

# Master in Theology Theology

## Programme Specification



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| <b>1. Programme Title</b>                        | Master in Theology (MTheol) Theology  |
| <b>2. Awarding Institution</b>                   | Middlesex University  |
| <b>3a. Teaching Institution</b>                  | Oak Hill College  |
| <b>3b. Language of Study</b>                     | English   |
| <b>4a. Valid Intake Dates</b>                    | One annual intake in September  |
| <b>4b. Mode of Study</b>                         | Full time / Part time (Levels 4-5 only)                                       |
| <b>5. Professional/Statutory/Regulatory Body</b> | N/a   |
| <b>6. Apprenticeship Standard</b>                | N/a   |
| <b>7. Final Qualification(s) Available</b>       | Master in Theology (MTheol) Theology<br>Bachelor of Arts (BA (Hons)) Theology |
| <b>8. Year Effective From</b>                    | Academic Year 2022-23 (First Level 7 Cohort)                                  |

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| <b>9. Criteria for Admission to the Programme</b>  |
| <p>The MTheol is a four-year full-time integrated undergraduate Master's degree. Entrance requirements for those entering into Year 1 of the programme are the same as for the CertHE, DipHE and BA (Hons) Theology: please see the individual Programme Specifications for details.</p> <p>Students wishing to progress to the third year of the MTheol are required to apply and go through an internal admissions process during the second year of the BA (Hons). Information will be provided at the appropriate time. To progress to the third year of the MTheol, students must obtain an overall average of B+ or better (on the DipHE scale) across all modules taken at Levels 4 and 5 during the CertHE and DipHE Years. To continue on into the fourth year of the MTheol, students will need to obtain an average grade of at least 8 (on the undergraduate 15-point scale) across all taught modules taken at Level 6 (or higher) during the BA Year, and a grade of at least 8 for their third-year short dissertation.</p> <p>Direct entry is permitted into the third year of the MTheol programme. Applicants will normally be required to have a 2:1 in the equivalent of a DipHE, FdA or BA (Hons) Theology. Students wishing to take certain modules in Biblical Studies as part of their programme must demonstrate a proficiency in Greek or Hebrew at least to the standard of the pre-requisites identified for the relevant Oak Hill modules (as noted on the Module Narratives). This proficiency may be demonstrated by previous formally-assessed language study and/or through Oak Hill exemption tests in Greek and Hebrew.</p> |

## 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>

| 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

<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.

<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.

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.
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. Specifically, these programme aims are intended to:

- Meet the needs of candidates for Christian ministry in various forms who wish to study theology up to and including the postgraduate level;
- Support the continuing professional development of those who are already serving in ministry;
- Give those who are considering further study at a higher academic level (including potential theological educators) the opportunity to develop their skills.

More generally, and in common with the College's other undergraduate provision (upon which this award builds), the programme aims to foster 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. As such, and in particular at the postgraduate level, the programme aims to:

1. Provide students with a rounded, four-year theological programme, covering a full range of biblical, theological, pastoral and/or cross-cultural studies up to the postgraduate level, which are at, or informed by, research at the forefront of those fields of study;
2. Enable students to focus in appropriate depth and with appropriate academic rigour 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;
3. Provide opportunity for students to reflect upon and integrate their prior theological studies and their experience of Christian ministry and professional practice in the process of engaging critically with new learnings, and to model this in the way in which teaching and learning are provided;
4. Strengthen and sharpen students' intellectual and practical skills and develop in them the virtues of the Christian theologian in order that they should be more effective in Christian ministry, and in dealing with the complex and sometimes fast-moving cultural and social contexts in which they will serve;
5. Develop students as empathetic learners who are able to develop and articulate their own views with integrity and humility whilst listening to, understanding and engaging with the views of others in a manner which is sensitive, generous and gracious;
6. Develop students as lifelong, reflective theological learners and equip them to harness and apply the

fruits of theological study in their diverse ministries;

7. Foster in students the resilience, flexibility and maturity required to serve across a wide range of ministry contexts and situations, and to adapt to the demands of contemporary ministry in a rapidly-changing world;
8. Provide an opportunity for sustained reflection on and engagement with a theological or ministerial topic through a research-based dissertation (or a shorter dissertation and project);
9. Enable students to understand something of the demands and opportunities of theological research and equip them to begin such research if they would so choose.

## 11. Programme Outcomes

### A. Knowledge and Understanding

On completion of this programme the successful student will have:

- [A1]** An advanced and thorough understanding of parts of Scripture, their relation to the whole, and how to interpret them;
- [A2]** A systematic and advanced understanding of selected doctrines of the Christian faith, and/or periods of church history and historical theology, and their significance for the contemporary church at a local, national and/or global level;
- [A3]** An advanced understanding of how the Christian faith engages with various complex contemporary ethical and pastoral issues and debates, and of how different worldviews intersect with and inform those issues;
- [A4]** An advanced understanding of the interconnectedness of the various elements within the disciplines of theology;
- [A5]** A thorough understanding of the methodological, philosophical and hermeneutical models and assumptions used in the study of theology;
- [A6]** The knowledge and understanding required to engage and interact at a high level with the material/subjects studied, seen in the ability to reflect critically on their own particular standpoint/pre-suppositions and to understand the methodological and hermeneutical issues involved.

