

# Certificate of Higher Education in Theology

## Programme Specification



<b>1. Programme Title</b>	Certificate of Higher Education (CertHE) Theology
<b>2. Awarding Institution</b>	Middlesex University
<b>3. Teaching Institution</b>	Oak Hill College
<b>4. Details of Accreditation by Professional/Statutory/Regulatory Body</b>	N/a
<b>5. Final Qualification</b>	Certificate of Higher Education (CertHE) Theology
<b>6. Year of Validation</b> <b>Year of Amendment</b>	Academic Year 2019-20
<b>7. Language of Study</b>	English
<b>8. Mode of Study</b>	Full time / Part time

<b>9. Criteria for Admission to the Programme</b>	
All applicants are required to meet both the academic and English language requirements.	
<b>a. Academic requirement</b>	
Applicants should normally meet one of the following academic requirements to be considered for the programme:	
<b>Qualification</b>	<b>Level Required</b>
A level	A levels in two subjects, at grade C or better, taken in one sitting. Please note that we do not accept AS levels in lieu of A levels.
Access to HE Diploma	Pass the Diploma with at least 18 Level 3 credits at Merit or above
BTECs (known as Nationals)	<ul style="list-style-type: none"><li>• Pearson BTEC Extended Diploma (QCF): DDM</li><li>• Pearson BTEC Diploma (QCF): DD</li><li>• Pearson BTEC 90-Credit Diploma (QCF): DM plus one A level at grade C</li><li>• Pearson BTEC Subsidiary Diploma (QCF): D plus one A level at grade C</li><li>• Pearson BTEC Level 3 National Extended Diploma: DDM</li><li>• Pearson BTEC Level 3 National Diploma: DD</li></ul>

BTECs (known as Nationals) <i>cont...</i>	<ul style="list-style-type: none"> <li>• Pearson BTEC Level 3 National Foundation Diploma: D plus one A level at grade C</li> <li>• Pearson BTEC Level 3 National Extended Certificate: D plus one A level at grade C</li> <li>• Please note that we do not accept the Pearson BTEC Certificate (QCF) or Pearson BTC level 3 National Certificate.</li> </ul>
Cambridge International Pre-U Diploma	We accept either the full Diploma or individual subjects. In both cases, the requirements for Principal Subjects are <i>either</i> M3 or better in two subjects <i>or</i> M3 or better in one subject plus one A level at grade C.
Cambridge Technicals	<ul style="list-style-type: none"> <li>• OCR Cambridge Technical Extended Diploma: DDM</li> <li>• OCR Cambridge Technical Diploma: DD plus one A level at grade C</li> <li>• OCR Cambridge Technical Subsidiary Diploma: DD plus one A level at grade C</li> <li>• OCR Cambridge Technical Foundation Diploma: DD plus one A level at grade C</li> <li>• OCR Cambridge Technical Introductory Diploma: D plus one A level at grade C</li> <li>• OCR Cambridge Technical Extended Certificate: D plus one A level at grade C</li> <li>• Please note that we do not accept the OCR Cambridge Technical Certificate</li> </ul>
Degree from a UK university	Pass one of the following: CertHE, DipHE, foundation degree, bachelor's degree, master's degree
Extended Project (EPQ)	Grade A in EPQ plus A levels in two subjects, at grades CD or better, taken in one sitting
International Baccalaureate	Pass the full IB Diploma and obtain at least grade 5 in two Higher Level subjects
Scottish Higher and Advanced Higher	<ul style="list-style-type: none"> <li>• Highers in three subjects, at grade C or above, taken in one sitting</li> <li>• Advanced Highers in two subjects, at grade C or above, taken in one sitting</li> </ul>
Welsh Baccalaureate	<ul style="list-style-type: none"> <li>• Advanced Welsh Baccalaureate – Skills Challenge Certificate: Grade C plus one A level at grade C</li> <li>• Welsh Baccalaureate Advanced Diploma – Core: pass plus one A level at grade C</li> </ul>

This is not an exhaustive list of the qualifications we accept. If an applicant holds a qualification not listed above, including qualifications from another country, before submitting an application they should contact the Admissions Office to see if we accept the qualification and, if so, the level required in that qualification.

#### **b. English language requirement**

All applicants must satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. We therefore require all applicants to obtain one of the following by the time of submitting their application to Oak Hill<sup>1</sup>:

<sup>1</sup> For IELTS, Cambridge English, PTE and TOEFL tests, an applicant should have been awarded the relevant test result within the two years prior to the start of the programme that they are applying for or we will not be able to accept it. Additionally, please note that an applicant cannot combine scores from more than one sitting of a test.

