Certificate of Higher Education in Theology

Programme Specification

![Middlesex University London logo]

1. Programme title	Certificate of Higher Education (CertHE) in Theology
2. Awarding institution	Middlesex University
3. Teaching institution	Oak Hill Theological College
4. Programme accredited by	N/a
5. Final qualification	Certificate of Higher Education (CertHE)
6. Academic year	2014-15– last updated 16/05/2014
7. Language of study	English
8. Mode of study	Full-time / Part-time

9. Criteria for Admission to the Programme

For students under the age of 21 years, one of the following five descriptions is acceptable as the normal minimum admission qualification:

- A GCE or GCSE with passes in five subjects, including at least two at Advanced Level. Passes at Grade 1 in the Certificate of Secondary Education are acceptable in place of passes at Ordinary Level in the GCE.
- A GCE or GCSE with passes in four subjects, including three subjects at Advanced Level. Passes at Grade 1 in the CSE are acceptable in place of passes at Ordinary Level in the GCE.
- A Scottish Certificate of Education with passes in five subjects, of which three are at the higher grade.
- A Scottish Certificate of Education with passes in four subjects, all at the higher grade.
- An Ordinary National Certificate or Diploma at a good standard or the agreed equivalents of the Business Education Council, Technical Education Council, Scottish Business Education Council or Scottish Technical Education Council.

If an applicant does not have the above qualifications and is over 21 by 31 December in the year of entry, (s)he may still be admitted to the CertHE in Theology, provided that the College is satisfied that (s)he has the necessary motivation and ability to follow the programme successfully.

Students must also satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. We require all overseas students or those whose first language is not English to take the British Council IELTS test and achieve a score of 7.0 or above.

10. Aims of the Programme

Oak Hill Theological College exists to serve churches worldwide as they carry out the Great Commission of the Lord Jesus Christ (Matthew 28:18-20) by equipping their people to serve with a grasp of God's revealed truth that is adaptable, deep, broad and integrated. Within that context, the programme aims to:

- Enable every student at every level to leave the College knowing and loving the Lord Jesus Christ more
- Provide students with basic knowledge and skills to equip them for Christian ministry to various groups
- Develop students' skills and Christian graces to enable them to function in Christian ministry, whether to adults, young people or children, and whether in the UK or overseas
- Encourage students to grow in the intellectual graces of truthfulness, humility, charity, rigour and godliness
- Model for students a commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit
- Encourage students to delight in the Scriptures as the primary source, authority and nourishment for Christian faith worldwide, and to have confidence in biblical authority and the unique power of the gospel of Christ
- Model for students a commitment to the practice of biblical study which they will need to work within the community and at the service of God's people in the UK and/or overseas
- Model for students the conceptual and practical integration of different theological disciplines by demonstrating the impact that each stream has on and receives from each of the others
- Demonstrate for students the radical adaptation of knowledge to new situations in Christian ministry
- Assist students to develop basic skills in the area of theological reflection on practice
- Assist in the development of students' interpersonal skills, including the skills required for autonomous practice, team working and crossing cultural/sub-cultural barriers

In modules focusing on Biblical Studies, the programme aims to:

- Introduce students to the concept of biblical theology and the essential unity of the Word of God, and give them a basic understanding of the main themes and theological contribution of selected parts of the canon
- Equip students with basic exegetical and hermeneutical skills to study the Bible and to communicate biblical content today
- Give all students an opportunity to develop a basic knowledge of either or both of the two main biblical languages, with a basic awareness of semantic, syntactical and text-critical issues

In modules focusing on Theology & Church History, the programme aims to:

- Give students basic skills in reasoning and systematic theology, along with a basic grasp of some of the major loci of Christian theology
- Introduce students to key topics in Christian theology and provide them with a basic outline of the history of the Church up to the Great Schism of 1054
- Develop basic skills in understanding and evaluating the doctrinal heritage of the Christian Church in the light of biblical teaching, and in applying that understanding to contemporary pastoral ministry
- Develop basic skills in historical theology, including handling simple primary theological texts from key historical moments
- *For those specialising in TCC:* Provide an understanding of how the church has grown and manifested itself worldwide over 2000 years and an understanding of the modern church in its historical context

In modules focusing on Practical Theology & Ministry, the programme aims to:

