

Master in Theology in Theology

Programme Specification



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| 1. Programme Title | Master in Theology in Theology |
| 2. Awarding Institution | Middlesex University |
| 3. Teaching Institution | Oak Hill Theological College |
| 4. Details of Accreditation by Professional/Statutory/Regulatory Body | N/a |
| 5. Final Qualification | Master in Theology (MTheol): integrated undergraduate Master's degree |
| 6. Year of Validation | 2015-16 |
| Year of Amendment | Last updated: 9 November 2015 |
| 7. Language of Study | English |
| 8. Mode of Study | Full-time |

9. Criteria for Admission to the Programme

The MTheol is a four-year full-time integrated undergraduate Master's degree. Entrance requirements for those entering into Year 1 of the programme are the same as for the CertHE and FdA in Theology (specialising in Theological & Pastoral Studies or in Theology for Crossing Cultures as appropriate): please see the individual Programme Specifications for details.

To progress to the third year of the MTheol, students must obtain an average of a 2.1 (B+ on the FdA scale) in the first two years of study. Permission to progress to the third year of the MTheol will take place during the third term of the second year, and will involve consultation with the Admissions Office, the Academic Vice Principal, the Director of Postgraduate Studies and (where appropriate) the Director of Theology for Crossing Cultures. To continue on to the fourth year of the MTheol, students will need to obtain an average grade of 8 or better for their third-year taught modules and a grade of at least 8 for their third-year short dissertation.

Direct entry is permitted into the third year of the MTheol programme. Applicants will normally be required to have a 2.1 in the equivalent of a DipHE, FdA or BA (Hons) in Theology. Students wishing to take certain modules in Biblical Studies as part of their programme must demonstrate a proficiency in Greek or Hebrew at least to the standard of the pre-requisites identified for the relevant Oak Hill modules (as noted on the Module Narratives). Students specialising in Theology for Crossing Cultures

should be able to provide evidence of cross-cultural studies or comparable practical experience, and should also have completed an overseas placement.

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, with no less than 6.5 in any individual category.

10. Aims of the Programme

The programme aims to:

- Enable students to focus in appropriate depth on particular aspects of biblical, theological, pastoral and/or cross-cultural studies in which they have a prior interest; or enable students to explore new areas within the discipline, building on their prior knowledge and experience;
- 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;
- Provide students with a rounded, four-year theological programme, covering a full range of biblical, theological, pastoral and cross-cultural studies up to postgraduate level, which are at, or informed by, the forefront of those fields of study;
- Strengthen and sharpen students' intellectual and practical skills and develop in them the graces of the Christian theologian in order that they should be more effective in Christian ministry;
- Develop students as lifelong theological learners and equip them to harness and apply the fruits of such theological study in their diverse ministries;
- Provide an opportunity for sustained reflection on and engagement with a theological or ministerial topic through a research-based dissertation (or a shorter dissertation and project); for students specialising in Theology for Crossing Cultures, this (these) will have a particular mission emphasis;
- Enable students to understand something of the demands and opportunities of theological research and equip them to begin such research if they would so choose.

11. Programme Outcomes

A. Knowledge and Understanding

On completion of this programme the successful student will have:

- A1** An advanced and thorough understanding of parts of Scripture, their relation to the whole, and how to interpret them
- A2** 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, both locally and globally
- A3** An advanced understanding of how the Christian faith engages with various

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 discussed in class;
- Student-led seminars with questions and discussion;