### 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;
- Interaction in the form of questions, discussion, dialogue and argument: demonstrating how to engage with a topic at a high academic level and engage charitably with different perspectives;
- Guided independent reading, some of which is subsequently discussed in class: providing an opportunity to develop critical understanding and encouraging independent exploration;
- Discussion of primary and secondary texts: developing an ability to engage critically and sensitively with texts and authors from different times, places and theological standpoints;
- Student-led seminars with questions and discussion: affording an opportunity to present and rigorously defend a particular standpoint;
- Practical exercises and simulations, problem analysis, case studies and role play: fostering an understanding of the nuances and complexities involved in particular subject areas;
- Translation and exegetical exercises in class: developing greater technical facility in use of the biblical languages (where desired);
- Appropriate use of technology and e-learning, such as language software, keeping a blog etc.;

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|  | <ul style="list-style-type: none"> <li>• Fieldwork and study trips;</li> <li>• Organising an event and reflecting on it;</li> <li>• Individual written (and at times oral) feedback on written work;</li> <li>• The formative dimension of assessment.</li> </ul> <p><b>Assessment Methods</b></p> <p>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; exegetical work; language tests/translation; fieldwork reports; group work; and applied research (a substantial dissertation or a short dissertation and a short project).</p>   |
| <p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <p><b>[B1]</b> For a given task, demonstrate a practical deployment of a variety of appropriate and established methodologies/techniques of research and enquiry to create and interpret knowledge within the discipline and develop appropriate critiques;</p> <p><b>[B2]</b> Critically and reflectively engage with advanced scholarship in the theological disciplines, assessing views and theories with charity, fairness and sensitivity and, where appropriate, proposing alternatives;</p> <p><b>[B3]</b> Construct and articulate an integrative, coherent, well-informed and sustained argument, and develop original application of knowledge and understanding into new areas and/or with a view to addressing new problems;</p> <p><b>[B4]</b> Deal systematically and creatively with complex issues and developments in Christian theology and/or professional practice (whether nationally, internationally or cross-culturally) and make sound judgements, sometimes in the absence of complete data;</p> <p><b>[B5]</b> Communicate clearly, sensitively, engagingly and with integrity to specialist and non-specialist</p> | <p><b>Teaching/Learning Methods</b></p> <p>Students learn cognitive and practical skills through the teaching and learning methods outlined above. This includes 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; role play; and discussion of key issues.</p> <p>Growing originality in the application of knowledge is modelled by the 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. Individual feedback given on class contributions and assessed work also has an important role to play here.</p> <p>With regard to research work towards the dissertation package, students receive training in research skills and methodologies and one-on-one tutorial supervision, along with (where relevant) training in the principles of ethical research.</p> <p><b>Assessment Methods</b></p> <p>The various assessment methods employed (see ‘Knowledge and Understanding’ above) all place great emphasis, as shown in the assessment criteria, on the learner’s ability to demonstrate these</p> |

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| <p>audiences alike, using an appropriate range of media and appropriate forms of communication for the intended audience;</p> <p><b>[B6]</b> Take responsibility for identifying and learning new skills as part of a commitment to lifelong learning, and take initiative in planning and implementing tasks which will advance their knowledge and understanding in both independent and inter-dependent ways;</p> <p><b>[B7]</b> Demonstrate self-direction, initiative, independence, originality and an appropriate level of competence in planning and implementing a substantial dissertation (or a short dissertation and a short project);</p> <p><b>[B8]</b> (Where relevant) Identify any ethical issues raised by their research and comply with relevant codes of practice.</p> | <p>cognitive and practical skills. Both written pieces (e.g., essays, written examinations) and oral presentations (e.g., student-led seminars, group activities, a teaching session for a non-specialist audience) provide a vehicle for the demonstration of these skills. Where relevant, a student's grasp of the ethical dimensions of research is assessed through an ethical clearance procedure.</p> |
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## 12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

### 12.1 Overall Structure of the Programme

The MTheol is a four-year (when full time) integrated undergraduate Master's degree of 480 credits. Students will be awarded an MTheol once they have attained a Pass grade or better in modules worth at least 480 credits at Level 4+, including all of the compulsory modules. At least 100 of these 480 credits must be at Level 4, at least 100 must be at Level 5, at least 120 must be at Level 6+; and at least 120 must be at Level 7. In their BA Year, students may seek permission to take one (Level 7) Enhanced BA-Level optional module from the selection available each year as a 'challenge module'; this will be in lieu of the equivalent module at BA Level (Level 6). Such modules carry a weighting of 15 or 30 credits (rather than 10 or 20) and will be available subject to timetabling constraints and the successful completion of relevant pre-requisites. Details of the credits required at each level are set out in the table below.

