak Hill DipHE in Theological & Pastoral Studies.
- A degree or diploma considered by the Academic Vice Principal substantially to duplicate the material covered by Oak Hill's DipHE in TPS.
- Such other similar qualifications as applicants may submit to the Academic Vice Principal and which are deemed by Middlesex University, on the Vice Principal's recommendation, as acceptable in lieu of the above.

Assessment Regulations Information

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

15**Indicators of Quality**

- External Examiners' reports (attached to Assessment Board minutes)
- The 'Bishops' Inspection' by the Church of England's Ministry Division of the Archbishops' Council
- Church of England's Ministry Division Moderator (Quality Advisor from 2011)
- Middlesex University Accreditation Events
- Validation event for British Accreditation Council
- Validation events for CertHE, DipHE and BA(Hons) in Theological & Pastoral Studies
- Validation events for CertHE, DipHE and BA(Hons) in Youth & Children's Ministry
- Validation events for DipHE and BA(Hons) in Theology & World Mission
- Validation event for MTh, PGDip and MA in Theological & Pastoral Studies

16**Particular Support for Learning**

- Extensive theological library with 24-hour access to 50,000 volumes
- 24-hour access to IT resources: email, word-processing, CD-ROM resources, Internet access, and the College's Virtual Environment (VLE)
- Personal tuition
- Special provision for students with special needs (e.g. English not first language, specific learning disabilities): see Information, Regulations & Procedures booklet for details
- Induction to College and academic life in 'Opening Week' of Year 1
- An introduction to the concept of Personal Development Planning is incorporated in induction week. Thereafter, in the first few weeks of their first term, students complete a self appraisal and goal-setting exercise. The results are discussed in personal tutorials, and regularly updated and reviewed from then on, throughout the programme

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

- Overall responsibility for assuring and monitoring the standard of awards and quality of student experience lies with the Academic Board
- Course Leaders have responsibility for monitoring the changes made to their programmes, and recommending formal reviews when necessary, and in any case on a six-yearly basis
- Assessment Board includes External Examiners, and has particular responsibility for assuring the standard of the College's programmes and of the awards made to students
- Courses Evaluation Committee is grounded on student feedback on modules and programmes, and has particular responsibility for assuring the quality of the students' academic experience (particularly at module level)
- Monitoring & Evaluation Panel independently examines any issue which relates to the academic efficiency of the College, and has particular responsibility for assuring the quality of the students' academic experience (particularly at programme level)
- Various bodies meet involving both student representatives and members of the College's management, finance, development and domestic departments; these each have some responsibility for assuring the quality of the students' experience in areas other than academic
- Feedback from visiting educational professionals invited from time to time
- Formal educational training (PGCHE) for new members of the Faculty
- 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

18

Placement Opportunities, Requirements and Support (if applicable)

Not applicable. (Church of England Ordinands registered on the BA(Hons) will be completing placements in parishes, chaplaincies etc as part of the Certificate in Ministry programme, which runs alongside the BA(Hons) and other TPS programmes)

19

Future Career: Support for Graduates' Future Career Development

- All the College's programmes are vocational; that is, they are intended to equip the student with the necessary skills, experience, attitudes and characteristics for Christian ministry of various types
- Personal tuition throughout the BA(Hons) in TPS provides support in all areas of the student experience (for full-time students). This includes ongoing guidance on the academic programme, and on future career possibilities
- Placements in local church settings (whether informal or as part of the Certificate in Ministry) allow students to 'network' with possible future employees, and with persons involved in the relevant work field

20

Dissertations and Projects

Students must register for their chosen dissertation (SD4.1 or LD4.1) or project (SP4.1) during the term before the start of the academic year in which they are to submit it. SD4.1 and SP4.1 are taken over two terms. LD4.1 is taken over all three terms. There are strict requirements governing preparation of the dissertations & projects, summarised by the following tables.