Qualification	Level Required
GCSE or GCE O Level English Language (or equivalent international qualification) <sup>2</sup>	Grade C or above, or 4-9 under the new GCSE grading structure
IELTS Academic Test	Overall score of 7.0 or above, with no less than 6.5 in each component
AS or A level English Language	Grade C
Cambridge English	C1 Advanced/Certificate in Advanced English (CAE) or C2 Proficiency/Certificate of Proficiency in English (CPE): overall score of 185 or above, with at least 176 in each component
IGCSE English as a First Language	Grade C
International Baccalaureate	English A: Language & Literature – Grade 4 at Standard or Higher Level
Pearson Test of English Academic (PTE Academic)	Overall score of 69 or above, with at least 65 in each component
Test of English as a Foreign Language (TOEFL) internet-based test (IBT)	Overall score of 100 or above, with at least 22 in listening and 23 in speaking, writing and reading
Scottish National English 5	Grade C
Scottish Higher English or Advanced Higher English	Grade C

#### Exemption from the English Language Requirement

An applicant will be considered to have satisfied the English language requirement if they meet all of the following criteria:

1. They have successfully completed a UK Bachelor's degree or higher, or an equivalent qualification, taught and assessed in English in a majority English-speaking country.<sup>3</sup> Qualifications obtained by distance learning cannot be accepted for English language purposes.
2. Applicants who studied at a university outside the UK should submit the following with their application:
  - An official letter from the university confirming that the degree was taught in English
  - A NARIC Statement of Comparability confirming the level of the qualification is equivalent to a UK Bachelor's degree or higher. For details please see <https://www.naric.org.uk/naric/Individuals/Compare%20Qualifications/Statement%20of%20Comparability.aspx>
3. If the degree was completed more than two years prior to applying to study at Oak Hill, the applicant must provide evidence at application stage of ongoing use of English. This could take the form of living in a majority English-speaking country or working in an occupation that requires regular use of English.

<sup>2</sup> An applicant who has studied in a majority-English speaking country other than the UK should contact us for details of the level required in an equivalent international qualification. Majority English-speaking countries are defined by the British government as follows: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, United Kingdom and USA.

<sup>3</sup> Majority English-speaking countries are defined by the British government as follows: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, United Kingdom and USA.

4. Throughout the application process, from application form to interview, the applicant must demonstrate English proficiency in listening, speaking, reading and writing.

## 10. Aims of the Programme

The educational and formational aims of the programme have been designed with a view to the complex cultural contexts in which Christian ministry must take place and the kinds of people needed for a variety of ministry roles, particularly their character, competencies, knowledge and wisdom.

### Character

The aim of this programme is to cultivate in students a growing love for and knowledge of the Triune God; a growing love for Jesus Christ and his Gospel message; a growing love for Christ's church; a growing concern for all kinds of people; and a growing concern for personal holiness. Therefore the programme aims for:

- (1) Its *curriculum*, cumulatively and at every point, to guide students into greater Christian maturity through a deeper knowledge of self, Scripture, and God;
- (2) Its *pedagogy* to engage the student personally in a posture of prayerfulness, humility, teachability and others-centredness and to habitually move from theology to doxology;
- (3) Its *assessment* to cultivate intellectual virtues of charitable engagement, a growing resilience and a confident and creative delight in applying one's learning.

### Competencies

The aim of this programme is to equip students for effectiveness in many of the complex responsibilities of leadership in Christian ministry. Therefore the programme aims for:

- (1) Its *curriculum* to offer a structured route towards effective and sustainable Christian ministry (e.g., Bible-handling skills, global and cultural awareness and missional engagement);
- (2) Its *pedagogy* to engage the student by means of active learning (e.g., work-based, problem-based and case-based approaches) that cultivate and support the move from knowledge to skilled application within communities of practice (e.g., with teaching staff and tutors, within College and on placement);
- (3) Its *assessment* to evaluate the wise and growing deployment of knowledge and skills.

### Knowledge and Wisdom

The aim of this programme is to provide for students a carefully-sequenced learning experience in Biblical Studies, Ministry, Mission, Doctrine, History and Culture, that moves from foundational to integrated to applied knowledge; that treats knowledge not as a commodity to be mastered or consumed but as wisdom by which to be formed; and that approaches teaching and learning not in terms of data points or isolated disciplines but as an integrated theological and ministerial inheritance to pass on to students in a way that enables them wisely to adapt and apply it creatively in their own ministry calling and context. Therefore the programme aims for:

- (1) Its *curriculum* to be Biblical and theological, oriented toward ministry and mission, appropriately broad and deep, and given to deep exemplification rather than surface survey (e.g., exegetical ability and hermeneutical awareness; knowledge and skills with Bible genres, doctrine and history);
- (2) Its *pedagogy* to emphasise an inheritance of Biblical and theological knowledge, a pattern of

personal reflection and understanding, and an informed sense of responsibility in holding and properly deploying that knowledge as stewards;

- (3) Its *assessment* to embed the curricular knowledge and wisdom and to support an ability to communicate it beyond the point of assessment (e.g., practical application of doctrine of Scripture to life; cultural anthropological exercise).

