

# Postgraduate Certificate in Theology

## Programme Specification



<b>1. Programme Title</b>	Postgraduate Certificate in Theology
<b>2. Awarding Institution</b>	Middlesex University
<b>3. Teaching Institution</b>	Oak Hill Theological College
<b>4. Details of Accreditation by Professional/Statutory/Regulatory Body</b>	N/a
<b>5. Final Qualification</b>	Postgraduate Certificate (PGCert)
<b>6. Year of Validation</b>	2015-16
<b>Year of Amendment</b>	Last updated: 13 July 2018
<b>7. Language of Study</b>	English
<b>8. Mode of Study</b>	Full-time / Part-Time

### 9. Criteria for Admission to the Programme

The normal entrance requirement is a UK Honours degree in Theology (classified 2.2 or above). Normally, broader degrees in Religious Studies and other subjects will not provide an adequate grounding for this programme. Students without a degree in Theology *may* qualify for admission if they are able to demonstrate both academic ability and sufficient other theological background.

Students wishing to take certain modules in Biblical Studies 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).

Applications should be made through the Admissions Office. Exceptions to the normal entrance requirements are possible but rare, and are made by the College Director in consultation with the Admissions Office and the Director of Postgraduate Studies.

#### English Language Requirements

Applicants must also satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. An applicant whose first language is not English will be expected to reach, at the point of application to Oak Hill College, a suitable minimum level of English language. We therefore require all applicants whose first language is not English to take an

Academic IELTS test and achieve an overall score of 7.0 or above, with no less than 6.5 in each component.

If an applicant has taken a different English language test, the following are acceptable equivalent alternatives:

Test	Level required
Cambridge Certificate in Advanced English (CAE)/C1 Advanced	Overall score of 185 or above, with at least 176 in each component
Cambridge Certificate of Proficiency in English (CPE)/C2 Proficiency	Overall score of 200 or above, with at least 176 in each component
Pearson Test of English Academic (PTE Academic)	Overall score of 67 or above, with at least 61 in each component
Test of English as a Foreign Language (TOEFL) internet-based test (IBT)	Overall score of 95 or above, with at least 21 in listening, 22 in speaking and writing, and 23 in reading

Applicants must meet the English Language requirement at the time of submitting their application to Oak Hill and should have been awarded the relevant test result within the two years prior to the start of the programme that they are applying for.

An applicant whose first language is not English will be considered to have satisfied the requirement if they meet all of the following criteria:

1. They have successfully completed a qualification equivalent to a UK Bachelor's degree or higher taught and assessed in English in a majority English-speaking country.<sup>1</sup> Qualifications obtained by distance learning cannot be accepted for English language purposes.
2. 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<sup>1</sup> or working in an occupation that requires regular use of English.
3. 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 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 range of biblical, theological and pastoral studies at postgraduate level,

<sup>1</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

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;
- (Where desired) provide an opportunity for sustained reflection on and engagement with a theological or ministerial topic through an independent research project.

## 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** An advanced understanding of the interconnectedness of the various elements within the study of biblical studies and theology
- A3** A thorough understanding of the methodological, philosophical and hermeneutical models and assumptions used in the study of theology

### Teaching/Learning Methods

Students may gain knowledge and understanding through some of the following:

- Lectures: giving overall perspective; exemplary discussions of a topic; models for considering and assessing different views of a subject; and explanations of complicated material;
- Accompanying handouts;
- Interaction in the form of questions, discussion, dialogue and argument;
- Guided independent reading, some of which is subsequently discussed in class;
- Student-led seminars with questions and discussion;
- Practical exercises and simulations;
- Problem analysis, 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.

### 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 (where relevant) personal research.

<p><b>B. Cognitive (Thinking) Skills</b> On completion of this programme the successful student will be able to:</p> <p><b>B1</b> 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><b>B2</b> 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><b>B3</b> 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><b>Teaching/Learning Methods</b> 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; and provision of special sessions on research skills and methodologies. Moreover, a number of the teaching and learning methods mentioned above are employed with the intention that they should especially contribute to the development of these skills. These include guided independent reading; student-led seminars/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><b>Assessment Method</b> The various assessment methods employed (see 'Knowledge and Understanding' – Assessment) all place great emphasis, as shown in the assessment criteria, on the learner's ability to demonstrate these skills. Both written pieces (e.g. essays, written examinations) and oral presentations (e.g. student-led seminars, group activities) provide a vehicle for the demonstration of these skills.</p>
<p><b>C. Practical Skills</b> On completion of the programme the successful student will be able to:</p> <p><b>C1</b> Articulate systematic and creative responses to typical issues arising in Christian theology and ministry, whether nationally, internationally or cross-culturally</p> <p><b>C2</b> Communicate those responses clearly to specialist and non-specialist audiences, using an appropriate range of media</p> <p><b>C3</b> 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><b>Teaching/Learning Methods</b> Students learn practical skills across the teaching programme. With regard to project work, students receive research skills training along with (where relevant) training in 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><b>Assessment Method</b> Students' practical skills are assessed by essay,</p>