The first two years of the MTheol are, in effect, the DipHE Theology. The third year of the programme is largely the same as the BA (Hons) Theology except that students are required to offer a short 20-credit dissertation (RD4.1) in their BA Year (this is optional for all other BA (Hons) Theology students). The fourth year of the programme comprises a 60-credit dissertation package, made up *either* of a 60-credit Long Dissertation (RD6.4) *or* a 30-credit Short Dissertation (RD6.1) *and* a 30-credit Short Project (RD6.2); students also take a further 60-credits' worth of optional taught modules. Across the third and fourth years, students are expected (although not formally required) to participate in Postgraduate Research Seminars, which expose them to a broad range of ideas and help inculcate critical thinking skills. Details of the modules that students need to take (and the grades they need to attain) to follow the programme are laid out in Section 12.2 below.

| Required  | Level            | CertHE         | DipHE              | BA (Hons)               | MTheol                  |
|---|------------------|----------------|--------------------|-------------------------|-------------------------|
| Minimum number of passed credits required for the qualification   | Level 4+         | 120            | 240                | 360                     | 480                     |
| Minimum number of passed credits required for the qualification (including all required compulsory modules) | L4               | 100            | 100                | 100                     | 100                     |
|   | L5               |                | 100                | 100                     | 100                     |
|   | L6+              |                |                    | 120                     | 120                     |
|   | L7               |                |                    |                         | 120                     |
|   | L4, L5, L6 or L7 | 20 at L4 or L5 | 40 at L4, L5 or L6 | 40 at L4, L5, L6 or L7* | 40 at L4, L5, L6 or L7* |

\* A maximum of 30 credits may be studied at Level 7 during the BA (Hons) Year

### Full-Time and Part-Time Credit Loads

A full-time credit load will normally comprise 120 credits a year, and a part-time load will normally comprise 60 credits per year. By agreement with the College, a student may be allowed to vary this by up to +/- 20 credits a year, as set out in the table below.

| 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

At Levels 4-6, the College aims to offer some of its 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.

Details of the availability of Summer Intensive modules up to and including Level 6 can be found in the Programme Specifications for the CertHE, DipHE and BA (Hons) Theology. Modules are not available in intensive format at Level 7: as such, while an MTheol student entering their final (postgraduate) year may choose to audit or credit modules in intensive format during the preceding summer (up to the value of 20 credits), these will necessarily be at Levels 4, 5 or 6. Such students will need to ensure that they credit modules worth at least 120 credits at Level 7 in standard (non-intensive) format as part of their overall programme.

### Length of Registration

As noted in Section 9 above, students do not enrol directly onto the MTheol but transfer across from the BA (Hons) at the end of their DipHE year(s) on the basis of certain defined grades (this is done via an internal admissions process). If desired, the CertHE and DipHE years may be taken part time, but the BA and MTheol years may only be taken full time. Thus, overall, the normal length of time a full-time student will spend on the MTheol is four academic years of two semesters each; the normal length of time a part-time student will spend on the programme is six academic years of two semesters each. The

maximum period of registration for full-time students will be eight years, while the maximum period of registration for part-time students will be twelve years. This is illustrated in the context of all undergraduate provision by the table below:

| Required                            | CertHE  | DipHE   | BA (Hons) | MTheol   |
|-------------------------------------|---------|---------|-----------|----------|
| Normal length of registration (FT)  | 1 year  | 2 years | 3 years   | 4 years  |
| Normal length of registration (PT)  | 2 years | 4 years | 6 years   | 6 years  |
| Maximum length of registration (FT) | 2 years | 4 years | 6 years   | 8 years  |
| Maximum length of registration (PT) | 4 years | 8 years | 12 years  | 12 years |

Students are enrolled 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, by agreement, take longer than the normal period of registration, they must 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.

There is provision for Anglican Ordinands to study on the MTheol, either via the normal route (entry into Year 1 of the BA (Hons) and transfer at the end of the DipHE Year, where approved by their diocese) or by direct entry into the BA Year (Level 6). Ordinands entering directly at Level 6 (the BA Year) will need to complete a suite of placements along with a selection of modules at Levels 4 and 5 to provide specific Anglican training; Ordinands entering at Level 4 will complete these requirements as part of the standard programme. Further details are available from the Admissions Office.

### Classification

This award can be marked Fail, Pass, Merit or Distinction:

- Students are awarded a Pass on an MTheol Theology once they have passed modules and dissertations worth 480 credits, including all of the compulsory modules. At least 100 credits must be at Level 4; at least 100 credits must be at Level 5; at least 120 credits must be at Level 6+; and at least 120 credits must be at Level 7. The remaining 40 credits may be at Level 4, 5, 6 or 7.
  - In the first two years (the CertHE and DipHE years), the pass grade is C, but the student must attain an overall average of B+ or better, over all modules taken at Levels 4 and 5, to be allowed to progress to the third (BA) year:
    - The average is calculated using the awarded Level 4 and 5 alpha grades after they have been mapped onto their numerical equivalents (see below). For example, a B+ will have a numerical equivalent of 5. Any numerical grades awarded at Level 6 will not be included in the calculation.
    - The calculation excludes Pass/Fail and zero-credit modules, and will take into account the individual credit weighting of each module.
    - Students who wish to progress to Year 3 of the MTheol must obtain an average of 5 (B+) or better in order to continue.
  - In the third year (the BA year), the pass grade is 12 on the undergraduate 15-point scale; to continue on into the fourth year (the MTheol year), the student must attain an average of at least 8 on the undergraduate 15-point scale, over all taught modules taken at Level 6 (or higher), plus a grade of 8 or better for their short dissertation:
    - Grades awarded at Levels 4 or 5 in the third year will be excluded from this calculation.