Action Required	Timing
Student to discuss module options for 'BA year' with tutor (where applicable); student then registers for all modules for BA year, including any dissertation or project	Beginning of May of 'Year 2' of DipHE (as prompted by the Dissertations Co-ordinator)
Student writes to Dissertations Co-ordinator stating 1. subject area (as specific as possible) 2. SD4.1/SP4.1 (and in which terms) or LD4.1	May (or earlier) of 'Year 2' of DipHE (precise deadline to be set by Dissertations Co-ordinator and notified to students)
Dissertations Co-ordinator assigns potential supervisor (confirmed when proposal is approved) and informs student	Soon after above deadline
Student initiates contact with supervisor, to produce formal proposal. The proper form should be used – available on the College Intranet. The student submits the proposal to the Academic Registrar, complete with supervisor's comments and signature	Before the end of Term 3 (precise deadline to be set by the Dissertations Co-ordinator and notified to students)
External Examiners scrutinise proposals and return comments and/or approval of the proposal	During visit to attend meeting of Assessment Board
Student works on dissertation/project once approval has been given by External Examiner	
SD4.1 and SP4.1 submission deadlines	About two weeks before the College Coursework Deadline in Term 2 (precise deadline to be set by the Dissertations Co-ordinator and notified to students)

LD4.1 submission deadline	About three weeks before the College Coursework Deadline in Term 3 (precise deadline to be set by the Dissertations Co-ordinator and notified to students)
---------------------------	--

It may be permitted for a student to swap from the long dissertation (LD4.1) to the short dissertation (SD4.1) plus one module up until the end of the second teaching week of Term 2 (if all necessary conditions are met); equally, it may be permitted for student to swap from the short dissertation plus one module to the long dissertation up until the end of the second teaching week of the term in which the additional module is being taken (if all necessary conditions are met).

21

Other Information

Modes of Study

Students may opt to study part-time. Students' individual programmes may be decided in consultation with the relevant Course Leader, the Academic Registrar, and, where appropriate, the Admissions Officer.

Exit Points

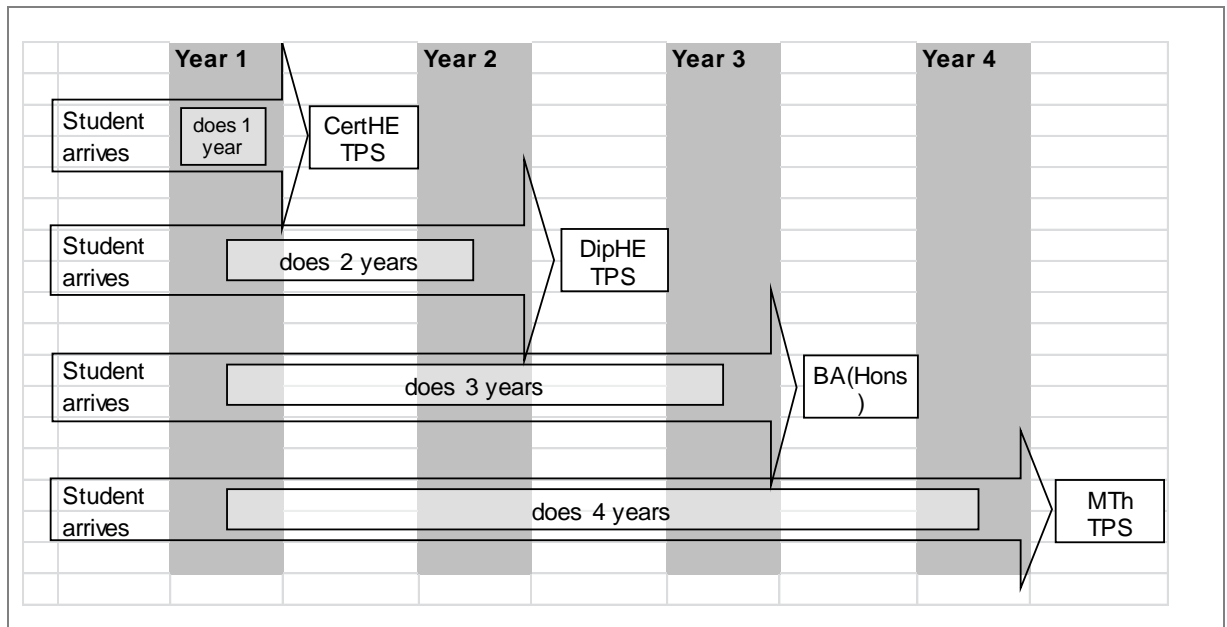
A student registered for the BA(Hons) in TPS may decide to leave College before the end of the second year (full-time).

After one year (full-time), given the appropriate modules studied and credit total, a student could exit and be awarded a CertHE.

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

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

Students may also 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 2nd year (full-time). (There is no part-time option for the MTh).



