

# Diploma of Higher Education in Theology

## Programme Specification



<b>1. Programme Title</b>	Diploma of Higher Education (DipHE) 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>	Diploma of Higher Education (DipHE) Theology
<b>6. Year of Validation</b>	Academic Year 2019-20
<b>Year of Amendment</b>	Academic Year 2021-22 (10 February 2022)
<b>7. Language of Study</b>	English
<b>8. Mode of Study</b>	Full time / Part time

### 9. Criteria for Admission to the Programme

All applicants are required to meet both the academic and English language requirements.

#### a. Academic requirement

Applicants should normally meet one of the following academic requirements to be considered for the programme:

Qualification	Level Required
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
  - An ENIC 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.enic.org.uk/Qualifications/SOC/Default.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 and critical 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., clear and effective sermons, talks and studies; pastoral leadership and counselling);
- (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 integration and 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 rigorously Biblical and theological, oriented toward ministry and mission, appropriately scaffolded, broad, deep, coherent and given to deep exemplification rather than

surface survey, and to integration rather than fragmentation (e.g., biblical-theological integration; theology and practice of Word ministry);

- (2) Its *pedagogy* to emphasise an inheritance of Biblical and theological knowledge, a reflex for personal reflection and understanding, and an informed and growing sense of responsibility in holding and properly deploying that knowledge as stewards;
- (3) Its *assessment* to deeply embed the curricular knowledge and wisdom and to support a growing ability to communicate it beyond the point of assessment (e.g., ethics and Christian life and ministry; counselling triads).

## 11. Programme Outcomes\*

### A. Knowledge and Understanding

On completion of this programme the successful student will have knowledge and understanding of:

**[A1] Practical & Pastoral Ministry:** A robust understanding of self in relation to God and others in light of the Gospel and in relation to the church, and a reflective comprehension of the implications of biblical and historical principles and patterns for church ministry and leadership

**[A2] Culture:** An analytical comprehension of ethical, doctrinal and missional frameworks and a cohesive and critical understanding of approaches to cultural apologetics and cross-cultural mission

**[A3] Biblical Studies:** An integrated understanding of the parts and whole of the Bible and a critical appreciation of how a hermeneutical framework influences biblical interpretations

**[A4] History:** A secure knowledge of some key sources of British religious and cultural identities and a critical understanding of the significance of some of these for the ministry and mission of the church

**[A5] Doctrine:** An extended and growing knowledge of key doctrines, a critical understanding of theological consequence and an integrated understanding of the relation and significance of doctrine for discipleship, mission and ministry

In addition, students may have the opportunity to develop the following:

- A secure knowledge of safeguarding issues and best practices;
- An appreciation of how to read primary and secondary sources charitably and outline an

### Teaching/Learning Methods

Students gain knowledge and understanding through:

- Lectures
- Seminars
- Readings
- Discussions
- Collaborative projects
- Written reflections
- Online activities

### Assessment Methods

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>author's argument with understanding and critical engagement;</p> <ul style="list-style-type: none"> <li>• Intermediate grammar and translation competence in a biblical language.</li> </ul>	
<p><b>B. Skills</b> On completion of this programme the successful student will be able to:</p> <p><b>[B1] Practical &amp; Pastoral Ministry:</b> Communicate and apply the Bible creatively and sensitively to a range of people, critically evaluate models of church life, leadership and discipleship, reflect theologically on ethical issues, and engage thoughtfully with issues such as service planning and leading as well as strategies for personal and parish/congregational spiritual growth, evangelism and mission</p> <p><b>[B2] Culture:</b> Critically evaluate a variety of ethical, doctrinal and missional frameworks, select and deploy a method of cultural analysis effectively, and reflect on implications for this in relation to discipleship, mission and ministry</p> <p><b>[B3] Biblical Studies:</b> Develop existing exegetical and hermeneutical skills, engage critically with selected biblical texts and themes, communicate and apply these with relevance to specialist and non-specialist audiences, and compare and contrast different accounts of continuity and discontinuity between Old and New Testaments</p> <p><b>[B4] History:</b> Consolidate and extend historical knowledge and inquiry in order to reflect critically on cultural and church identities and practices and to apply historical insights to contemporary British and global contexts</p> <p><b>[B5] Doctrine:</b> Identify and critically reflect on presuppositions and some doctrinal <i>loci</i>, recognise and explain distinctions among various doctrinal formulations and apply some doctrinal insights to cultural and/or ministry situations</p> <p><b>[B6] Programme Learning:</b> Engage primary sources with due regard for historical and theological context, interact critically and charitably with relevant secondary literature, communicate clearly and sensitively in written/verbal form and engage in active listening</p>	<p><b>Teaching/Learning Methods</b> Students learn these skills 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' 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>