- Introduce students to the concept of worldviews and develop in students an awareness of the Christian faith as a worldview amongst others, noting some of its essential doctrinal loci
- Introduce students to models of evangelism and apologetic method and help them to engage in a biblical analysis of contemporary culture (whether their own or another)
- Give students a basic understanding of a range of models for ministry, whether to adults, young people

or children, and whether in the UK or overseas

- *For those specialising in TPS:* Familiarise students with the history and practice of corporate worship in various denominational settings and give them an opportunity to engage in and reflect upon a number of placement activities
- *For those specialising in TPS:* Introduce students to a biblical theology of leadership in their particular denomination and help them to explore different models for local church leadership, including reflection on their own experience
- *For those specialising in TCC:* Prepare students for some of the practical realities of cross-cultural ministry, including the process of crossing cultures and the effects of culture shock
- *For those specialising in TCY:* Equip students to teach the Bible to children and young people, and help them develop a biblical rationale for their ministry

The programme will benefit:

- Those preparing for Christian ministry to adults, young people or children in the Church of England and other Protestant denominations and churches, or those preparing for Christian ministry cross-culturally in the UK or overseas
- Those already involved in such ministries who wish to have those ministries explicitly shaped by formal theological study
- Those seeking to deepen their understanding of the Christian faith for their own growth and for the benefit of others
- Those who desire to teach the content of the Bible with contemporary clarity and cultural relevance
- Those consciously interacting with contemporary non-Christian patterns of thought and with other faith-patterns of thought

11. Programme Outcomes

A. Knowledge and Understanding

On completion of this programme the successful student will be able to demonstrate:

A1 An awareness of the main themes and content of the Bible and a biblical-theological paradigm for interpreting biblical texts

A2 A basic appreciation of the inter-connected nature of biblical theology

A3 An introductory knowledge of Christian doctrines and history, and their significance for the ministry and mission of the contemporary church

A4 An awareness of the Christian faith as a worldview among other worldviews, with a basic ability in cultural analysis and apologetic method

A5 *For those specialising in TCC:* an awareness of particular world churches and their history, along with an appreciation of the modern world church in its historical contexts

A6 A basic understanding of the principles and practice of youth and children's ministry, including the development of a biblical model for youth and children's ministry

Teaching/Learning Methods

Knowledge and understanding are acquired through the following strategies:

- Seminars and lectures which provide discussion of given topics, models for considering different views, and introductions to relevant material
- Accompanying handouts/multimedia presentations
- Interaction in seminars and lectures through question, discussion and argumentation
- Guided independent reading
- Preparation of case studies
- Individual/group written feedback on written work
- The practice of skills in placement situations, in churches or other institutions, and guided theological reflection on such practice

Assessment Methods

Students' knowledge and understanding is assessed by a combination of exams, assessed coursework in the form of essays, assignments, presented papers and practical assignments, and participation in practical tasks on placement.

A7 *For those specialising in TCY:* an understanding of contemporary culture and the way in which it affects the life and development of children and young people In addition, students may have the opportunity to develop: • A basic knowledge of either or both of the two main biblical languages, with a basic awareness of semantic, syntactical and text-critical issues	
B. Cognitive (Thinking) Skills On completion of this programme the successful student will be able to demonstrate: **B1** A basic ability to read biblical texts with due regard to relevant contexts, and an awareness of different approaches to reading Scripture, along with their integrity and usefulness for Christian theology and ministry **B2** Basic exegetical and hermeneutical skills for preparing and delivering talks, sermons and Bible studies **B3** A basic ability to construct doctrines from a biblical basis and to appreciate the significance and inter-relatedness of particular doctrines **B4** An awareness of a variety of historical ministries, movements and controversies and an ability to read some of the simpler primary historical theological writings **B5** A basic ability to evaluate cultures and ideologies (whether historical or contemporary) **B6** A basic ability to identify issues found specifically in Western adult or youth sub-cultures, which might influence the reading and interpreting of Scripture **B7** *For those specialising in TCC:* a basic ability to evaluate missiological theories and practice in the light of Scripture, doctrine and church history **B8** *For those specialising in TCY:* a basic ability to evaluate varying Christian methodological approaches to children's and youth ministry	**Teaching/Learning Methods** Each module, whatever the format of teaching, involves exploration of key issues in order to develop the intellectual skills described. Methods of importance in the development of these intellectual skills are: • Deliberate modelling of these skills in seminars, lectures, and other media • Guided independent reading and work sheets in preparation for lectures • Problem analysis of written scenarios, exploring theological and pastoral issues raised • Oral presentations in small group work • Individual summative and formative feedback given upon class contributions and assessed work **Assessment Methods** Both written pieces (essays, assignments, examinations), and oral presentations provide a vehicle for the demonstration and assessment of these skills, as evidenced by the assessment criteria contained in the marks scheme.
C. Practical Skills On completion of the programme the successful student will be able to: **C1** Demonstrate the knowledge, understanding and intellectual skills listed above in written form and/or orally in small groups **C2** Practice exegetical, hermeneutical and teaching skills in a ministry setting	**Teaching/Learning Methods** Students learn practical skills through: • Taking part in placement activities with churches or other institutions • The requirement to give oral and written presentations and feedback given on those • The analysis of practical pastoral scenarios • The practice of diagramming sequences of argument