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| <p>contemporary ethical and pastoral issues</p> <p>A4 An advanced understanding of the interconnectedness of the various elements within the study of biblical studies and theology</p> <p>A5 A thorough understanding of the methodological, philosophical and hermeneutical models and assumptions used in the study of theology</p> <p>A6 <i>For TCC specialists:</i> An advanced understanding of the <i>Missio Dei</i> biblically, historically, theologically and in current practice throughout the world</p> <p>A7 <i>For TCC specialists:</i> An understanding of other faiths from the perspective of an evangelical Christian theology</p> | <ul style="list-style-type: none"> • Dissertation/project supervisions; • Practical exercises and simulations; • Problem analysis, case studies and role play; • Translation and exegetical exercises in class; • Appropriate use of technology such as language software, keeping a blog etc.; • Discussion of primary and secondary texts; • Fieldwork and study trips; • Organising an event and reflecting on it; • Individual written (and at times oral) feedback on written work; • The formative dimension of assessment. <p>Assessment Method Students' knowledge and understanding are assessed by a combination of unseen written exams; assessed coursework in the form of essays, assignments, student-led seminars/presentations, and book reviews; exegesis; language tests/translation; fieldwork reports; group work; and applied research projects and dissertations.</p> |
| <p>B. Cognitive (Thinking) Skills On completion of this programme the successful student will be able to:</p> <p>B1 Demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge within the discipline, along with an ability to choose the most appropriate techniques for any given task</p> <p>B2 Critically and reflectively evaluate advanced scholarship in the theological disciplines, applying a variety of critical methods, assessing views and theories and, where appropriate, proposing alternatives</p> <p>B3 Evaluate methodologies employed in the theological disciplines and develop appropriate critiques of them</p> <p>B4 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> <p>B5 Appreciate and be able to deal systematically and creatively with complex</p> | <p>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> <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; and individual dissertation/project supervisions. 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/presentations with questions and discussion; practical exercises/simulations; problem analysis; class reading and discussion of primary and secondary texts; language work/translation; and role play.</p> <p>Assessment Method The various assessment methods employed (see</p> |

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| <p>issues and make sound judgements, sometimes in the absence of complete data</p> <p>B6 Engage and interact at a high level with the material/subjects studied, demonstrating an ability to reflect critically on their own particular standpoint and to understand the methodological and hermeneutical issues involved</p> <p>B7 Demonstrate competence in postgraduate research skills through a substantial dissertation (or a short dissertation and a short project). <i>For TCC specialists, this (these) should have an appropriate mission emphasis</i></p> | <p>‘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 (e.g. essays, written examinations, dissertations) and oral presentations (e.g. student-led seminars, group activities) 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> <p>C1 Articulate systematic and creative responses to typical issues arising in Christian theology and ministry, whether nationally, internationally or cross-culturally</p> <p>C2 Communicate those responses clearly to specialist and non-specialist audiences, using an appropriate range of media</p> <p>C3 Take responsibility for their own independent learning, and be able and willing to learn new skills as part of a commitment to lifelong learning</p> <p>C4 Understand any ethical issues raised by their research and comply with relevant codes of practice</p> <p>C5 Demonstrate self-direction, initiative, independence and originality in planning and implementing a substantial dissertation (or a short dissertation and a short project). <i>For TCC specialists, the work should have an appropriate mission emphasis</i></p> | <p>Teaching/Learning Methods Students learn practical skills across the teaching programme. With regard to project work, students receive research skills training, along with training on the principles of ethical research, and one-on-one tutorial supervision.</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, student-led seminars, group activities, and in particular by assessed applied research dissertations and projects. Where relevant, their grasp of the ethical dimension of research is assessed through an ethical clearance procedure.</p> |

12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

12.1 Overall Structure of the Programme

The MTheol is a four-year full-time integrated undergraduate Master's degree of 480 credits, building from a broad foundation of theological, pastoral and cross-cultural studies in the first three years to an area of in-depth specialisation of the student's choice in the fourth year. The normal length of time a student spends on the programme is four academic years of three terms each. If desired, the first two years of the programme *may* be taken part-time, but the third and fourth years may *only* be taken full-time. The maximum period of registration for a full-time student will be eight years, while the maximum period of registration for a part-time student will be twelve years.

