

# Postgraduate Diploma Theology

## Programme Specification



<b>1. Programme Title</b>	Postgraduate Diploma (PGDip) 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
<b>5. Professional/Statutory/Regulatory Body</b>	N/a
<b>6. Apprenticeship Standard</b>	N/a
<b>7. Final Qualification(s) Available</b>	Postgraduate Diploma (PGDip) Theology Postgraduate Certificate (PGCert) Theology
<b>8. Year Effective From</b>	Academic Year 2022-23

<b>9. Criteria for Admission to the Programme</b>
<p>The entrance requirement is a UK Honours degree in Theology (classified 2.2 or above) to enable applicants to demonstrate both academic ability and sufficient theological background for entry onto the Postgraduate Diploma (PGDip).</p> <p>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> <p><b>English Language Requirement</b></p> <p>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></p>

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

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

#### Exemption from the English Language Requirement

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

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

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

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

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

## 10. Aims of the Programme

The educational and formational aims of the programme have been designed with a view to the complex cultural contexts in which Christian ministry must take place and the kinds of people needed for a variety of ministry roles. Specifically, these programme aims are intended to:

- Meet the needs of candidates for Christian ministry in various forms who have already studied theology to degree 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 undergraduate provision, 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 with a view to postgraduate students in particular, the programme aims to:

1. Provide students with an appropriate range of biblical, theological, pastoral and/or cross-cultural studies at 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. (Where desired) provide an opportunity for sustained reflection on and engagement with a theological or ministerial topic through an independent research project, along with (where relevant) an opportunity to identify and explore any ethical issues raised by that research.

## 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.;
- Fieldwork and study trips;
- Organising an event and reflecting on it;
- Individual written (and at times oral) feedback on written work;
- The formative dimension of assessment.

	<p><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 (where desired) independent research.</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 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</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 (optional) research project work, interested 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 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>

knowledge and understanding in both independent and inter-dependent ways.	
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## 12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

### 12.1 Overall Structure of the Programme

The PGDip is a postgraduate qualification of 120 credits which may be completed either full time or part time. If full time, the programme normally runs for one academic year of two semesters; if part time, it normally runs for four semesters and an intervening summer period. The maximum period of registration for full-time students will be 24 months, while the maximum period of registration for part-time students will be 48 months. 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.

Where approved by their diocese, there is provision for Anglican Ordinands who are already Theology graduates to study on the PGDip part-time, alongside a suite of placements and modules at Level 5 which will provide specific Anglican training. The normal period of registration for an Ordinand to study on the PGDip programme in this way is 22 months, comprising four semesters and one summer period. Further details are available from the Admissions Office.

Required	PGCert	PGDip	MA
Normal length of registration (FT)	1 year	1 year	12 months
Normal length of registration (PT)	2 years	2 years	24 months
Maximum length of registration (FT)	2 years	24 months	24 months
Maximum length of registration (PT)	4 years	48 months	48 months

The PGDip comprises one core module in the foundational area of hermeneutics and epistemology (BD6.4) along with the opportunity to take a further 90-credits' worth of optional taught modules from a variety of disciplines: of these 90 credits, at least 30 must be derived from 'Specialist Master's-Level' (6.x) modules: see 12.2 below. If desired, a further 30 of these 90 credits may be allocated to an independent research project (RD6.3).

All postgraduate students are expected (although not formally required) to attend a series of regular Postgraduate Research Seminars (non-credit bearing) throughout their period of registration.

CREDITS	COMPULSORY MODULES	OPTIONAL MODULES	
		Research	Other
120 credits at Level 7	a) BD6.4: 30 credits	RD6.3: 30 credits	A further 60 or 90 credits' worth of taught modules; at least 30 of these credits must be at 6.x level

#### 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 a year.

### **Summer Intensives**

At Levels 4-6, the College aims to offer some of its optional modules through a rolling programme of Summer Intensives. However, modules are not available in intensive format at Level 7: as such, while a part-time PGDip student may choose to audit modules in intensive format during the intervening summer (up to the value of 20 credits), these will necessarily be at Levels 4, 5 or 6 and will not contribute to the classification of their PGDip.

The one exception to this concerns Ordinands who are studying the PGDip for the purposes of ordination training: in addition to 120 credits at Level 7, such students are required to take a selection of modules at Level 5 which will provide specific Anglican training (see Section 14 below) and to supplement this with other modules up to an additional 100 credits at Levels 4-7 (resulting in 240 credits in total over two years). Such students may credit modules in intensive format during the intervening summer period and count these as part of their overall 240-credit total although, again, such modules will not contribute to the classification of their PGDip. More information about Ordinand training pathways at postgraduate level, and the timeframes involved, is available from the Admissions Office.

### **Classification**

This award can be marked Fail or Pass. Students are awarded a Pass on a PGDip Theology once they have attained grade 12 or better in modules worth 120 credits at Level 7, including the required compulsory module (BD6.4).

### **Exit Points and Extension of Study**

The PGDip is closely related to the PGCert Theology (60 credits): a PGDip student who passes two Specialist Master's-Level taught modules (worth 60 credits in total), including the core module BD6.4, but who does not meet the remaining programme requirements for the PGDip may be awarded a PGCert as an exit qualification.

The PGDip is also closely related to the MA Theology (180 credits): the two programmes draw on the same selection of taught modules and require the same number and distribution of taught modules. An MA student who passes 120 credits' worth of taught modules, including the core module BD6.4 and at least one other 6.x Specialist Master's-Level module, but not the MA dissertation package (60 credits), may be awarded the PGDip as an exit qualification. Conversely, on application to the Admissions Office, a PGDip student may be allowed to 'top-up' to registration for the MA Theology. There are strict deadlines for such an application, since a successful student needs to meet timing requirements for preparation of the MA dissertation package. A student who has successfully completed the PGDip may later apply to 'top-up' to the MA by completing the 60-credit dissertation package.