Appendix

List of modules by level and subject area

Biblical Studies

- BH1.1 Introduction to Biblical Hebrew
- GK1.1 Introduction to New Testament Greek
- NT1.1 Introduction to Jesus & the Gospels
- NT1.2 Pastoral Epistles & Pastoral Ministry
- OT1.1 Introduction to the Old Testament: Creation to David

- NT2.2 Introduction to Acts & the Pauline Epistles in English
- NT2.4 Introduction to Acts & the Pauline Epistles in Greek
- OT2.2 Introduction to the Old Testament: From Solomon to Second Temple

- BH3.2 Reading Biblical Hebrew
- NT3.1 The Fourth Gospel
- NT3.4 1 Corinthians
- OT3.7 The Psalms

- BS4.1 Deuteronomy
- BS4.2 Advanced Biblical Hebrew Reading
- DN4.1 Justification in the Bible & in Christian Doctrine
- NT4.7 General Epistles
- OT4.7 Hebrew Psalms & Poetry
- OT4.8 Wisdom Literature
- OT4.10 Studying Prophetic Literature

Theology & Church History

- CD1.1 Introduction to Christian Theology I
- CH1.1 Survey of Church History

- CD2.2 Introduction to Christian Theology II
- CH2.5 Reformation Church History
- ET2.1 Introduction to Christian Ethics

DW3.1 Evangelical Public Theology
SH3.2 Christian Spirituality – Past & Present

CD4.3 Doctrine of Salvation
CH4.7 Reading Historical Texts in English
DH4.1 Doctrine of God
DN4.1 Justification in the Bible & in Christian Doctrine
HM4.1 Puritan Perspectives on Ministry
TM4.3 Global Christian Theology

Church & World

AP1.1 Practical Apologetics
CM1.2 Exegesis & Hermeneutics for Teaching
CW1.1 Christians in the Contemporary World
SW1.2 Christian Worship & Congregational Ministry
TM1.1 The Biblical Basis of Mission
TM1.2 The World Church in its Contemporary Context
TM1.3 Cross-Cultural Studies
YM1.1 Teaching the Bible to Children & Young People
YM1.3 Cultural Analysis for Youth & Children's Ministry

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

DW3.1 Evangelical Public Theology
PC3.3 Pastoral Ministry
SH3.2 Christian Spirituality – Past & Present
YM3.1 Perspectives on Children, Young People & the Church in Britain

AP4.1 Apologetics for Mission
CM4.6 Advanced Christian Leadership
HM4.1 Puritan Perspectives on Ministry
TM4.2 Establishing Churches across Cultures
TM4.3 Global Christian Theology

Dissertations & Projects

LD4.1 Long Dissertation
SD4.1 Short Dissertation
SP4.1 Short Project

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.

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.

Use of grade point N (Levels 4, 5 and 6) or 15 (Level 6):

- This marks scheme does not include reference to grade point N or 15, because these are the marks given where work is not submitted.

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

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

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

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

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

	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-14 Fail
Organisation	a. Everything in its place	k. Everything in its place	u. Careful structure	ee. Structure evident	oo. Minimal
Method	b. Fitting, creative	l. Fitting, hints of creativity	v. Appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Ruthlessly focused	m. Nearly all relevant	w. Mostly relevant	gg. Mostly relevant	qq. Some relevant
Coverage of data	d. Exhaustive within scope	n. Broad and deep	x. Good coverage	hh. Basic data covered	rr. Very narrow
Coverage of concepts	e. Exhaustive within scope	o. Broad and deep	y. Good coverage	ii. Basic concepts covered	ss. Very narrow
Coverage of views	f. Exhaustive within scope	p. Broad and deep	z. Key views covered	jj. Some covered	tt. Almost no awareness
Argumentation	g. Ruthlessly prosecuted	q. Coherent and incisive	aa. Largely coherent	kk. Some shape evident	uu. Very confused
Independent judgement	h. Clear independence	r. Evidence of independence	bb. Largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Sophisticated writing	s. Well written	cc. Very readable	mm. Uneven	ww. Very rough
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

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

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

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

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

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

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

The structure and use of the mark scheme

This scheme will be used in marking particular assignments where it is felt that the piece of work concerned can only realistically be graded as Pass or Fail (with a Fail grade being applied for a token or non-submission): an example would be a sermon preached to a regular congregation in a genuine local church context. Students will be told in advance to which pieces of assessment this particular scheme will be applied within a given module. Please note that, unless an extension has been agreed by the Academic Vice Principal, any such assignment which is *not* submitted by the set deadline will be graded as 'N' for Token or Non-Submission.

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

P	Pass	Satisfactory Submission
N	Fail	Token or Non-Submission