The first two years of the programme are in effect the FdA in Theology (normally specialising in Theological & Pastoral Studies or in Theology for Crossing Cultures as appropriate) and aim to cover in outline the principal areas of theological, pastoral and cross-cultural studies. Study is introductory in the first year, and then progresses to a more sophisticated analytical level in the second year.

The latter two years (third and fourth) bring the student to degree level and then on to Master's level study. The third year builds on work in the first two years and involves high-level learning and a greater degree of specialisation. In-depth engagement with a topic and sustained reflective writing are required by means of the compulsory short dissertation, which for students specialising in TCC will have an appropriate mission emphasis. In the fourth year, the student will study a selection of Master's-level modules and can specialise to a greater depth. The fourth year dissertation package 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; again, for students specialising in TCC, this will have an appropriate mission emphasis.

Across the third and fourth years, students will participate in the postgraduate research seminars, which will expose them to a broad range of ideas and help inculcate critical thinking skills.

Where approved by their diocese, there is provision for Anglican Ordinands to study on the MTheol (specialising in Theological & Pastoral Studies). Ordinands entering directly into the third year of the programme will need to complete a suite of placements along with a selection of modules at Levels 4 and 5 to provide specific Anglican training (as approved by the Church of England); Ordinands entering into Year 1 will complete these requirements in Years 1 and 2 of their programme as normal. Further details are available from the Admissions Office.

12.2 Levels and Modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Levels 4 (1) and 5 (2)

Please see the programme structure details for the FdA in Theology (normally specialising in Theological & Pastoral Studies or Theology for Crossing Cultures) as appropriate.

Students must obtain an average of a 2.1 (B+ on the FdA scale) in the first two years of study in order to progress onto the third year of the MTheol programme. A lower average might allow them to continue with a BA (Hons) instead (see the Programme Specification for the BA (Hons) in Theology).

| Level 6 (3) | | |
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| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| <p>Students specialising in TPS and TCC must take all of the following:</p> <ul style="list-style-type: none"> • OT4.1 and NT4.1 (both 20 credits) • RP4.2 (BA-level 6,000 word Short Dissertation, worth 20 credits) • Postgraduate Research Seminars (non-credit-bearing) <p>TPS specialists must take:</p> <ul style="list-style-type: none"> • One module from the 'Vocational' category, namely: CW4.3, CW4.6, CW4.7, DW4.2 or DW4.3 (all worth 20 credits) • Two further elective taught modules (20 credits each) <p>TCC specialists must take:</p> <ul style="list-style-type: none"> • PM4.8 and DW4.2 (20 credits each): taking DW4.2 fulfills the 'Vocational' requirement for the third year • One further elective taught module (worth 20 credits) | <p>Students must also bear the following in mind with regard to their elective taught modules:</p> <ul style="list-style-type: none"> • Modules must be chosen from the categories of: <i>Biblical Studies, Practical Theology and Ministry</i> and <i>Theology and Church History</i>. Students may not choose more than two electives from any one category • For TPS students, the topic for the short dissertation may fall into any category, regardless of other choices; for TCC students, the short dissertation must have a mission emphasis | <p>In order to progress to Level 7, Level 6 MTheol students must obtain an average of at least 8 on the undergraduate 15-point scale for their taught modules, plus a grade of 8 or better for their short dissertation</p> <p>Lower grades (9–12) at Level 6 are still pass marks and might enable students to be awarded a BA (Hons) instead of proceeding to Level 7 of the MTheol</p> <p>See Appendix B for an explanation of grades</p> |
| Level 7 (4) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| <p>Students specialising in TPS and TCC must take all of the following:</p> <ul style="list-style-type: none"> • EITHER RP6.4 (15,000 word Master's-Level Long Dissertation); OR RP6.2 (7,500 word Master's-Level Short Dissertation) AND RP6.3 (7,500 word Master's-Level Short Project): 60 credits total • Postgraduate Research Seminars (non-credit-bearing) <p>TPS specialists must take:</p> <ul style="list-style-type: none"> • Two further elective taught modules (30 credits each) <p>TCC specialists must take:</p> <ul style="list-style-type: none"> • One of EITHER CW6.2 or DW6.1 (both 30 credits) • One further elective taught module (30 credits) | <p>Students must also bear the following in mind with regard to their elective taught modules:</p> <ul style="list-style-type: none"> • For TPS students, at least one of their elective taught modules must be at Specialist-Master's Level (code 6.x) • Students are encouraged to take modules from different subject areas but are not required to do so • Students who have credited the 4.x version of a module at BA (Hons) level may not credit the 5.x version of the same module at Master's level | <p>At Level 7, the pass mark is 12 on the postgraduate 15-point scale</p> <p>Lower grades are fail grades; however, it may be possible for the student to be awarded a BA (Hons) as an exit qualification</p> <p>See Appendix B for an explanation of grades</p> |