<p><b>[B7] <i>Life-Long Learning:</i></b> Use appropriately some digital tools, gather and critically appraise 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>• Evaluate and respond wisely to a variety of 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>	
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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 Diploma of Higher Education (DipHE) in Theology. Students will be awarded a DipHE once they have attained grade 'C' or better in modules worth at least 240 credits at Level 4+, including all of the compulsory modules. At least 100 of these 240 credits must be at Level 4 and at least 100 must be at Level 5. Where timetabling and successful completion of pre-requisites allow, the remaining 40 credits may be chosen from the selection of optional modules available at Levels 4 and 5 (in the CertHE Year) and at Levels 4, 5 and 6 (in the DipHE Year). 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 first year of the DipHE Theology is effectively the same as the CertHE Theology.

The following table illustrates the number of credits required for the DipHE, 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	L4	100	100	100
	L5		100	100

qualification (including all required compulsory modules)	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 two academic years of two semesters each. A full-time load will normally comprise 120 credits a 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 optional modules through a rolling programme of Summer Intensives. During any 12-month period, an optional 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; Level 7 modules are not available as Summer Intensives and so may only be studied during Semester 1 and Semester 2



### 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; Level 7 modules are not available as Summer Intensives and so may only be studied during Semester 1 and Semester 2

### 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.

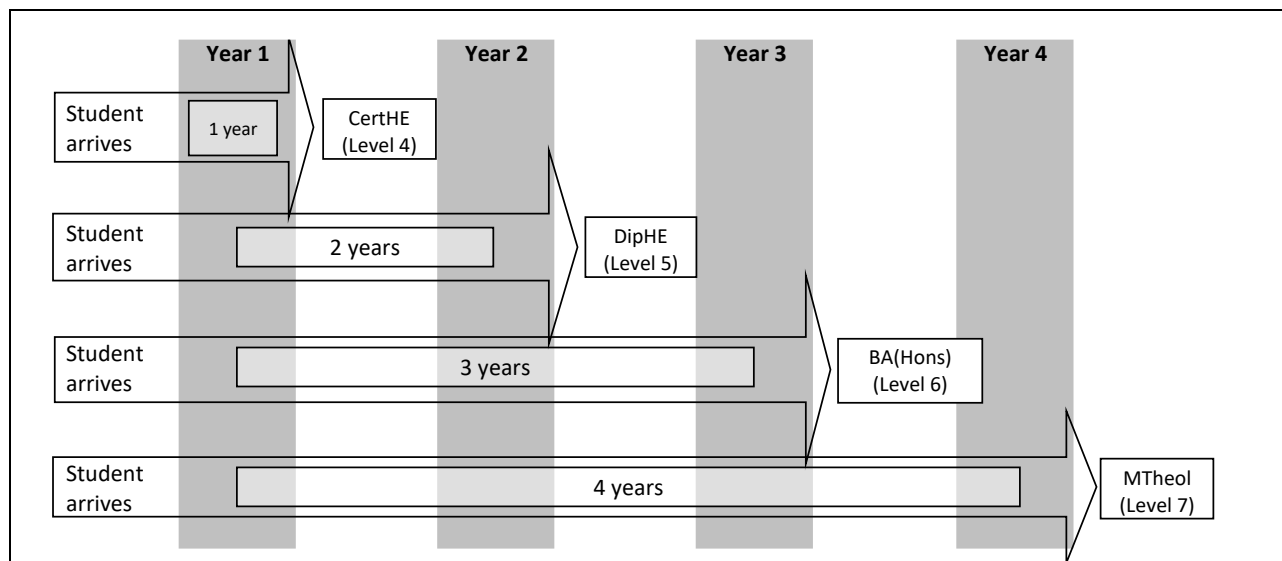
### Classification

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

### Exit Points and Extension of Study

A student registered on the DipHE may decide to leave College before the end of their programme. After one year (full time) or two years (part time), a student could leave and be awarded a CertHE in Theology as an exit qualification, provided that all of the programme requirements for a CertHE have been met (see the Programme Specification for that award); credits gained beyond the CertHE may be used towards any future programme under the national Credit Accumulation & Transfer Scheme (CATS).

Students may decide to extend their studies, in order to gain a 'higher' award than the DipHE 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 optional 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>