<b>11. Programme Outcomes*</b>	
<p><b>A. Knowledge and Understanding</b> On completion of this programme the successful student will have knowledge and understanding of:</p> <p><b>[A1] <i>Practical &amp; Pastoral Ministry</i>:</b> A growing personal awareness of self in relation to God and others, and a basic understanding of ecclesiological perspectives and some local and global ministry practices</p> <p><b>[A2] <i>Culture</i>:</b> A comprehension of the concepts of worldview and theological anthropology and a basic understanding of some aspects of global and cultural history and horizons</p> <p><b>[A3] <i>Biblical Studies</i>:</b> A ready knowledge of the span of the whole Bible, an informed grasp of some exegetical approaches to biblical texts and genres, and a growing awareness of different hermeneutical methods</p> <p><b>[A4] <i>History</i>:</b> An introductory knowledge of aspects of global church history and an understanding of the significance of select figures, events and texts in Christian history</p> <p><b>[A5] <i>Doctrine</i>:</b> A foundational understanding of the biblical basis of and need for doctrine in church ministry, mission and discipleship and a basic knowledge of some key doctrines</p> <p>In addition, students may have the opportunity to develop the following:</p> <ul style="list-style-type: none"> <li>• A foundational knowledge of safeguarding issues and best practices;</li> <li>• An appreciation of how to read primary and secondary sources charitably and outline an author’s argument with understanding;</li> <li>• Basic grammar and translation competence in a biblical language.</li> </ul>	<p><b>Teaching/Learning Methods</b> Students gain knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Readings</li> <li>• Discussions</li> <li>• Collaborative projects</li> <li>• Written reflections</li> <li>• Online activities</li> </ul> <p><b>Assessment Methods</b> Students’ knowledge and understanding is assessed by a variety of methods including: exams; essays; project-based work; in-class presentations; class tests; portfolios; journal/blog work; and supervisors' reports.</p>
<p><b>B. Skills</b> On completion of this programme the successful student will be able to:</p>	<p><b>Teaching/Learning Methods</b> Students learn these skills through:</p> <ul style="list-style-type: none"> <li>• Lectures</li> </ul>

<p><b>[B1] <i>Practical &amp; Pastoral Ministry:</i></b> Communicate the Bible accurately and reflectively, describe and evaluate models of church life and discipleship, and apply some of these insights to self and others</p> <p><b>[B2] <i>Culture:</i></b> Describe and evaluate varied accounts of worldview, anthropology, mission and cultural dynamics, and communicate and justify those judgements</p> <p><b>[B3] <i>Biblical Studies:</i></b> Analyse and evaluate selected biblical texts with essential exegetical skills and in relation to their historical-cultural and narrative-theological contexts, communicate these accurately, and describe the strengths and weaknesses of hermeneutical reflexes</p> <p><b>[B4] <i>History:</i></b> Draw on historical awareness and modes of inquiry, identify key historical figures, contexts and debates, and engage and evaluate the significance of these for Christian life and ministry</p> <p><b>[B5] <i>Doctrine:</i></b> Identify and describe presuppositions as well as some doctrinal debates, contexts and <i>loci</i>, and explain and engage with theological consequence</p> <p><b>[B6] <i>Programme Learning:</i></b> Outline an author's argument in primary and secondary sources, engage in basic research and enquiry, communicate in written/verbal form and engage in active listening</p> <p><b>[B7] <i>Life-Long Learning:</i></b> Use appropriately some digital tools, gather and analyse relevant information in light of a task</p> <p><b>[B8] <i>Independent and Collaborative Learning:</i></b> Set goals and take initiative for personal progress and collaborate with others in view of a project or task</p> <p>In addition, students may have the opportunity to develop an ability to:</p> <ul style="list-style-type: none"> <li>• Respond appropriately to common safeguarding issues;</li> <li>• Argue clearly and persuasively (both orally and in written work);</li> <li>• Organise and plan schedules and workflow;</li> <li>• Work with digital tools towards learning and ministry;</li> <li>• Engage thoughtfully and charitably with relevant contemporary scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Readings</li> <li>• Discussions</li> <li>• Collaborative projects</li> <li>• Written reflections</li> <li>• Online activities</li> </ul> <p><b>Assessment Methods</b></p> <p>Students' skills are assessed by a variety of methods including: exams; essays; project-based work; in-class presentations; class tests; portfolios; journal/blog work; and supervisors' reports.</p>
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## 12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

### 12.1 Overall Structure of the Programme

This programme leads to the award of a Certificate of Higher Education (CertHE) in Theology. Students will be awarded a CertHE once they have attained grade 'C' or better in modules worth at least 120 credits at Level 4+, including all of the compulsory modules. At least 100 of these 120 credits must be at Level 4. Where timetabling and successful completion of pre-requisites allow, the remaining 20 credits may be chosen from the selection of elective modules available *either* at Level 4 *or*, if desired, at Level 5. The details of the modules that students need to take to follow the programme are laid out in the Levels & Modules section below (12.2) and a full list of the available modules (codes and titles) is given in Appendix A.