### **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. Postgraduate students (including students on the PGDip) may audit at no extra charge up to two additional modules, regardless of credit rating or level, over the duration of their programme, i.e., this would normally mean two modules in one year for full-time students and one module per year for part-time students. Any modules taken for audit above the limit of two will be charged at the internal

auditing rate (details available from the Admissions Office). For postgraduate students, auditing modules is subject to the approval of their Personal Tutor or the Director of Postgraduate Studies, as appropriate.

12.2 Levels and Modules		
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <ul style="list-style-type: none"> <li>• <b>BD6.4</b> (30 credits)</li> <li>• <u>EITHER</u> a further 90 credits' worth of optional taught modules <u>OR</u> 60 credits' worth of optional taught modules and <b>RD6.3</b> Independent Research Project (30 credits)</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>• <b>RD6.3</b> does <u>not</u> count as a taught module for this purpose</li> <li>• Students are encouraged to select their taught modules from different subject areas but are not required to do so</li> </ul>	<p>The pass mark is 12 on the postgraduate 15-point scale; see Appendix B for an explanation of grades</p>

12.3 Non-Compensatable Modules
All modules for the PGDip are non-compensatable.

13. Information about Assessment Regulations
<p>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:</p> <ul style="list-style-type: none"> <li>• <i>The Regulations &amp; Procedures Handbook</i></li> <li>• <i>Guidelines on Presenting your Essay/Assignment</i></li> </ul>

14. Placement Opportunities, Requirements and Support (if applicable)
<p>Normally not applicable. However:</p> <ul style="list-style-type: none"> <li>• Church of England Ordinands registered for the PGDip will complete a suite of church placements alongside a selection of modules at Level 5 which will provide specific Anglican training. Further details are available from the Admissions Office.</li> <li>• A weekly church placement module may be taken as an optional additional module by independent postgraduate students, for whom placements are not part of the programme. Where this is agreed, there will be no additional charge for taking it.</li> </ul>



## 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 College's postgraduate programmes are also intended to support students in progressing towards academic teaching and research, and/or to provide an element of continuing personal/professional development. In this context, the PGDip is particularly designed to serve:

- Students with prior study in Theology who would like to extend their knowledge before entering the pastorate, or who are considering further study (including at the doctoral level) and would like to experience postgraduate-level work before committing themselves to a full Master's programme;
- Graduates who are already in ministry and would like to undertake a taught postgraduate qualification as a form of continuing personal/professional development;
- Church of England candidates who are Theology graduates and are now training for ordination.

During their programme, all postgraduate students will take part in regular Personal Development Planning with their Personal Tutor or another designated member of Faculty. 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': this includes postgraduate habits and skills, research methods and aspects of research ethics;
- 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 (attendance is expected but not formally required);
- (Where relevant) Training in research skills and methodologies, one-to-one independent research project supervisions, and 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) 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 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>	

<b>20. Other Information</b>	
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 7 modules available for the PGDip Theology. All are worth either 15 or 30 credits each. There are four main subject areas for these modules, along with hybrid codes for modules which encompass two or more subject areas.

Please note that the availability of optional modules 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

### Compulsory Modules

**BD6.4** Hermeneutics, Epistemology & the Knowledge of God

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

<b>BD5.2</b>	Justification
<b>BDM5.1</b>	Pastoral Epistles
<b>BL5.1</b>	General Epistles
<b>BL5.3</b>	Advanced Biblical Hebrew Reading
<b>BL5.4</b>	Wisdom Literature
<b>BL5.6</b>	The Book of Isaiah
<b>BL5.7</b>	The Psalms
<b>BL5.8</b>	Horizons in Luke & Acts
<b>BL5.9</b>	John's Gospel & the Johannine Epistles
<b>BM5.1</b>	Word Ministry II
<b>BM5.2</b>	Biblical Genre in Word Ministry
<b>DC5.2</b>	Doctrine of God
<b>DC5.4</b>	A Religious Genealogy of Modern Britain
<b>DC5.5</b>	Early English Baptists: Origins, Identities, Influence
<b>DC5.6</b>	English Puritanism
<b>DM5.1</b>	Evangelical Public Theology for Mission
<b>DM5.3</b>	Global Theology & Practice
<b>DM5.8</b>	Spiritual Formation in the Reformed Tradition
<b>MP5.3</b>	Advanced Christian Leadership

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

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

## **Appendix B1: 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> 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> 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> Work submitted is good but there is significant room for improvement across a range of criteria	<b>10-12 – Satisfactory</b> 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> 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 <b>OR</b> yy. Token or no submission

## Appendix B2: Progressive Marking Scheme for Non-Standard Coursework at Level 7

CRITERIA FOR LEVEL 7 (BL5.x, DC6.x, &c.)						
	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-15 Fail	
<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 Very varied and 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 B3: Progressive Marking Scheme for Reflective Writing at Level 7

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

	Grades	Description		Analysis				Evaluation		Application	Presentation
<b>Level 7</b>	Excellent = 1-3 Very Good = 4-6 Good = 7-9 Satisfactory = 10-12 More Work Required = 13-14 (Fail)	a. Clear, concise, objective description of events / experiences 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

## Appendix B4: Progressive Marking Scheme for Sermons/Talks/Bible Studies at Level 7

CRITERIA FOR LEVEL 7 (BM5.x, &c.)					
	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-15 Fail
<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.