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take <i>all</i> of the following (80 credits total):</p> <ul style="list-style-type: none"> <li>BD2.1, BD2.2, BM2.1, DC2.2, DC2.7, DM2.1 and MP2.2 (all 10 credits each)</li> <li><i>Either</i> MP2.3 <i>or</i> MP2.4 (both 10 credits)</li> <li>MP2.7 Weekly Church Placement II (non-credit bearing)</li> </ul> <p>Where specifically requested as part of an individual training pathway (e.g., by the Church of England) a student may also be required to take MP2.8 Ministry/Mission Experience Placement (also non-credit bearing)</p>	<p>Students must also choose <i>at least 40 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> <li><u>Level 6</u>: BD4.2, BL4.1, BL4.2, BL4.3, BL4.4, BL4.6, BL4.7, BL4.8, BL4.9, BL4.10, BM4.2, DC4.4, DC4.5, DC4.6, DM4.2, DM4.3, DM4.5, DM4.6, DM4.7, DM4.8, MP4.1 and MP4.3</li> </ul>	<p>Passes in modules worth at least 240 credits at Level 4+, including all compulsory modules, at least 100 credits at Level 4 and at least 100 credits at Level 5.</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
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All modules for the DipHE 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 each year of their programme (MP1.7 in their CertHE year(s) and MP2.7 in their DipHE year(s)), with the nature of the placements 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. For some students, this module may be compulsory rather than optional: this will be in cases where the module has been specified as part of an individual training pathway (for example by a Church of England Bishops' Advisory Panel or by a student's Diocese).

### 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 DipHE 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 50,000 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 Learning 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.

### 18. JACS Code (or other relevant coding system)

V600 Theology & Religious Studies (JACS)  
100340 Theology (HECoS)

### 19. Relevant QAA Subject Benchmark Group(s)

Theology & Religious Studies

### 20. Reference Points

- The UK Quality Code for Higher Education
- The Framework for Higher Education Qualifications
- The QAA Subject Benchmark Statement for Theology & Religious Studies
- The Higher Education Credit Framework
- Middlesex University Learning Quality Enhancement Handbook
- Middlesex University Regulations, Learning Framework and Graduate Framework
- APS 18 Statement on Curriculum Design
- The Church of England's Formation Criteria
- The FIEC Pastors' Network Criteria for Pastoral Ministry
- Oak Hill College Strategy for the Enhancement of Learning, Teaching & Assessment, Assessment Policy and Programme Changes Policy
- Student, Staff, External Examiner and Graduate feedback and comments (particularly through Assessment Board, Academic Board, the Courses Evaluation Committee and the Quality Enhancement & Compliance Committee)
- Bloom's Taxonomy of Educational Objectives – cognitive domains
- Validation of the outgoing CertHE, FdA and BA (Hons) Theology (December 2013)

### 21. Other information

#### Modes of Study

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 DipHE are described in Section 12.1 above.

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), Level 5 (code 2.x) and Level 6 (code 4.x) modules available for the DipHE Theology. There are four main subject areas for these modules, along with hybrid codes for modules which encompass two or more subject areas.

Please note that the availability of optional modules may vary year upon year, and students should check precise module offerings with the Academic Office.