The following table illustrates the number of credits required for the CertHE, at which level, and sets this in the context of the overall suite of undergraduate qualifications:

Required	Level	CertHE	DipHE	BA (Hons)
Minimum number of passed credits required for the qualification	Level 4+	120	240	360
Minimum number of passed credits required for the qualification (including all required compulsory modules)	L4	100	100	100
	L5		100	100
	L6+			120
	L4, L5 or L6	20 at L4 or L5	40 at L4, L5 or L6	40 at L4, L5, L6 or L7*

\* A maximum of 30 credits is permitted at Level 7

The normal length of time a full time student will spend on the programme is one academic year of two semesters. A full time load will normally comprise 120 credits for the year, although a student may be allowed to vary this by up to +/- 20 credits a year by agreement with the College (see the table below).

The award may also be studied on a part time basis, normally at a rate of 60 credits per year, although again, a student may be allowed to vary this by up to +/- 20 credits a year by agreement with the College.

Mode of Study	Normal Credit Load (per year)	Credit Range Available (per year)
Full time mode	120	100-140 credits per academic year
Part time mode	60	40-80 credits per academic year

#### Summer Intensives

The College aims to offer some of the elective modules through a rolling programme of Summer Intensives. During any 12-month period, an elective module may be offered *either* in intensive format *or* in standard format, but will not normally be offered in both. The Summer Intensives will normally take place in the first two weeks of July, after the Semester 2 Assessment Board.

Students may opt to study up to 20 credits of their total required credits for the year in the Summer Intensive period *preceding* the start of their next academic year, subject to timetabled offerings: i.e., each student's learning for an academic year will take place during Semester 1, Semester 2 and, optionally, the preceding Summer Intensive period. No student may access an intensive module as part of their programme *prior* to enrolment or *after* completion of their award: as such, Summer Intensives will not be available to new starter students but only to returning/continuing students.

The modules studied may be:

1. At the student's current level;
2. At the level(s) *below*; or
3. At the level *immediately above*.

Students may not take modules that are two Levels above. This is illustrated in the context of all undergraduate years of study as follows:

#### FT Mode UG Students

Level	Year	Summer Intensives (20 cps max.)	Semester 1	Semester 2	Levels not permitted
4	1	Not available	100-140 cps at L4 or L5		Level 6 and Level 7
5	2	100-140 cps at L4, L5 or L6			Level 7
6	3	100-140 cps at L4, L5, L6 or L7*			None

\* Level 7 may be studied only by agreement with the College

#### PT Mode UG Students

Level	Year	Summer Intensives (20 cps max.)	Semester 1	Semester 2	Levels not permitted
4	1	Not available	40-80 cps at L4 or L5		Level 6 and Level 7
4	2	40-80 cps at L4 or L5			Level 6 and Level 7
5	3	40-80 cps at L4, L5 or L6			Level 7
5	4	40-80 cps at L4, L5 or L6			Level 7
6	5	40-80 cps at L4, L5, L6 or L7*			None
6	6	40-80 cps at L4, L5, L6 or L7*			None

\* Level 7 may be studied only by agreement with the College

While Summer Intensives will not be available to full time CertHE students (whose programme will end within one academic year), they may be of benefit to part time CertHE students whose programme will include one summer period.

#### Length of Registration

The normal and maximum lengths of registration shall be as outlined below. The maximum shall be twice the length of the normal period of registration:

Required	CertHE	DipHE	BA (Hons)
Normal length of registration (FT)	1 year	2 years	3 years
Normal length of registration (PT)	2 years	4 years	6 years



Maximum length of registration (FT)	2 years	4 years	6 years
Maximum length of registration (PT)	4 years	8 years	12 years

Students shall enrol for the normal period of registration rather than the maximum length durations, which are designed to allow for possible periods of interruption of study and/or re-assessment and/or deferred assessment. In the event that students may, by agreement, take longer than the normal period of registration, they shall continue to meet the requirements of the programme and the sequencing of modules inherent in pre-requisite rules and, for part time students, the part time pathways.