C3 Engage in a variety of practical tasks in a ministry setting (such as leading/assisting in corporate worship or participating in youth and/or children's work) and reflect theologically on their experiences

C4 Engage sensitively with members of other Western adult or youth sub-cultures, or with other world cultures and faith communities

C5 Demonstrate an awareness of the variety of apologetic method and develop basic skills in analysing and responding to arguments against the Christian faith

C6 *For those specialising in TCC:* Begin to engage in cross-cultural ministry, with a basic understanding of the issues and potential difficulties involved

C7 *For those specialising in TCY:* Teach different biblical genres to children and young people within the context of contemporary culture

In addition, students may have the opportunity to develop confidence in:

- Engaging in practical apologetic situations
- Using the Daily Offices, Baptism and Holy Communion services in authorised Church of England liturgies, or leading equivalent services in other denominations
- Using a sentence-flow diagram to move from a set biblical text to a formally delivered talk

- The practice of analysing worldviews from a range of literature

Assessment Methods

Students' practical skills are assessed by essays, exams, and exegetical assignments, and by giving one-to-one feedback on oral and written presentations and participation in practical tasks at College or on placement.

D. Graduate Skills

On completion of this programme the successful student will be able to:

D1 Manage time effectively and work to deadlines

D2 Work and learn independently

D3 Plan and manage an individual project

D4 Participate constructively in groups

D5 Map the flow of an argument in a text or worldview

D6 Analyse the pre-suppositions underlying previously un-encountered intellectual positions

D7 Communicate information and ideas to a wide ability and age range and across cultural and sub-cultural differences

D8 Be critically self-aware of character tendencies, especially with respect to the difficulties that an individual may face in cross-cultural situations

D9 *For those specialising in TCC:* Understand the nature of culture shock and be able to cope with it personally

Teaching/Learning Methods

Regular written work and guided reading contribute to the outcomes listed, along with the practice of mapping the flow of an argument. Students are able to put skills into practice in placement situations and reflect upon their success. Communication modules and elements of group work both in the classroom and in assessment also encourage these outcomes.

Assessment Methods

All written assessments (essays, exams) require the first three of these skills. All students are assessed on their ability to communicate (both at a group and individual level) and further assistance is given to those who need it. Students are also given the opportunity to practice skills in various placement situations and within the College community, assessed through supervisor feedback and College exercises.

In addition, students may be equipped to: - Engage in apologetic debate - Lead or assist in a variety of services in a range of churches	

12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

12.1 Overall Structure of the Programme

This programme leads to the award of the Certificate of Higher Education (CertHE) in Theology. The normal length of time a full-time student spends on the programme is one academic year of three terms. The award may also be studied on a part-time basis.

The student will choose a specialism to obtain this award in Theological & Pastoral Studies (TPS), Theology for Crossing Cultures (TCC) or Theology & Praxis for Children's & Youth Ministry (TCY). The details of the modules the students need to take to follow the programme, including each specialism, are laid out in the Programme Structure & Requirements section below.

Students will be awarded the CertHE in Theology once they have attained grade 'C' or better in modules worth 120 credits.