- The calculation excludes Pass/Fail and zero-credit modules, and will take into account the individual credit weighting of each module.
- At Level 7, the pass grade is 12 on the postgraduate 15-point grading scale.
- Students may be awarded a Pass with Merit on an MTheol Theology once they have attained all of the above; have attained a rounded average of 6.5 or better in the taught modules (including guided reading modules) and the dissertation/project package at Levels 6 and 7; and have also attained grade(s) of 6 or better specifically for the Level 7 dissertation package.
- Students may be awarded a Pass with Distinction on an MTheol Theology once they have attained all of the above; have attained a rounded average of 3.5 or better in the taught modules (including guided reading modules) and the dissertation/project package at Levels 6 and 7; and have also attained grade(s) of 3 or better specifically for the Level 7 dissertation package.

### Numerical equivalent grades

| Grade at CertHE (Level 4)/<br>DipHE (Level 5) | Module Grade's<br>Numerical Equivalent |
|---|--|
| A   | A = 2                                  |
| B+  | B+ = 5                                 |
| B-  | B- = 8                                 |
| C   | C = 11                                 |
| F   | F = 14                                 |
| Pass  | Excluded                               |

### Exit Points and Extension of Study

An MTheol student may decide to leave the College before the end of their programme. A student who has transferred across to the MTheol Theology at the end of their DipHE year(s) of study (or who has been admitted directly into the BA year with a DipHE equivalent) may exit at the end of the BA Year and be awarded a BA (Hons) Theology, provided that all of the requirements for a BA (Hons) Theology have been met (see the Programme Specification for that award): in such cases, the normal BA (Hons) pass mark of 12 or better applies to each module and to the short dissertation rather than the higher grades required to progress into the fourth and final year of the MTheol programme. However, a third-year direct entrant who is admitted to the MTheol with a BA (Hons) or equivalent may not be awarded a BA (Hons) Theology as an exit qualification: in such cases, any credits gained in the third year may be used towards future courses under the national Credit Accumulation & Transfer Scheme (CATS).

### Auditing

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

### Levels 4 and 5

Please see the programme structure details for the DipHE Theology. Students must obtain an average of a 2.1 (B+ on the DipHE scale) over all modules taken for credit at Levels 4 and 5 in order to progress into the third year of the MTheol programme. A lower average might allow them to continue with a BA (Hons) instead (see the Programme Specification for the BA (Hons) Theology).

### Level 6

| COMPULSORY  | OPTIONAL  | PROGRESSION REQUIREMENTS   |
|---|---|--|
| <p>Students must take all of the following (60 credits total):</p> <ul style="list-style-type: none"> <li>• <b>BDM4.1, BM4.1, DC4.2, DM4.1</b> and <b>MP4.2</b> (all 10 credits, except for BDM4.1 which is 20 credits)</li> <li>• <b>RD4.1</b> (20 credits)</li> </ul> | <p>Students must also choose at least 40 credits from the following options (where timetabling and successful completion of pre-requisites allow):</p> <ul style="list-style-type: none"> <li>• 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, MP4.3, RD4.5 and RD4.6</li> </ul> <p><u>Note:</u> By agreement only, students in their BA year may apply to take <u>one</u> (Level 7) Enhanced BA-Level optional module from the selection available each year as a 'challenge module'; this will be <u>in lieu of</u> the equivalent module at Level 6. Such modules carry a weighting of 15 or 30 credits (rather than 10 or 20 credits).</p> | <p>In order to progress to Level 7, Level 6 MTheol students must obtain an average of at least 8 on the undergraduate 15-point scale, over all taught modules taken at Level 6 (or higher), plus a grade of 8 or better for RD4.1. Lower grades (9–12) at Level 6 are still pass marks and might enable students to be awarded a BA (Hons) instead of proceeding to Level 7 of the MTheol.</p> <p>See Appendix B for an explanation of grades.</p> |

| Level 7  |  |  |
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| COMPULSORY   | OPTIONAL   | PROGRESSION REQUIREMENTS   |
| <p>Students must take all of the following:</p> <ul style="list-style-type: none"> <li>• EITHER <b>RD6.4</b> (60 credits) OR <b>RD6.1</b> (30 credits) AND <b>RD6.2</b> (also 30 credits)</li> <li>• A further 60 credits' worth of optional taught modules</li> </ul> | <p>Students must also bear the following in mind with regard to their optional taught modules:</p> <ul style="list-style-type: none"> <li>• At least 30 credits' worth of their optional taught modules must be at 6.x (Specialist-Master's) Level (see Appendix A for a full list)</li> <li>• Students are encouraged to select their taught modules from different subject areas but are not required to do so</li> <li>• Students who have credited the 4.x version of a module at BA (Hons) level may not credit the 5.x version of the same module at Master's level</li> <li>• Similarly, a student who has credited the 2.x version of a module earlier in their programme may not credit the extended 6.x version at Master's level</li> </ul> | <p>At Level 7, the pass mark is 12 on the postgraduate 15-point scale; lower grades are 'Fail' grades; however, it may be possible for the student to be awarded a BA (Hons) as an exit qualification</p> <p>See Appendix B for an explanation of grades</p> |

### 12.3 Non-Compensatable Modules

All modules for the MTheol are non-compensatable.