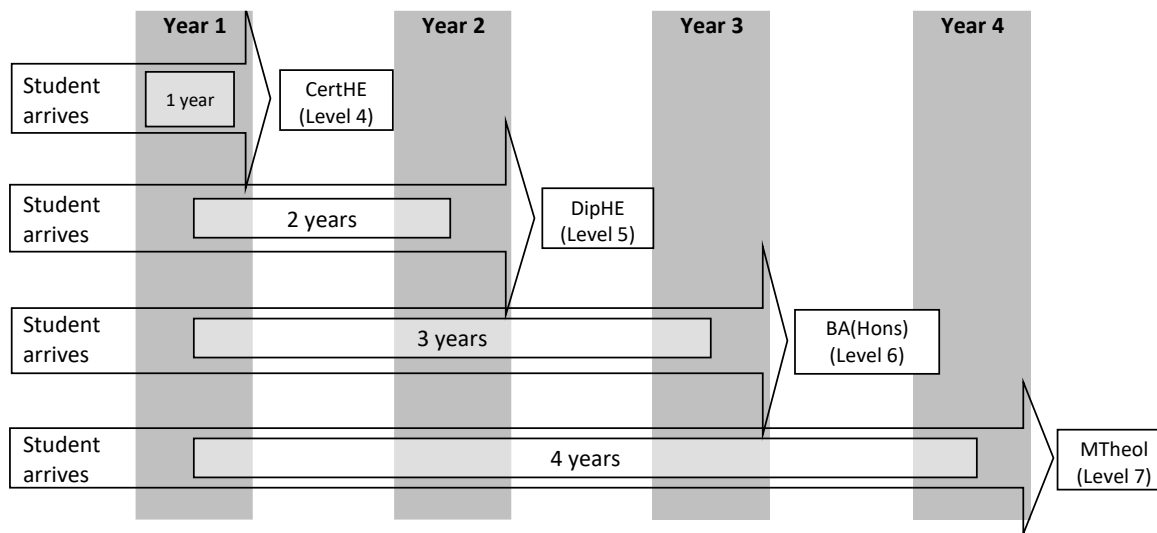
### Classification

The CertHE will not be classified, i.e. it will be either Pass or Fail.

### Exit Points and Extension of Study

For a student registered on the CertHE, there is no prior exit point at which the student can gain an award. If a student decides to exit the College at a point before they have attained all the requirements for the CertHE, any credits gained may be used towards future programmes under the national Credit Accumulation & Transfer Scheme (CATS). The student shall receive confirmation of the credit passed.

Students may decide to extend their studies, in order to gain a 'higher' award than the CertHE before it is conferred; the options available at Oak Hill College are shown in the following diagram:



This is a frequent occurrence for the majority of Oak Hill students whose self-funding is normally confirmed only one year in advance.

### Auditing

In addition students are permitted to audit individual modules (i.e. to study, but *not* for credit) alongside the compulsory and elective modules that they are studying for credit as part of their programme. The maximum permitted amounts for auditing shall be determined by the amount that students are studying for credit towards their programme in any given year as follows:

Audit taken during the Academic Year (i.e. Semesters 1 and 2 and Summer Intensives)		
Mode	Total Programme Credits	Maximum Audited Credits Permitted
Full time	100 (min)	40*
	120 (norm)	20
	140 (max)	0
Part time	40 (min)	40*
	60 (norm)	20
	80 (max)	0

\* Permissible only at the discretion of the College

## 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.

### Level 4 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take <i>all</i> of the following (100 credits total):</p> <ul style="list-style-type: none"> <li>BDM1.1, BL1.1, BL1.4, BL1.8, DC1.2, DC1.4, DC1.5 and DC1.7 (all 10 credits, except for BDM1.1 and BL1.1 which are 20 credits each)</li> <li>MP1.7 Weekly Church Placement I (non-credit bearing)</li> </ul>	<p>Students must also choose <i>at least 20 credits</i> from the following options (where timetabling and successful completion of pre-requisites allow):</p> <ul style="list-style-type: none"> <li><u>Level 4</u>: DC1.3, DC1.6, DM1.2 and MP1.1</li> <li><u>Level 5</u>: BL2.1, BL2.2, BL2.4, BL2.5, BL2.8, BL2.10, DC2.3, DM2.2, DM2.3, DM2.4, DM2.5, DM2.7, MP2.1, MP2.5 and MP2.8</li> </ul>	<p>Passes in modules worth at least 120 credits at Level 4+, including all compulsory modules and at least 100 credits at Level 4.</p> <p>Students may progress where either: (a) these requirements have been met; or (b) they are permitted to progress by the Assessment Board with a credit deficit.</p>

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

Module Level	Module Code
All modules for the CertHE Theology are non-compensatable.	

## 13. Curriculum Map

See attached.