12.2 Levels and Modules

LEVEL 4

Compulsory	Optional	Progression Requirements
Students must take all of the following: - BD1.1, BD1.2, BS1.2, BW1.1, CW1.2, DH1.1, DW1.1 and DW1.2. - Students specialising in TPS or TCC normally take GK1.3.[1] - Students specialising in TPS take PM1.2, and *either* MN1.1 *or* MN1.2. - Students specialising in TCY take PM1.3, BW1.3 and DW1.4. - Students specialising in TCC take PM1.4, CW1.3, CW1.4 and CW1.5. - Communications Workshop (BW1.2): non-credit bearing.[2]	Students may also choose from: - BS1.3, CW2.6, DH2.2, DH2.3, DW1.3, DW2.4, GK1.3, GK2.3, HB2.3 and MN2.4. - Modules from the other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY as electives).	The pass mark is C. If registered to continue to Level 5, a student *may* be allowed to progress with some incomplete Level 4 assessment.

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[1] Other arrangements may be made in exceptional circumstances.

[2] Students continuing on into the FdA may choose to take this module during their FdA Year instead; however, they should be aware that the module *must* be completed by all students; consequently, if they choose to withdraw from the FdA, they must complete this module before the CertHE can be awarded.

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

All modules for the CertHE in Theology are non-compensatable.

13. Curriculum Map

See attached.

14. Information about Assessment Regulations

Please refer to the current edition of the *Information, Regulations & Procedures Handbook* and to the 'Progression Requirements' noted above.

15. Placement Opportunities, Requirements and Support (if applicable)

All students will take part in a placement during their programme, with the nature of the placement tailored to the particular specialism. For example, students specialising in TCY will be placed in a church with a significant youth and/or children's ministry. A number of the modules which make up the CertHE will be assessed through a task carried out on placement.

16. Future Careers (if applicable)

- All of the College's programmes are vocational; that is, they are intended to equip the student with the necessary skills, experience, attitudes and characteristics for Christian ministry of various types (for example church leadership, mission work, youth work or pastoral ministry).
- Personal tuition throughout the CertHE provides support in all areas of the student experience. This includes ongoing guidance on the academic programme and on future career possibilities.
- Placements in local church settings allow students to 'network' with possible future employers, and with those who are involved in the relevant work field.
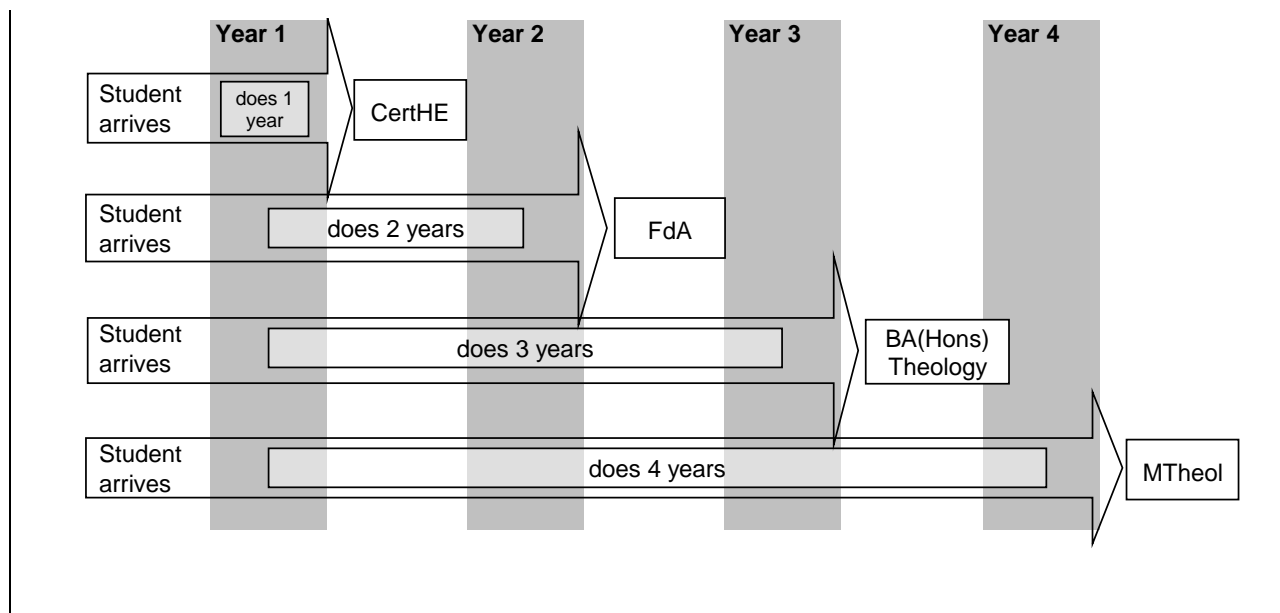
17. Particular Support for Learning (if applicable)