### 13. Information about Assessment Regulations

Please refer to the Progression Requirements listed above (Section 12.2), to the information provided in the Module Narratives and their associated Module Assessment Packages, and also to the assessment regulations which are included in the following:

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

### 14. Placement Opportunities, Requirements and Support (if applicable)

All students will take part in a Weekly Church Placement at Levels 4 and 5 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), at an agreed point during their programme, 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). Students with a particular interest in cross-cultural mission also have the option to participate in a Cross-Cultural Mission Placement (DM4.2) of one month's duration in their BA Year.

Where approved by their Diocese, Church of England Ordinands with prior study in Theology may enter directly into the BA year of the MTheol (Level 6): such students will need to complete a suite of church placements (MP1.7 and MP2.7, plus MP2.8 if desired) alongside a selection of modules at Level 5 which will provide specific Anglican training. Further details are available from the Admissions Office.

Where an independent postgraduate student enters directly into the third year of the programme, a weekly church placement module may be taken as an optional additional module during either or both years of study. Where this is agreed, there will be no additional charge for taking it.

## 15. Future Careers / Progression

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 and youth work). The MTheol is particularly designed to serve:

- Candidates for Christian ministry who would like to extend their study to Master's level before entering the pastorate, or who are considering further study (including at the doctoral level);
- Candidates who are already in ministry and would like to undertake further study in Theology as a form of continuing personal/professional development;
- Church of England candidates who are Theology graduates and are now training for ordination.

Personal tuition throughout the programme 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 with Personal Tutors. Where relevant, placements in local church settings allow students to 'network' with possible future employers, and with those who are involved in the relevant work field.

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

- Extensive theological library (24-hour access to over 50,000 volumes);
- Access to an increasing range of e-resources (e.g., online access to a range of e-books and electronic journals, including the EBSCO database) across all programmes;
- Information literacy skills training and support for all students, provided by the Librarian;
- 24-hour access to IT resources and services including email, internet access/WiFi, and the College's Virtual Learning Environment (VLE);

- Provision for students with particular support needs (e.g., English not first language, specific learning difficulties or disabilities): see the *Regulations & Procedures Handbook* for details;
- Individual tuition and Personal Development Planning with Personal Tutors (for full-time students) or with another designated member of the Faculty (for part-time students);
- Induction to College and academic life in 'Welcome Week';
- A programme of Learning Skills sessions throughout the academic year, open to all students and including bespoke sessions for postgraduate students (especially on postgraduate research);
- Regular Postgraduate Research Seminars across the third and fourth years (attendance is expected but not formally required);
- Training in research skills and methodologies, one-to-one dissertation/project supervisions, and (where relevant) guidance in making an application to the Research Ethics Committee.

|  |   |
|--|---|
| <b>17. JACS Code (or other relevant coding system)</b> | V600 Theology & Religious Studies (JACS)<br>100340 Theology (HECoS) |
| <b>18. Relevant QAA Subject Benchmark(s)</b>           | Theology & Religious Studies  |

|  |
|--|
| <b>19. 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 QAA Master's Degree Characteristics Statement;</li> <li>• The Higher Education Credit Framework;</li> <li>• The Middlesex University Learning Quality Enhancement Handbook (Section 3) including Equality, Diversity and Inclusivity in the Curriculum (Guidance 3vii);</li> <li>• The Middlesex University Regulations;</li> <li>• Middlesex University APS 18 Statement on Curriculum Design;</li> <li>• Middlesex University APS 28 Making Changes to Published Programme-Related Information;</li> <li>• Bloom's Taxonomy of Educational Objectives – cognitive domains;</li> <li>• The SEEC Credit-Level Descriptors;</li> <li>• The Church of England's Formation Criteria;</li> <li>• The FIEC Pastors' Network Criteria for Pastoral Ministry;</li> <li>• Oak Hill College Policies including: The Strategy for the Enhancement of Learning, Teaching &amp; Assessment, Assessment Policy and Programme Changes Policy;</li> <li>• Previous Validation and Review Events for the BA (Hons), PGCert, PGDip, MA and MTheol Theology;</li> <li>• Student, Staff and External Examiner feedback and comments: gathered through College Boards and Committees such as the Assessment Board and the Courses Evaluation Committee;</li> <li>• Input from College graduates and other stakeholders (e.g., employers): through targeted market research undertaken during the design and development phase.</li> </ul> |

## 20. Other Information

See Section 12.1 above for more on modes of study, credit loads, classifications and exit points.

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 6 (codes 4.x) and Level 7 modules (codes 5.x and 6.x) available for the BA and MTheol years of the MTheol Theology. Modules at Level 6 (codes 4.x) are worth either 10 or 20 credits each; modules at Level 7 (5.x and 6.x) are worth either 15 or 30 credits each, except for RD6.4 (the Long Dissertation) which is worth 60 credits. Details of the modules which comprise the CertHE and DipHE years of study can be found in the Programme Specifications for those awards and for the BA (Hons) Theology.

There are four main subject areas for modules at Levels 6 and 7, along with hybrid codes for modules which encompass two or more subject areas.