#### 14. Information about Assessment Regulations

Please refer to the *Progression Requirements* listed above and also to the following:

- The *Regulations & Procedures Handbook*
- *Guidelines on Presenting your Essay/Assignment*

#### 15. Placement Opportunities, Requirements and Support

All students will take part in a Weekly Church Placement during their programme (MP1.7), with the nature of the placement tailored to the training needs of the student: for example, whether they are an Independent or Anglican student or whether they are training for ordination in the Church of England. Assessment of each placement will be by means of a portfolio of reports and reflections on personal goals and learning.

Students may also participate in an optional Ministry/Mission Experience Placement (MP2.8), as part of which they may observe, evaluate and/or participate in ministry activities under the supervision of a minister or other mission leader: as part of the placement, students will set individual goals, gauge their growth by reflecting critically on their experiences, and receive critical appraisal of their participation from the supervisor.

#### 16. Future Careers (if applicable)

- All of the College's programmes are vocational; that is, they are intended to equip students with the necessary knowledge, skills, experience, attitudes and characteristics for Christian ministry of various types (for example church leadership, pastoral ministry, women's ministry, cross-cultural work, youth work, and so forth): these are set out in detail in the College's Graduate Profile.
- Personal tuition throughout the CertHE provides support in all areas of the student learning experience. This includes ongoing guidance on the academic programme and on future career possibilities, as well as regular Personal Development Planning activity.
- Placements in local church settings allow students to 'network' with possible future employers, and with those who are involved in the relevant work field.

#### 17. Particular Support for Learning (if applicable)

- Extensive theological library with 24-hour access to 56,000 items;
- 24-hour access to IT resources: email, internet access/WiFi, and the College's Virtual Learning Environment (VLE);
- Personal tuition;
- Provision for students with special needs (e.g. English not first language, specific learning difficulties or disabilities): see the *Regulations & Procedures Handbook* for details;
- Induction to College and academic life in 'Welcome Week' of Year 1;
- A programme of Study Skills sessions throughout the academic year, accompanied where possible by one-to-one drop-in support arranged by the Director of Learning, Teaching & Assessment;
- Personal Development Planning activities as part of personal tutorials.

<b>18. JACS Code (or other relevant coding system)</b>	V600 Theology & Religious Studies (JACS) 100340 Theology (HECoS)
<b>19. Relevant QAA Subject Benchmark Group(s)</b>	Theology & Religious Studies

<b>20. Reference Points</b>
<ul style="list-style-type: none"> <li>• The UK Quality Code for Higher Education</li> <li>• The Framework for Higher Education Qualifications</li> <li>• The QAA Subject Benchmark Statement for Theology &amp; Religious Studies</li> <li>• The Higher Education Credit Framework</li> <li>• Middlesex University Learning &amp; Quality Enhancement Handbook</li> <li>• Middlesex University Regulations, Learning Framework and Graduate Framework</li> <li>• APS 18 Statement on Curriculum Design</li> <li>• The Church of England's Formation Criteria</li> <li>• The FIEC Pastors' Network Criteria for Pastoral Ministry</li> <li>• Oak Hill College Strategy for the Enhancement of Learning, Teaching &amp; Assessment, Assessment Policy and Programme Changes Policy</li> <li>• Student, Staff, External Examiner and Graduate feedback and comments (particularly through Assessment Board, Academic Board, the Courses Evaluation Committee and the Quality Enhancement &amp; Compliance Committee)</li> <li>• Bloom's Taxonomy of Educational Objectives – cognitive domains</li> <li>• Validation of the outgoing CertHE, FdA and BA (Hons) Theology (December 2013)</li> </ul>

<b>21. Other information</b>
<p><b>Modes of Study</b></p> <p>Students may opt to study full time or part time. The indicative and maximum periods of registration for full time and part time students enrolled on the CertHE are described in Section 12.1 above.</p>

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 Available Modules

Listed below are all of the Level 4 (code 1.x) and Level 5 (code 2.x) modules available for the CertHE Theology. There are four main subject areas for Level 4 and 5 modules, along with hybrid codes for modules which encompass two or more subject areas.