### Subject Areas

<b>BL</b>	Biblical Studies & Languages
<b>DC</b>	Doctrine, History & Culture
<b>MP</b>	Practical & Pastoral Ministry
<b>RD</b>	Reading Projects & Dissertations
<b>BD</b>	Biblical Studies & Languages <i>and</i> Doctrine, History & Culture
<b>BM</b>	Biblical Studies & Languages <i>and</i> Practical & Pastoral Ministry
<b>DM</b>	Doctrine, History & Culture <i>and</i> Practical & Pastoral Ministry
<b>BDM</b>	Biblical Studies & Languages <i>and</i> Doctrine, History & Culture <i>and</i> Practical & Pastoral Ministry

### Year 1 (CertHE)

#### Compulsory for All Students

<b>BDM1.1</b>	Scripture for Theology & Ministry
<b>BL1.1</b>	Introduction to New Testament Greek
<b>BL1.4</b>	Biblical Studies I (Old Testament)
<b>BL1.8</b>	Biblical Studies II (New Testament)
<b>DC1.2</b>	Doctrine I
<b>DC1.4</b>	Church History I
<b>DC1.5</b>	Church History II
<b>DC1.7</b>	Worldview, Anthropology & Culture
<b>MP1.7</b>	Weekly Church Placement I

#### Optional Modules

<b>DC1.3</b>	Philosophical Foundations
<b>DC1.6</b>	Reading Calvin's <i>Institutes</i>
<b>DM1.2</b>	Foundations for Cross-Cultural Mission
<b>MP1.1</b>	Foundations for Children's, Youth & Family Ministry

## Year 2 (DipHE)

### Compulsory for All Students

<b>BD2.1</b>	Biblical Studies III (Biblical Theology)
<b>BD2.2</b>	Biblical Studies IV (Canonical Exegesis)
<b>BM2.1</b>	Word Ministry I
<b>DC2.2</b>	Doctrine II
<b>DC2.7</b>	Evangelism & Apologetics
<b>DM2.1</b>	Introduction to Christian Ethics
<b>MP2.2</b>	Pastoral Ministry I
<b>MP2.3</b>	Anglican Ministry
<b>MP2.4</b>	Independent Ministry
<b>MP2.7</b>	Weekly Church Placement II
<b>MP2.8</b>	Ministry/Mission Experience Placement (where required)

### Optional Modules (Level 5)

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

### Optional Modules (Level 6)

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

<b>BD4.2</b>	Justification
<b>BL4.1</b>	General Epistles
<b>BL4.2</b>	Reading Biblical Hebrew
<b>BL4.3</b>	Advanced Biblical Hebrew Reading
<b>BL4.4</b>	Wisdom Literature
<b>BL4.6</b>	The Book of Isaiah
<b>BL4.7</b>	The Psalms
<b>BL4.8</b>	Horizons in Luke & Acts
<b>BL4.9</b>	John's Gospel & the Johannine Epistles
<b>BL4.10</b>	Corinthian Correspondence
<b>BM4.2</b>	Biblical Genre in Word Ministry

<b>DC4.4</b>	A Religious Genealogy of Modern Britain
<b>DC4.5</b>	Early English Baptists: Origins, Identities & Influence
<b>DC4.6</b>	English Puritanism
<b>DM4.2</b>	Cross-Cultural Mission Placement
<b>DM4.3</b>	Global Theology & Practice
<b>DM4.5</b>	Place & Season, Others & Self [BA (Hons)]
<b>DM4.6</b>	Advanced Christian Place-Making
<b>DM4.7</b>	A Theology of the Digital & Digital Ministries [BA (Hons)]
<b>DM4.8</b>	Spiritual Formation in the Reformed Tradition
<b>MP4.1</b>	Training & Equipping Others for Children's, Youth & Family Ministry
<b>MP4.3</b>	Advanced Christian Leadership



## **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 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.

### CRITERIA FOR LEVEL 4 (BL1.x, DC1.x, &c.)

	<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

### CRITERIA FOR LEVEL 5 (BL2.x, DC2.x, &c.)

	<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 irrelevant
<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

### CRITERIA FOR LEVEL 6 (BL4.x, DC4.x, &c.)

	<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. Nearly 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. Sufficiently 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 Coursework' at Levels 4-6

**NB Not all criteria will be applicable to every assessment.** The application of the 'use of specific mode' criterion will be clearly explained in the approved module assessment package (e.g., type of mode, and expectation(s) within it). E.g., frequency / regularity of blogging or journalling; use of the blog or poster mode (e.g., against declared markers of good practice); also, reflective awareness, rhetorical style (i.e., these need not be separate optional criteria).