Please note that the availability of optional modules will vary year upon year, and that it will not be possible to offer every optional module in every academic year. Students should check precise module offerings for each year 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 |

### Level 6: BA (Hons) Year

#### Compulsory Modules

|               |   |
|---------------|---|
| <b>BDM4.1</b> | Pastoral Epistles                       |
| <b>BM4.1</b>  | Word Ministry II                        |
| <b>DC4.2</b>  | Doctrine of God                         |
| <b>DM4.1</b>  | Evangelical Public Theology for Mission |
| <b>MP4.2</b>  | Pastoral Ministry II                    |
| <b>RD4.1</b>  | BA (Hons)-Level Short Dissertation      |

### Optional Modules (Level 6)

|               |   |
|---------------|---|
| <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                                       |
| <b>DM4.6</b>  | Advanced Christian Place-Making                                     |
| <b>DM4.7</b>  | A Theology of the Digital & Digital Ministries                      |
| <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                                       |
| <b>RD4.5</b>  | Guided Reading: Topics in [...]                                     |
| <b>RD4.6</b>  | Guided Reading in a Semitic Language                                |

### Optional Modules (Level 7)

By agreement with the College, a student in their BA (Hons) year may seek permission to take *one* optional Enhanced BA-Level Module (coded 5.x) from the selection available each year as a 'challenge module'; this will be *in lieu of* the equivalent module at BA Level (coded 4.x). Such modules carry a weighting of 15 or 30 credits each, and will be available subject to timetabling constraints and the successful completion of relevant pre-requisites. The modules themselves are listed under Level 7 below.

### **Level 7: MTheol Year**

#### Compulsory Modules

|               |              |                                   |
|---------------|--------------|-----------------------------------|
| <b>Either</b> | <b>RD6.4</b> | Master's-Level Long Dissertation  |
| <b>Or</b>     | <b>RD6.1</b> | Master's-Level Short Dissertation |
| <b>And</b>    | <b>RD6.2</b> | Master's-Level Short Project      |

### Optional Modules (1): Enhanced BA-Level Modules (Level 7)

|              |                                  |
|--------------|----------------------------------|
| <b>BD5.2</b> | Justification                    |
| <b>BL5.1</b> | General Epistles                 |
| <b>BL5.3</b> | Advanced Biblical Hebrew Reading |
| <b>BL5.4</b> | Wisdom Literature                |

- BL5.6** The Book of Isaiah
- BL5.7** The Psalms
- BL5.8** Horizons in Luke & Acts
- BL5.9** John's Gospel & the Johannine Epistles
- BM5.2** Biblical Genre in Word Ministry
- DC5.4** A Religious Genealogy of Modern Britain
- DC5.5** Early English Baptists: Origins, Identities & Influence
- DC5.6** English Puritanism
- DM5.3** Global Theology & Practice
- DM5.8** Spiritual Formation in the Reformed Tradition
- MP5.3** Advanced Christian Leadership

### Optional Modules (2): Specialist Master's-Level Modules

- BD6.2** Theology in the Old Testament & Today
- BD6.3** New Testament Theology
- BD6.4** Hermeneutics, Epistemology & the Knowledge of God
- BD6.6** Biblical Geographies
- BDM6.1** The Study of Theology
- BDM6.2** Christology
- BL6.8** Theology of the Book of Acts
- DC6.3** Modern Theologians
- DC6.4** Doctrine of Creation
- DC6.5** Doctrine of Salvation
- DM6.1** Christian Theology of World Religions
- DM6.4** Advanced Islam
- DM6.5** Practising Place & Season, Others & Self
- DM6.7** Practising a Theology of the Digital & Digital Ministries
- MP6.2** Pastoral Counselling & Psychology
- MP6.3** Marriage: Pastoral Care & Biblical Counsel
- MP6.4** Issues in Pastoral Counselling
- MP6.5** Issues in Missiology
- MP6.6** Issues in Practical Theology
- MP6.7** Issues in Leadership
- MP6.8** Issues in Biblical Studies
- MP6.9** Issues in Theology
- MP6.10** Issues in Homiletics & Word Ministry
- MP6.11** Issues in Ethics
- MP6.12** Issues in Christian Spirituality
- RD6.5** Master's-Level Guided Reading
- RD6.6** Master's-Level Guided Reading in a Biblical Language
- RD6.7** Reading Primary Historical Texts
- RD6.8** Reading Texts in Systematic Theology



## **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 they expect of a 2:1 in Level 4 they expect of a 2:2 in Level 5 (e.g., the coverage criteria). This is the case for criteria where real and clear progress is expected between each level.
- With some of the criteria slower progression is expected between some levels, e.g., on independent judgement, so that the descriptions move more gradually. This is the case for the more demanding criteria.
- Some of the criteria reach a peak and level off, e.g., already by Level 5 they expect very few mistakes in presentation and apparatus and do not subsequently raise this expectation to an impossible standard of flawlessness.