- Extensive theological library with 24-hour access to 56,000 items;
- 24-hour access to IT resources: email, word-processing, CD-ROM resources, Internet access, and the College's Virtual Learning Environment (VLE);
- Personal tuition;
- Particular provision for students with special needs (e.g. English not first language, specific learning disabilities): see the *Information, Regulations & Procedures Handbook* for details;
- Induction to College and academic life in 'Opening Week' of Year 1;
- An introduction to the concept of Personal Development Planning as part of the induction week: thereafter, in the first few weeks of their first term, students will complete a self appraisal and goal-setting exercise. The results will be discussed in personal tutorials, and regularly updated and reviewed from then on, throughout the programme.

18. JACS Code (or other relevant coding system)	V600 Theology & Religious Studies
19. Relevant QAA Subject Benchmark Group(s)	Theology & Religious Studies

20. Reference Points

- Bloom's Taxonomy of Educational Objectives – cognitive domains
- The UK Quality Code for Higher Education
- The Framework for Higher Education Qualifications
- Subject Benchmark Statement for Theology & Religious Studies
- Quality in Formation Panel of the Archbishops' Council of the Church of England
- The Church of England's Quality Advisor (reporting to the Quality in Formation Panel)
- Middlesex University Learning & Quality Enhancement Handbook
- Validation of the CertHE/FdA in Theology for study on campus (Dec 2010) and at distance (Jan 2012)
- Oak Hill – Learning, Teaching & Assessment Strategy (2013)
- Student, Staff, External Examiner and Graduates' feedback and comments (particularly through Assessment Board, Academic Board and the Courses Evaluation Committee)

21. Other information

Modes of Study

Students may opt to study part-time; students' individual programmes may be decided in consultation with the relevant Course Leader, the Academic Registrar and, where appropriate, the Admissions Officer.

Exit Points

For a student registered for the CertHE, there is no prior exit point at which the student can gain an award.

Students may decide to exit College at a point before they have attained all the requirements for the CertHE; credits gained may be used towards any future programme under the national Credit Accumulation & Transfer (CAT) scheme.

Students may also decide to extend their studies, in order to gain a 'higher' award than the CertHE; as in the following diagram:

Year 1 **Year 2** **Year 3** **Year 4**

Student arrives — does 1 year → CertHE

Student arrives — does 2 years → FdA

Student arrives — does 3 years → BA(Hons) Theology

Student arrives — does 4 years → MTheol

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

Appendix A

List of modules by specialisation

Listed below are all of the Level 4 (code 1.x) and Level 5 (code 2.x) modules available for the CertHE in Theology. There are seven main subject areas for Level 4 and 5 modules, along with hybrid codes for modules which encompass two subject areas. *Please note that* *the availability of elective modules may vary year upon year, and students should check precise module offerings with the Academic Registrar*.

Subject Areas
BS – Biblical Studies
CW – Practical Theology & Ministry[3]
DH – Theology & Church History[4]
GK – Greek Language
HB – Hebrew Language
MN – Ministry
PM - Placement

BD – Biblical Studies and Theology & Church History
BW – Biblical Studies and Practical Theology & Ministry
DW – Theology & Church History and Practical Theology & Ministry

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[3] The CW in the module codes stands for the former title of Church & World.
[4] The D in the module codes stands for Doctrine.

All Specialisms
BD1.1   The Word of God & Studying Theology
BD1.2   Biblical Theology
BS1.2   Biblical Studies I
BW1.1   Homiletics I
BW1.2   Communications Workshop
CW1.2   Youth & Children's Ministry for Everyone
DH1.1   Doctrine & History I
DW1.1   Christian Worldview & Anthropology
DW1.2   Apologetics I

Students Specialising in TPS and TCC
GK1.3   Introduction to New Testament Greek

Students Specialising in TPS
PM1.2   Weekly Church Placement I
MN1.1   Anglican Ministry I *or*
MN1.2   Independent Ministry I

Students Specialising in TCY
PM1.3   Youth & Children's Ministry Placement I
BW1.3   Practical Children's & Youth Ministry I
DW1.4   Worldview & Culture