<b>CRITERIA FOR LEVEL 4 (DM1.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	l Fitting	w Broadly appropriate	hh Barely appropriate	ss Inappropriate
<b>Theological competence</b>	b Incisively evident	m Considerable	x Some clearly evident	ii Limited competence	tt Little evident
<b>Content in light of task</b>	c Relevant; broad or deep	n Key content covered	y Some content covered	jj Major gaps	uu Minimal content
<b>Pastoral discernment</b>	d Insightful	o Considerable	z Some evident	kk Limited	vv None evident
<b>Mission orientation</b>	e Thorough	p Clearly evident	aa Some evident	ll Limited	ww None evident
<b>Application</b>	f Insightful	q Well-applied	bb Some application	mm Minimal application	xx Lacking application
<b>Integration of class- and work-based learning</b>	g Very well integrated	r Well-integrated	cc Some integration	nn Limited integration	yy Lacking integration
<b>Logical coherence</b>	h Thoroughly coherent	s Mostly coherent	dd Broadly coherent	oo Limited coherence	zz Barely coherent
<b>Organisation</b>	i Thoroughly structured	t Clear structure	ee Some structure evident	pp Minimal structure	aaa Lacking structure
<b>Presentation/delivery</b>	j Very few mistakes	u Well-expressed	ff Good to read/hear	qq Uneven	bbb Poorly expressed
<b>Use of Specific Mode</b>	k Very fitting	v Fitting	gg Broadly appropriate	rr Barely appropriate	ccc Inappropriate
<b>CRITERIA FOR LEVEL 5 (DM2.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 Clearly appropriate	l Very fitting	w Fitting	hh Broadly appropriate	ss Barely appropriate
<b>Theological competence</b>	b Very incisive throughout	m Incisively evident	x Considerable	ii Some clearly evident	tt Limited competence
<b>Content in light of task</b>	c Relevant, broad and deep	n Relevant, broad or deep	y Key content covered	jj Some content covered	uu Major gaps
<b>Pastoral discernment</b>	d Very insightful	o Insightful	z Considerable	kk Some evident	vv Very limited
<b>Mission orientation</b>	e Very thorough	p Thorough	aa Clearly evident	ll Some evident	ww Very limited
<b>Application</b>	f Very insightful and apposite	q Insightful	bb Well-applied	mm Some application	xx Minimal application
<b>Integration of class- and work-based learning</b>	g Thoroughly and incisively integrated	r Very well integrated	cc Well-integrated	nn Some integration	yy Very limited integration
<b>Logical coherence</b>	h Incisive throughout	s Thoroughly coherent	dd Mostly coherent	oo Broadly coherent	zz Limited coherence
<b>Organisation</b>	i Everything in its place	t Thoroughly structured	ee Clear structure	pp Some structure	aaa Minimal structure
<b>Presentation/delivery</b>	j Impressively well-expressed	u Very few mistakes	ff Well-expressed	qq Good to read/hear	bbb Uneven
<b>Use of Specific Mode</b>	k Excellent, hints of creativity	v Fitting	gg Largely appropriate	rr Basic but appropriate	ccc Inappropriate

Cont...