### **The Use of the Mark Scheme:**

- This scheme will be used in marking both written coursework and written examinations in all 1.x, 2.x and 4.x modules, except modules or part-modules which consist of language work. For dissertations it is used in conjunction with the dissertation mark sheet. Obviously not all of the criteria will be applicable to both the coursework and examination elements of assessment. Apparatus, for example, is not assessed in examinations.
- The mark scheme is to serve as an agreed guide for markers, and will be applied at the discretion of markers in the light of judgements made about suitable expectations for a particular piece of work. In some coursework, for example, there may be much less taught material or reading available than in others, and the scheme is intended to allow markers the flexibility to recognize such differing expectations. It is intended to guide marking, not to hold it to ransom. In particular, a marker will exercise his/her discretion in determining the weighting between the criteria evident in a particular piece of work for determining the final mark.

### **Use of Grade Point N (Levels 4, 5 and 6) or 15 (Level 6):**

- This mark scheme does not include reference to grade points N or 15, because these are the marks 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 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 6.

### **Use of Grade Point 15:**

This mark scheme does not include reference to grade point 15, because this is the mark given where work is not submitted.

| <b>1-3 – Excellent</b><br>Work submitted is excellent, demonstrating high levels of competence across a range of criteria and leaving very little or no room for improvement | <b>4-6 – Very Good</b><br>Work submitted is very good but lacks characteristics of excellent work or across a range of criteria still leaves room for improvement | <b>7-9 – Good</b><br>Work submitted is good but there is significant room for improvement across a range of criteria                                      | <b>10-12 – Satisfactory</b><br>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 | <b>13-14 – Fail</b><br>Work is submitted but is characterised by unacceptably low standards.   |
|--|---|---|--|--|
| a. an entirely relevant answer to the question in which each of the component parts makes an integrated and clear contribution to the whole                                  | k. a relevant and focussed answer to the question in which the component parts make a clear contribution to the whole   | u. an answer to the question as set but with some relevant material missing and/or some irrelevant material included                                      | ee. an answer to the question is recognisable but with noticeable omissions and irrelevancies  | oo. the demands of the task have been barely addressed   |
| b. thorough knowledge of the obviously relevant sources and initiative in seeking out additional sources   | l. thorough knowledge of the obviously relevant sources   | v. a good knowledge of the obviously relevant sources   | ff. an adequate knowledge of a reasonable proportion of the obviously relevant sources   | pp. insufficient knowledge of the relevant material  |
| c. well-directed application of knowledge from, or informed by, the forefront of the relevant discipline with no relevant ground omitted                                     | m. well-directed application of knowledge from, or informed by, the forefront of the relevant discipline  | w. generally accurate application of knowledge informed by the forefront of the relevant discipline although acquired mostly in class or from set reading | gg. unfocussed application of knowledge acquired only in class or from set reading   | qq. such knowledge as is shown is not used to answer the question  |
| d. advanced, sophisticated and integrated conceptual understanding   | n. advanced conceptual understanding  | x. good conceptual understanding  | hh. adequate understanding of key concepts   | rr. inadequate grasp of key concepts   |
| e. outstanding analytical, synthetic management of sources   | o. very good analytical and synthetic management of sources   | y. good analytical and synthetic management of sources  | ii. some endeavour to inhabit and integrate a variety of sources   | ss. use of sources is uncritical and not integrated  |
| f. the generation and clear articulation of independent critical insights  | p. some independent critical insight and/or the judicious application of sophisticated critical insight of others   | z. little or no independent critical insight but good application of the critical insight of others though with a tendency to general argument            | 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                    | tt. little or no critical engagement   |
| g. originality or creativity in developing new perspectives, insights or arguments   | q. some originality or creativity in developing new perspectives, insights or arguments   | aa. some originality or creativity in developing new perspectives, insights or arguments  | kk. little or no independence or creativity shown  | uu. entirely or almost entirely dependent and derivative   |
| h. deployment of a wide and relevant range of disciplinary perspectives and methods  | r. deployment of a relevant range of disciplinary perspectives and methods  | bb. deployment of the essential disciplinary perspectives and methods   | ll. limited but adequate deployment of the essential disciplinary perspectives and methods   | vv. inadequate understanding and deployment of relevant methods  |
| i. clear, coherent, well-structured, logically well-formed, and sustained argument lucidly and elegantly expressed   | s. clear, coherent, well-structured, logically well-formed, and sustained argument which is very well-written   | cc. an organised, coherent and well-written argument with a recognisable conclusion and supporting reasons  | mm. a recognisable argument, adequately organised but marked by logical errors and/or satisfactory rather than pleasing expression   | ww. argument is either absent or incoherent and unstructured and is poorly expressed   |
| j. virtually flawless presentation and citation  | t. very good presentation and citation  | dd. generally accurate presentation and good citation of sources  | nn. adequate accurate presentation and good citation of sources  | xx. many mistakes in presentation and failure to observe accepted norms of academic presentation in matters of citation of sources and bibliography<br><b>OR</b><br>yy. Token or no submission |