12.3 Non-Compensatable Modules (note statement in 12.2 regarding FHEQ levels)

All modules for the MTheol are non-compensatable.

13. Curriculum Map

See attached.

14. Information about Assessment Regulations

See the current Student Programme Handbook, the latest edition of the Guidelines Booklet and the 'Progression Requirements' noted above.

15. Placement Opportunities, Requirements and Support (if applicable)

TPS Specialists: Church of England Ordinands registered on the MTheol will normally complete a series of weekly and block placements as part of their studies at Level 4 and Level 5. Ordinands who are granted direct entry into the programme in the third year will need to complete these placements during their third and fourth years, along with a selection of modules at Levels 4 and 5 which will provide specific Anglican training (as approved by the Church of England).

TCC Specialists: Students will complete weekly church placements as part of their studies at Level 4 and Level 5; each placement will normally be located in a church from a culture different to the student's own. Before the start of the second year, and again before the start of the third year, each student will participate in an overseas placement of one month's duration. The latter will form the basis of module PM4.8 (please see the Module Narrative for details) and is a distinctive element of both the BA (Hons) and the MTheol in Theology specialising in Theology for Crossing Cultures. Students who enter directly into the third year will not be required to complete the weekly church placements; however, they must have completed a month-long overseas placement prior to the commencement of their programme (to form the basis of the compulsory module PM4.8).

16. Future Careers (if applicable)

Christian ministry of various kinds (pastoral ministry, missions, counselling, youth work etc.) or progression towards academic teaching and research; to assist with the identification of future careers and/or continuing professional development, all postgraduates will take part in regular Personal Development Planning with their Personal Tutor or other appointed member of Faculty. TCC specialists may also discuss their future career with the Director of Theology for Crossing Cultures.

17. Particular Support for Learning (if applicable)

- Extensive theological library (24-hour access to over 55,000 volumes) and online access to journals and e-books
- IT resources: email, virtual learning environment, CD-Rom resources, Internet, off-site access to EBSCO database and other journal suppliers

- Monthly postgraduate research seminars
- Tuition sessions on postgraduate research skills
- One-to-one research dissertation/project supervisions
- Special provision for students with specific learning difficulties or whose first language is not English: see Student Programme Handbook for details
- Induction to College and academic life in 'Opening Week': to include postgraduate habits and skills, research methods and aspects of research ethics

18. JACS Code (or other relevant coding system)

V600 Theology & Religious Studies (JACS 3.0)

19. Relevant QAA Subject Benchmark Group(s)

Theology & Religious Studies

20. Reference Points

- Bloom's Taxonomy of Educational Objectives – cognitive domains
- The UK Quality Code for Higher Education
- The Framework for Higher Education Qualifications
- Subject Benchmark Statement for Theology & Religious Studies
- Quality Assurance Agency (QAA) Master's Degree Characteristics
- Quality in Formation Panel of the Archbishops' Council (Church of England)
- Church of England's Quality Advisor (reporting to the Quality in Formation Panel)
- Learning Pathways: Equipping Ministry in Multi-Religious Contexts (Church of England's Presence & Engagement Task Group, 2009)
- Global Connections Code of Best Practice for Short Term Mission
- Middlesex University Learning & Quality Enhancement Handbook
- Oak Hill College Learning, Teaching & Assessment Strategy
- Review events for the PGDip, MA and MTheol awards
- Student, Staff, External Examiner and Graduates' feedback and comments (particularly through Assessment Board, Academic Board and the Courses Evaluation Committee)