**CRITERIA FOR LEVEL 6 (DM4.x, &c.)**

	<b>1-3 Excellent</b>	<b>4-6 Very good</b>	<b>7-9 Good</b>	<b>10-12 Satisfactory</b>	<b>13-15 Fail</b>
<b>Methodology</b>	a Thoroughly appropriate	l Clearly appropriate	w Appropriate	hh Broadly appropriate	ss Barely appropriate
<b>Theological competence</b>	b Incisive & contextually focused	m Very incisive	x Incisively evident	ii Some clearly evident	tt Limited competence
<b>Content in light of task</b>	c Relevant, broad and deep	n Relevant, broad and deep	y Relevant, broad or deep	jj Some content covered	uu Major gaps
<b>Pastoral discernment</b>	d Varied and very insightful	o Very insightful	z Insightful	kk Some insight evident	vv Very limited
<b>Mission orientation</b>	e Very thorough and nuanced	p Very thorough	aa Thorough	ll Some evident	ww Very limited
<b>Application</b>	f Very insightful and apposite	q Very insightful	bb Insightful	mm Some broad application	xx Minimal application
<b>Integration of class- and work-based learning</b>	g Thoroughly and incisively integrated, with nuance	r Thoroughly and incisively integrated	cc Very well integrated	nn Some integration evident	yy Very limited integration
<b>Logical coherence</b>	h Incisive throughout	s Thoroughly coherent	dd Mostly coherent	oo Broadly coherent	zz Limited coherence
<b>Organisation</b>	i Everything cohering in its place	t Everything in its place	ee Thoroughly structured	pp Clear structure	aaa Minimal structure
<b>Presentation/delivery</b>	j Impressively well expressed	u Well-expressed	ff Few mistakes	qq Good to read/hear	bbb Uneven
<b>Use of Specific Mode</b>	k Fitting, creative, exemplary	v Fitting, hints of creativity	gg Appropriate	rr Basic but appropriate	ccc Inappropriate

## Appendix B3: Progressive Marking Scheme for Sermons/Talks/Bible Studies at Levels 4-6

CRITERIA FOR LEVEL 4 (BM1.x, &c.)					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Exegesis</b>	a Accurate and insightful	h Largely accurate; small lapses	o Often accurate; some lapses	v Significant lapses	cc Wholly inaccurate
<b>Faithfulness of application</b>	b Very text-driven	i Text-driven, with small lapses	p Text-driven, with some lapses	w Mostly text-related	dd Unrelated to text
<b>Power of applications</b>	c Consistently strong	j Very strong, with small lapses	q Strong, with some lapses	x Signs of strength, with lapses	ee Weak throughout
<b>Clarity of message</b>	d Consistently clear	k Clear, with small lapses	r Clear, with some lapses	y Partial clarity	ff Entirely unclear
<b>Balance of elements *</b>	e Appropriate	l Appropriate, with small lapses	s Appropriate; some imbalance	z Significant imbalances	gg Entirely inappropriate
<b>Structure</b>	f Lucid and strong	m Lucid and strong, with lapses	t Coherent	aa Some structure evident	hh None evident
<b>Additional criterion for sermons/talks: Language</b>	g Appropriate	n Appropriate, with small lapses	u Appropriate; some lapses	bb Significant lapses	ii Entirely inappropriate
CRITERIA FOR LEVEL 5 (BM2.x, &c.)					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Exegesis</b>	a Very accurate and insightful	h Occasional lapses/superficiality	o Some lapses/superficiality	v Significant lapses/superficiality	cc Mostly inaccurate
<b>Faithfulness of application</b>	b Highly text-driven	i Strongly text-driven, with lapses	p Text-driven, with lapses	w Mostly text-related	dd Unrelated to text
<b>Power of applications</b>	c Thoroughly strong	j Very strong, with small lapses	q Strong, with some lapses	x Occasionally strong	ee Weak throughout
<b>Clarity of message</b>	d Thoroughly clear	k Clear, with small lapses	r Clear, with some lapses	y Partial clarity	ff Entirely unclear
<b>Balance of elements *</b>	e Thoroughly appropriate	l Very appropriate; small lapses	s Mostly appropriate; some imbalance	z Significant imbalances	gg Entirely inappropriate
<b>Structure</b>	f Very lucid and strong	m Very lucid and strong, with lapses	t Generally coherent	aa Some structure evident	hh Little evident
<b>Additional criterion for sermons/talks: Language</b>	g Highly appropriate	n Highly appropriate, small lapses	u Appropriate; some lapses	bb Significant lapses	ii Entirely inappropriate
CRITERIA FOR LEVEL 6 (BM4.x, &c.)					
	<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>Exegesis</b>	a Thoroughly accurate and incisive	h Mostly accurate and incisive	o Some lapses/superficiality	v Significant lapses/superficiality	cc Mostly inaccurate
<b>Faithfulness of application</b>	b Rigorously text-driven	i Strongly text-driven; small lapses	p Text-driven, with lapses	w Mostly text-related	dd Unrelated to text
<b>Power of applications</b>	c Thoroughly strong and compelling	j Strong and compelling, with lapses	q Sometimes strong / compelling	x Often weak / tenuous	ee Weak throughout
<b>Clarity of message</b>	d Entirely clear	k Largely clear; small lapses	r Good clarity, with some lapses	y Significant lack of clarity	ff Entirely unclear
<b>Balance of elements *</b>	e Extremely well-judged	l Well-judged	s Mostly well-judged	z Some imbalance	gg Poorly-judged throughout
<b>Structure</b>	f Entirely strong and skillful	m Largely strong and skillful	t Mostly strong and lucid	aa Mostly coherent	hh Little evident
<b>Additional criterion for sermons/talks: Language</b>	g Impressively well-expressed	n Highly appropriate, small lapses	u Highly appropriate; some lapses	bb Occasionally inappropriate	ii Frequently inappropriate