## Appendix B3: Progressive Marking Scheme for 'Non-Standard Coursework' at Levels 4-7

**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           |

**CRITERIA FOR LEVEL 7 (DM5.x, DC6.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 Completely appropriate   | l Thoroughly appropriate                           | w Appropriate                | hh Broadly appropriate      | ss Barely appropriate       |
| <b>Theological competence</b>                        | b Incisive, contextually and constructively focused                                | m Incisive and contextually focused                | x Incisive                   | ii Some clearly evident     | tt Limited competence       |
| <b>Content in light of task</b>                      | c Relevant, broad, deep and generative   | 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 Varied and insightful                            | z Insightful                 | kk Some insight evident     | vv Very limited             |
| <b>Mission orientation</b>                           | e Very thorough, nuanced and located   | p Very thorough and nuanced                        | aa Thorough, hints of nuance | ll Some evident             | ww Very limited             |
| <b>Application</b>                                   | f Very insightful, varied and apposite   | q Very insightful and apposite                     | bb Insightful and varied     | mm Some broad application   | xx Minimal application      |
| <b>Integration of class- and work-based learning</b> | g Thoroughly and incisively integrated, with nuance and anticipation of connection | r Thoroughly and incisively Integrated with nuance | 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 B4: Progressive Marking Scheme for Sermons/Talks/Bible Studies at Levels 4-7

| 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.

| <b>CRITERIA FOR LEVEL 7 (BM5.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>Exegesis</b>   | a Entirely and rigorously accurate and incisive, with regard to text and to a range of wider biblical contexts   | h Mostly accurate and incisive, with regard to text and to a range of wider biblical contexts  | o Mostly accurate and incisive, with regard to text and to at least one level of biblical context                              | v Essentially faithful to the text and context, but some lapses in accuracy and/or incisiveness, at textual and/or contextual levels               | cc Significantly inaccurate   |
| <b>Faithfulness of application</b>                      | b Entirely and rigorously driven by an accurate and incisive reading of the text   | i Strongly driven by an accurate and incisive reading of the text  | p Significantly driven by an accurate reading of the text, with small lapses   | w Essentially driven by an accurate reading of the text, with some lapses  | dd Related only tangentially to the text                                      |
| <b>Power of applications</b>                            | c Sustained, compelling address to a variety of aspects of the human person and life, with much profound insight   | j Much compelling address to a variety of aspects of the human person and life, with some profound insight                               | q A significant level of compelling address to at least one aspect of the human person and life, with good insight             | x Moments of compelling address to at least one aspect of the human person and life, with insight  | ee Consistently superficial and/or too brief to be compelling                 |
| <b>Clarity of message</b>                               | d Sustained and unmistakable clarity, very well suited even to a partly distracted listener  | k Mostly unmistakable clarity, well suited even to a partly distracted listener  | r Essentially clear for an engaged listener, but with one or two small lapses  | y Essentially clear for an engaged listener, with several small lapses   | ff Significant lack of clarity, especially at key moments                     |
| <b>Balance of elements *</b>                            | e Extremely well-judged in light of both text and teaching situation   | l Very well-judged in light of both text and teaching situation  | s Very well-judged in light of either text or teaching situation, with small lapses in one area                                | z Some imbalance in light of either text or teaching situation   | gg Poor judgment that adversely affects impact of message                     |
| <b>Structure</b>  | f Entirely lucid, highly appropriate to both text and teaching situation, and communicated with a consistently very high degree of skill                 | m Entirely lucid, very appropriate to both text and teaching situation, communicated with much skill                                     | t Lucid and appropriate to text and teaching situation, communicated with some skill, although with small lapses in one aspect | aa Essentially lucid and appropriate to text and teaching situation, communicated with clarity, although with small lapses in more than one aspect | hh Significant failure to be appropriate to either text or teaching situation |
| <b>Additional criterion for sermons/talks: Language</b> | g Sustained and extremely skilful use of a wide range of features of effective oral language, thoroughly appropriate to both text and teaching situation | n Sustained and skilful use of a number of features of effective oral language, entirely appropriate to both text and teaching situation | u Predominantly good and skilful oral language, appropriate to both text and teaching situation                                | bb Mostly good oral language, essentially appropriate to both text and teaching situation, with lapses   | ii Significant failure to use appropriate oral language                       |

\* **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 B5: Progressive Marking Scheme for Reflective Writing at Levels 4-7

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 Level 6. 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<br>Very Good = B+<br>Good = B-<br>Satisfactory = C<br>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<br>Very Good = B+<br>Good = B-<br>Satisfactory = C<br>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<br>Very Good = 4-6<br>Good = 7-9<br>Satisfactory = 10-12<br>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 |
| <b>Level 7</b> | Excellent = 1-3<br>Very Good = 4-6<br>Good = 7-9<br>Satisfactory = 10-12<br>More Work Required = 13-14 (Fail) | a. Clear, concise, objective description of events / experiences within their context          | b. Clear, concise statement of relevant and prioritised problems or issues raised by the events / experiences | c. Insightful clear and connected explanation of personal feelings, thoughts, reactions and discoveries | d. Clear and integrated ability to explore searching questions and revise ideas in light of this process | e. Critical integration of thinking and personal engagement with an extensive range of other sources | f. Detailed critical evaluation of a range of possible explanations / perspectives on this issue, engaging with one's own positionality in it | g. A clear, synthesised personal conclusion about the meaning and significance of the experience | h. An action-oriented indication of further questions or issues to be explored showing an awareness of priorities | i. A concrete plan to explore, evaluate 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 B6: 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): examples might include a short class presentation or a placement portfolio. 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, 5 and 6 (MP1.x, MP2.x, MP4.x, &c.)

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