<b>C4</b> [Where relevant]: Understand any ethical issues raised by their research and comply with relevant codes of practice	exam, student-led seminars, group activities, and individual research projects. Where relevant, their grasp of the ethical dimension of research is assessed through an ethical clearance procedure.
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## 12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

### 12.1 Overall Structure of the Programme

The PGCert is a postgraduate qualification of 60 credits, comprising two taught modules, worth 30 credits each. It may be completed either as a full-time or part-time programme. If full-time, the maximum period of registration will be one academic year consisting of three terms; if part-time, the maximum period of registration will be six academic terms and an intervening summer period. Students taking the PGCert may, if desired, complete an Independent Research Project worth 30 credits as their 'elective' module; however, they are not required to do so.

### 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 7 (4)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: <ul style="list-style-type: none"> <li>• <b>BD6.4</b> (30 credits)</li> <li>• EITHER 1 further elective taught module (30 credits) OR <b>RP6.6</b> Independent Research Project (30 credits)</li> <li>• Postgraduate Research Seminars (non-credit-bearing)</li> </ul>	If an elective taught module is chosen, then it must be at 6.x (Specialist Master's) Level, namely one of: BD6.2, BD6.3, BS6.8, BS6.9, CW6.2, CW6.3, DW6.1, DW6.2, RP6.7 or RP6.8	The pass mark is 12 on the postgraduate 15-point scale (see Appendix B for an explanation of grades)

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

All modules for the PGCert 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)

Not applicable.

#### 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 identification of future careers and/or continuing personal/professional development, all postgraduates will take part in regular Personal Development Planning with their Personal Tutor or other appointed member of Faculty.

#### 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
- (Where required) tuition sessions on postgraduate research skills
- (Where required) one-to-one independent research 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)
- 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 PGCert is closely related both to the PGDip in Theology (120 credits) and to the MA in Theology (180 credits): a PGDip or MA student who passes two taught modules (60 credits), including the core module BD6.4, but who does not meet the remaining programme requirements for the PGDip or the MA may be awarded a PGCert as an exit qualification.

Conversely, on application to the Admissions Office, the College Director and the Director of Postgraduate Studies, a PGCert student may be allowed to 'top-up' to registration for the PGDip or the MA in Theology. There are strict deadlines for such an application, in particular for the MA, since a successful student needs to meet timing requirements for preparation of the MA dissertation package. Any student previously registered for the PGDip or MA in Theology but awarded the PGCert as an exit qualification may not subsequently apply to 'top-up' again to the PGDip or the MA.

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

## **Appendix A: List of Modules for the PGCert by Subject Area and Level**

Listed below are all of the Level 7 modules (code 6.x) available for the PGCert programme. All are worth 30 credits each. There are four main subject areas for Level 7 modules, along with hybrid codes for modules which encompass two subject areas. These latter modules may count in *either* area but *not* both.<sup>2</sup> 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

<b>BS</b>	Biblical Studies	<b>BD</b>	Biblical Studies + Theology and Church History
<b>DH</b>	Theology and Church History <sup>3</sup>	<b>BW</b>	Biblical Studies + Practical Theology and Ministry
<b>CW</b>	Practical Theology and Ministry <sup>4</sup>	<b>DW</b>	Theology and Church History + Practical Theology and Ministry
<b>RP</b>	Research and Projects		

### Biblical Studies

BS6.8	Biblical Geographies
BS6.9	The Theology of the Book of Acts

### Practical Theology and Ministry

CW6.2	Advanced Islamic Studies
CW6.3	Science and Christianity

### Biblical Studies **and** Theology and Church History

BD6.2	Theology in the Old Testament and Today
BD6.3	New Testament Theology
BD6.4	Hermeneutics, Epistemology and the Knowledge of God (compulsory)

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

DW6.1	Christian Theology of World Religions
DW6.2	Doctrine of Grace

### Research and Projects/Reading Modules (Study area dependent on topic chosen by student)

RP6.6	Master's-Level Independent Research Project
RP6.7	Master's-Level Guided Reading
RP6.8	Master's-Level Guided Reading in a Biblical Language

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<sup>2</sup> 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.

<sup>3</sup> The D in the module codes stands for Doctrine, part of the former title of Doctrine and Church History.

<sup>4</sup> The CW in the module codes stands for the former title of Church and World.



## Appendix B: **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;"><b>OR</b></p> <p>yy. Token or no submission</p>