21. Other Information

The MTheol in Theology may be classified as Pass, Merit or Distinction:

- A student will be awarded a Pass on an MTheol in Theology 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, 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); however, to continue on into the fourth year, the student must attain an average of at least 8 on the undergraduate 15-point scale for their taught modules, plus a grade of 8 or better for their short dissertation.
 - In the fourth year, the pass grade is 12 on the postgraduate 15-point grading scale.
- A student may be awarded a Pass with Merit on an MTheol in Theology once they have attained all of the above, **and**, in the third and fourth years, have attained a rounded average of 6.5 or better in the taught modules and dissertation(s), and grade(s) of 6 or better for the fourth year

dissertation package (60 credits total);

- A student may be awarded a Pass with Distinction on an MTheol in Theology once they have attained all of the above, **and**, in the third and fourth years, have attained a rounded average grade of 3.5 or better in the taught modules and dissertation(s), and grade(s) of 3 or better for the fourth year dissertation package (60 credits total).

Students registered for the MTheol in Theology whose circumstances (e.g., personal, financial) change during their course may decide to leave College before the end of the fourth year.

After one year, given the appropriate range of modules studied and credit total, a student could exit and be awarded a CertHE in Theology. After two years, a student with the appropriate modules and credit total could be awarded the FdA in Theology. In both cases, the student would not technically have registered as yet for the MTheol: this takes place upon progression to the third year.

MTheol students who proceed to the third year having completed the Oak Hill FdA, or who are admitted directly into the third year with a DipHE/FdA equivalent, may exit at the end of the third year and be awarded a BA (Hons) in Theology, on the basis of 360 accumulated credits (in such cases, the normal BA (Hons) pass mark of 12 or better applies to each module and to the short dissertation rather than the (average) grade of 8 required to advance to the MTheol fourth year).

However, a 'third year Direct Entry' student who is admitted to the MTheol with a BA (Hons) or equivalent does not have this option of exiting with an Oak Hill BA (Hons) in Theology. In this case, any credits gained in the third year may be used towards future courses under the national Credit Accumulation & Transfer (CAT) scheme.

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 rest of your Programme Handbook and the University Regulations.

Appendix A: List of Modules for the MTheol by Subject Area and Level

Listed below are all of the Level 6 (codes 3.x, 4.x) and 7 modules (codes 5.x, 6.x) which comprise the third and fourth years of the MTheol programme respectively. Modules coded 3.x and 4.x are worth 20 credits each; modules coded 5.x and 6.x are worth 30 credits each (except for RP6.4 which is worth 60 credits). There are four main subject areas for Level 6 and 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 *Please note that the availability of elective modules may vary year upon year, and students should check precise module offerings with the Academic Registrar.*

Subject Areas

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| BS | Biblical Studies | BD | Biblical Studies + Theology and Church History |
| DH | Theology and Church History ² | BW | Biblical Studies + Practical Theology and Ministry |
| CW | Practical Theology and Ministry ³ | DW | Theology and Church History + Practical Theology and Ministry |
| RP | Research and Projects | | |

Level 6 (Year 3): BA (Hons) Level

Compulsory for All Students

- OT4.1 Word of God: Old Testament
- NT4.1 Word of God: New Testament
- RP4.2 BA (Hons)-Level Short Dissertation

Compulsory for TCC Specialists

- DW4.2 Global Theology and Practice
- PM4.8 Summer Cross-Cultural Placement II

Biblical Studies

- BS4.2 Advanced Biblical Hebrew Reading
- BS4.3 The Psalms
- BS4.4 Wisdom Literature
- BS4.5 Prophetic Literature
- BS4.7 Gospel Set Text
- BS4.8 1 Corinthians
- BS4.9 General Epistles
- HB3.3 Reading Biblical Hebrew

Practical Theology and Ministry

- CW4.3 Advanced Pastoral Counselling
- CW4.5 Magic and the Occult
- CW4.6 Further Women's Ministry
- CW4.7 Gospel-Driven Leadership

¹ For example, DW6.1 Christian Theology of World Religions may count as a module in *either* Theology and Church History or Practical Theology and Ministry but not both.