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

**BL** Biblical Studies & Languages

**DC** Doctrine, History & Culture

**MP** Practical & Pastoral Ministry

**RD** Reading Projects & Dissertations

**BD** Biblical Studies & Languages *and* Doctrine, History & Culture

**BM** Biblical Studies & Languages *and* Practical & Pastoral Ministry

**DM** Doctrine, History & Culture *and* Practical & Pastoral Ministry

**BDM** Biblical Studies & Languages *and* Doctrine, History & Culture *and* Practical & Pastoral Ministry

### Compulsory for All Students

**BDM1.1** Scripture for Theology & Ministry

**BL1.1** Introduction to New Testament Greek

**BL1.4** Biblical Studies I (Old Testament)

**BL1.8** Biblical Studies II (New Testament)

**DC1.2** Doctrine I

**DC1.4** Church History I

**DC1.5** Church History II

**DC1.7** Worldview, Anthropology & Culture

**MP1.7** Weekly Church Placement I

### Elective Modules (Level 4)

**DC1.3** Philosophical Foundations

**DC1.6** Reading Calvin's *Institutes*

**DM1.2** Foundations for Cross-Cultural Mission

**MP1.1** Foundations for Children's, Youth & Family Ministry

### Elective Modules (Level 5)

*The following are available to CertHE students depending on timetabling and successful completion of pre-requisite modules:*

**BL2.1** Intermediate New Testament Greek

**BL2.2** Introduction to Biblical Hebrew

**BL2.4** Studies in Old Testament Literature

**BL2.5** Prophetic Literature

- BL2.8** Teaching in Parables (New Testament)
- BL2.10** Pauline Theology
- DC2.3** Modern Theologians
- DM2.2** Engagement with Cross-Cultural Mission
- DM2.3** Introduction to the World Church
- DM2.4** Islam
- DM2.5** Place & Season, Others & Self [DipHE]
- DM2.7** A Theology of the Digital & Digital Ministries [DipHE]
- MP2.1** Engagement with Children's, Youth & Family Ministry
- MP2.5** Cross-Cultural Outreach for Church-Based Ministry
- MP2.8** Ministry/Mission Experience Placement

## **Appendix B1: Progressive Marking Scheme for Written Coursework and Examinations at Levels 4-5**

### **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 and 2.x modules, except modules or part-modules which consist of language work. 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 and 5):**

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

<b>CRITERIA FOR LEVEL 4 (BD1.x, &amp;c.)</b>					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Organisation</b>	a. Thoroughly structured	k. Clear structure	u. Structure evident	ee. Minimal	oo. Absent
<b>Method</b>	b. Very fitting	l. Fitting	v. Broadly appropriate	ff. Barely appropriate	pp. Inappropriate
<b>Relevance</b>	c. Nearly all relevant	m. Very largely relevant	w. Some irrelevant	gg. Much irrelevant	qq. None
<b>Coverage of data</b>	d. Broad	n. Key data covered	x. Significant gaps	hh. Very narrow	rr. Lacking
<b>Coverage of concepts</b>	e. Broad	o. Key concepts covered	y. Some covered	ii. Very narrow	ss. Lacking
<b>Coverage of views</b>	f. Broad	p. Key views covered	z. Some covered	jj. Almost none	tt. Solipsistic
<b>Argumentation</b>	g. Incisive, hints of originality	q. Coherent, derivative	aa. Essentially coherent	kk. Minimal shape evident	uu. Incoherent
<b>Independent judgement</b>	h. Independent elements	r. Independent elements	bb. Very largely second-hand	ll. Entirely second-hand	vv. None or random
<b>Writing style</b>	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
<b>Presentation and apparatus</b>	j. Few mistakes	t. Broadly accurate	dd. Much accurate	nn. Persistent errors	xx. Deeply flawed
<b>CRITERIA FOR LEVEL 5 (DH2.x, &amp;c.)</b>					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Organisation</b>	a. Everything in its place	k. Thoroughly structured	u. Clear structure	ee. Structure evident	oo. Minimal
<b>Method</b>	b. Excellent, hints of creativity	l. Fitting	v. Largely appropriate	ff. Basic but appropriate	pp. Inappropriate
<b>Relevance</b>	c. Entirely focused	m. Nearly all relevant	w. Mostly relevant	gg. Some relevant	qq. Largely relevant
<b>Coverage of data</b>	d. Broad and deep	n. Broad or deep	x. Key data covered	hh. Some real gaps	rr. Major gaps
<b>Coverage of concepts</b>	e. Broad and deep	o. Broad or deep	y. Key concepts covered	ii. Some real gaps	ss. Major gaps
<b>Coverage of views</b>	f. Broad and deep	p. Broad or deep	z. Key views covered	jj. Some mentioned	tt. Almost no awareness
<b>Argumentation</b>	g. Incisive, original aspects	q. Incisive, derivative	aa. Coherent, derivative	kk. Some shape evident	uu. Incoherent
<b>Independent judgement</b>	h. Clear independence	r. Independent elements	bb. Very largely second-hand	ll. Entirely derivative	vv. None or random
<b>Writing style</b>	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
<b>Presentation and apparatus</b>	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed
<b>CRITERIA FOR LEVEL 6 (HB3.x, DH4.x, &amp;c.)</b>					
	<b>1-3 Excellent</b>	<b>4-6 Very good</b>	<b>7-9 Good</b>	<b>10-12 Satisfactory</b>	<b>13-14 Fail</b>
<b>Organisation</b>	a. Everything in its place	k. Everything in its place	u. Careful structure	ee. Structure evident	oo. Minimal
<b>Method</b>	b. Fitting, creative	l. Fitting, hints of creativity	v. Appropriate	ff. Basic but appropriate	pp. Inappropriate
<b>Relevance</b>	c. Ruthlessly focused	m. Nearly all relevant	w. Mostly relevant	gg. Mostly relevant	qq. Some relevant
<b>Coverage of data</b>	d. Exhaustive within scope	n. Broad and deep	x. Good coverage	hh. Basic data covered	rr. Very narrow
<b>Coverage of concepts</b>	e. Exhaustive within scope	o. Broad and deep	y. Good coverage	ii. Basic concepts covered	ss. Very narrow
<b>Coverage of views</b>	f. Exhaustive within scope	p. Broad and deep	z. Key views covered	jj. Some covered	tt. Almost no awareness
<b>Argumentation</b>	g. Ruthlessly prosecuted	q. Coherent and incisive	aa. Largely coherent	kk. Some shape evident	uu. Very confused
<b>Independent judgement</b>	h. Clear independence	r. Evidence of independence	bb. Largely second-hand	ll. Entirely derivative	vv. None or random
<b>Writing style</b>	i. Sophisticated writing	s. Well written	cc. Very readable	mm. Uneven	ww. Very rough
<b>Presentation and apparatus</b>	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed



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

<b>CRITERIA FOR LEVEL 4 (BD1.x, &amp;c.)</b>					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Methodology</b>	a. Very fitting	k. Fitting	u. Broadly appropriate	ee. Barely appropriate	oo. Inappropriate
<b>Theological competence</b>	b. Incisively evident	l. Considerable	v. Some clearly evident	ff. Limited competence	pp. Little evident
<b>Content in light of task</b>	c. Relevant; broad or deep	m. Key content covered	w. Some content covered	gg. Major gaps	qq. Minimal content
<b>Pastoral discernment</b>	d. Insightful	n. Considerable	x. Some evident	hh. Limited	rr. None evident
<b>Mission orientation</b>	e. Thorough	o. Clearly evident	y. Some evident	ii. Limited	ss. None evident
<b>Application</b>	f. Insightful	p. Well applied	z. Some application	jj. Minimal application	tt. Lacking application
<b>Integration of class- and work-based learning</b>	g. Very well integrated	q. Well integrated	aa. Some integration	kk. Limited integration	uu. Lacking integration
<b>Logical coherence</b>	h. Thoroughly coherent	r. Mostly coherent	bb. Broadly coherent	ll. Limited coherence	vv. Barely coherent
<b>Organisation</b>	i. Thoroughly structured	s. Clear structure	cc. Some structure evident	mm. Minimal structure	ww. Lacking structure
<b>Presentation / delivery</b>	j. Very few mistakes	t. Well expressed	dd. Good to read / hear	nn. Uneven	xx. Poorly expressed
<b>CRITERIA FOR LEVEL 5 (DH2.x, &amp;c.)</b>					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Methodology</b>	a. Thoroughly appropriate	k. Very fitting	u. Fitting	ee. Broadly appropriate	oo. Barely appropriate
<b>Theological competence</b>	b. Very incisive throughout	l. Incisively evident	v. Considerable	ff. Some clearly evident	pp. Limited competence
<b>Content in light of task</b>	c. Relevant, broad and deep	m. Relevant, broad or deep	w. Key content covered	gg. Some content covered	qq. Major gaps
<b>Pastoral discernment</b>	d. Very insightful	n. Insightful	x. Considerable	hh. Some evident	rr. Very limited
<b>Mission orientation</b>	e. Very thorough	o. Thorough	y. Clearly evident	ii. Some evident	ss. Very limited
<b>Application</b>	f. Very insightful and apposite	p. Insightful	z. Well applied	jj. Some application	tt. Minimal application
<b>Integration of class- and work-based learning</b>	g. Thoroughly and incisively integrated	q. Very well integrated	aa. Well integrated	kk. Some integration	uu. Very limited integration
<b>Logical coherence</b>	h. Incisive throughout	r. Thoroughly coherent	bb. Mostly coherent	ll. Broadly coherent	vv. Limited coherence
<b>Organisation</b>	i. Everything in its place	s. Thoroughly structured	cc. Clear structure	mm. Some structure	ww. Minimal structure
<b>Presentation / delivery</b>	j. Impressively well expressed	t. Very few mistakes	dd. Well expressed	nn. Good to read/hear	xx. Uneven

## Appendix B3: Marking Scheme for Assignments at Levels 4-5 (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 Senior Registrar, 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 and 5 (BD1.x, DH2.x &c.)

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