\* **Balance of elements:** For instance, in the case of a sermon, this means the proportions of time spent on explaining the text, illustration, and application.

## Appendix B4: Progressive Marking Scheme for Reflective Writing at Levels 4-6

The following is a set of marking criteria<sup>4</sup> which will be used to assess reflective writing. Within each criterion, students will be graded according to the normal grade boundaries set out in the Regulations & Procedures Handbook, i.e., A, B+, B-, C and F at Levels 4 and 5; and 1-3, 4-6, 7-9, 10-12 and 13-15 at Levels 6 and 7. The grade given will reflect the extent to which the student has met each descriptor. This will be clearly set out on the assessment feedback sheet which is returned to the student.

	Grades	Description		Analysis				Evaluation		Application	Presentation
<b>Level 4</b>	Excellent = A Very Good = B+ Good = B- Satisfactory = C More Work Required = F (Fail)	a. Generally clear and concise description of events / experiences with attempt at objectivity	b. Clear statement of at least one problem or issue the events / experiences raised	c. Explanation of personal feelings, thoughts and reactions. Some insights and discoveries	d. Evidence of willingness to revise ideas and to ask searching questions	e. Ability to make connections between thinking and other sources	f. Consideration of more than one possible explanation / perspective on this issue	g. A personal conclusion on the experience's meaning with some insight into its significance	h. An indication of one or more questions or issues raised by this reflective exercise	i. A plan to apply learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece
<b>Level 5</b>	Excellent = A Very Good = B+ Good = B- Satisfactory = C More Work Required = F (Fail)	a. Clear and concise description of events / experiences. Generally objective in stance.	b. Clear statement of problem(s) or issue(s) raised by the events / experiences	c. Clear explanation of personal feelings, thoughts, reactions, insights and discoveries	d. Evidence of ability to explore searching questions and revise ideas accordingly	e. Ability to evaluate several other sources and integrate thinking with them	f. Evaluation of several possible explanations / perspectives on this issue	g. A personal conclusion about the meaning and significance of the experience	h. An indication of further questions or issues to be considered	i. A concrete plan to explore learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece
<b>Level 6</b>	Excellent = 1-3 Very Good = 4-6 Good = 7-9 Satisfactory = 10-12 More Work Required = 13-14 (Fail)	a. Clear, concise, objective description of events / experiences	b. Clear, concise statement of relevant problems or issues raised by the events / experiences	c. Insightful and clear explanation of personal feelings, thoughts, reactions and discoveries	d. Clear ability to explore searching questions and revise ideas in light of this process	e. Critical integration of thinking with an extensive range of other sources	f. Detailed critical evaluation of a range of possible explanations / perspectives on this issue	g. A clear, synthesised personal conclusion about the meaning and significance of the experience	h. An indication of further questions or issues to be explored showing an awareness of priorities	i. A concrete plan to explore and review learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece

<sup>4</sup> Source: Paul B. Coulter (2014) *Setting and Marking Reflective Assessments: A Guide for Tutors*. Acknowledged, with thanks.

## Appendix B5: 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 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