² The D in the module codes stands for Doctrine, part of the former title of Doctrine and Church History.

³ The CW in the module codes stands for the former title of Church and World.

Theology and Church History

- DH4.1 Doctrine of God
- DH4.2 Reading Historical Texts in English
- DH4.3 The Puritans
- DH4.4 The English Church in the Nineteenth Century
- DH4.5 Knowing God – Theological Epistemology

Biblical Studies and Theology and Church History

- BD4.1 Justification in the Bible and in Christian Doctrine

Theology and Church History and Practical Theology and Ministry

- DW4.1 Evangelical Public Theology
- DW4.2 Global Theology and Practice (Elective for TPS)
- DW4.3 Christian Spirituality – Past and Present
- DW4.4 Contemporary Christian Thought

Level 7 (Year 4): Master's Level

Compulsory for All Students

- RP6.4 Master's-Level Long Dissertation; OR
- RP6.2 Master's-Level Short Dissertation AND
- RP6.3 Master's-Level Short Project

Compulsory for TCC Specialists

- CW6.2 Advanced Islamic Studies OR
- DW6.1 Christian Theology of World Religions

Biblical Studies

- BS5.2 Advanced Biblical Hebrew Reading
- BS5.3 The Psalms
- BS5.5 Wisdom Literature
- BS5.7 Prophetic Literature
- BS5.8 1 Corinthians
- BS5.9 General Epistles
- BS6.8 Biblical Geographies
- BS6.9 The Theology of the Book of Acts

Theology and Church History

- DH5.1 Doctrine of God
- DH5.6 The Puritans
- DH5.7 Reading Historical Texts in English

Practical Theology and Ministry

- CW5.5 Magic and the Occult
- CW5.7 Gospel-Driven Leadership
- CW6.2 Advanced Islamic Studies (Elective for TPS)
- CW6.3 Science and Christianity

Biblical Studies **and** Theology and Church History

- BD5.1 Justification in the Bible and in Christian Doctrine
- BD6.2 Theology in the Old Testament and Today
- BD6.3 New Testament Theology
- BD6.4 Hermeneutics, Epistemology and the Knowledge of God

Theology and Church History **and** Practical Theology and Ministry

- DW5.2 Global Theology and Practice (Available for TPS only)
- DW6.1 Christian Theology of World Religions (Elective for TPS)
- DW6.2 Doctrine of Grace

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

- RP6.7 Master's-Level Guided Reading
- RP6.8 Master's-Level Guided Reading in a Biblical Language

Appendix B1: 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 is expected for a 2:1 at Level 4 is expected for a 2:2 at 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 very few mistakes are expected in presentation and apparatus and this expectation does not subsequently rise 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 (BD1.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 (DH2.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 (HB3.x, BS4.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 |

Appendix B2: Progressive Marking Scheme for Non-Standard/Placement-Based Coursework at Levels 4-5

| CRITERIA FOR LEVEL 4 (BD1.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 (DH2.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 |

Appendix B3: 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 (BD1.x, DH2.x, HB3.x, BS4.x, &c.)

| | | |
|----------|-------------|-------------------------|
| P | Pass | Satisfactory Submission |
| N | Fail | Token or Non-Submission |

Appendix B4: 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.

| 1-3 – Excellent | 4-6 – Very Good | 7-9 – Good | 10-12 – Satisfactory | 13-15 – 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> |