Students Specialising in TCC
PM1.4   Weekly TCC Church Placement I
CW1.3   Introduction to the World Church
CW1.4   Cross-Cultural Studies
CW1.5   Contemporary Missiology & Practice

Electives
BS1.3   Pastoral Epistles & Pastoral Ministry
CW2.6   Women's Ministry
DH2.2   Reading Calvin's *Institutes*
DH2.3   Revivals & Revivalism
DW1.3   Philosophical Foundations
DW2.4   Place & Culture
GK1.3   Introduction to New Testament Greek
GK2.3   Intermediate Biblical Greek
HB2.3   Introduction to Biblical Hebrew
MN2.4   Church Planting

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

The structure of the mark scheme:

- The criteria within each classification band are given under the following categories which are taken to represent the ten key criteria for assessing a piece of written work at these levels: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.
- The criteria develop in differing ways between the levels. Some of the criteria simply shift one to the left so that what is expected for a 2:1 at Level 4 is expected for a 2:2 at Level 5 (e.g. the coverage criteria). This is the case for criteria where real and clear progress is expected between each level.
- With some of the criteria slower progression is expected between some levels, e.g. on independent judgement, so that the descriptions move more gradually. This is the case for the more demanding criteria.
- Some of the criteria reach a peak and level off, e.g. already by Level 5 very few mistakes are expected in presentation and apparatus and this expectation does not subsequently rise to an impossible standard of flawlessness.

The use of the mark scheme:

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

Use of grade point N (Levels 4 and 5):

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

CRITERIA FOR LEVEL 4 (BD1.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Organisation	a. Thoroughly structured	k. Clear structure	u. Structure evident	ee. Minimal	oo. Absent
Method	b. Very fitting	l. Fitting	v. Broadly appropriate	ff. Barely appropriate	pp. Inappropriate
Relevance	c. Nearly all relevant	m. Very largely relevant	w. Some irrelevant	gg. Much irrelevant	qq. None
Coverage of data	d. Broad	n. Key data covered	x. Significant gaps	hh. Very narrow	rr. Lacking
Coverage of concepts	e. Broad	o. Key concepts covered	y. Some covered	ii. Very narrow	ss. Lacking
Coverage of views	f. Broad	p. Key views covered	z. Some covered	jj. Almost none	tt. Solipsistic
Argumentation	g. Incisive, hints of originality	q. Coherent, derivative	aa. Essentially coherent	kk. Minimal shape evident	uu. Incoherent
Independent judgement	h. Independent elements	r. Independent elements	bb. Very largely second-hand	ll. Entirely second-hand	vv. None or random
Writing style	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
Presentation and apparatus	j. Few mistakes	t. Broadly accurate	dd. Much accurate	nn. Persistent errors	xx. Deeply flawed

CRITERIA FOR LEVEL 5 (DH2.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Organisation	a. Everything in its place	k. Thoroughly structured	u. Clear structure	ee. Structure evident	oo. Minimal
Method	b. Excellent, hints of creativity	l. Fitting	v. Largely appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Entirely focused	m. Nearly all relevant	w. Mostly relevant	gg. Some relevant	qq. Largely relevant
Coverage of data	d. Broad and deep	n. Broad or deep	x. Key data covered	hh. Some real gaps	rr. Major gaps
Coverage of concepts	e. Broad and deep	o. Broad or deep	y. Key concepts covered	ii. Some real gaps	ss. Major gaps
Coverage of views	f. Broad and deep	p. Broad or deep	z. Key views covered	jj. Some mentioned	tt. Almost no awareness
Argumentation	g. Incisive, original aspects	q. Incisive, derivative	aa. Coherent, derivative	kk. Some shape evident	uu. Incoherent
Independent judgement	h. Clear independence	r. Independent elements	bb. Very largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

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

CRITERIA FOR LEVEL 4 (BD1.x, &c.)

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

CRITERIA FOR LEVEL 5 (DH2.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a. Thoroughly appropriate	k. Very fitting	u. Fitting	ee. Broadly appropriate	oo. Barely appropriate
Theological competence	b. Very incisive throughout	l. Incisively evident	v. Considerable	ff. Some clearly evident	pp. Limited competence
Content in light of task	c. Relevant, broad and deep	m. Relevant, broad or deep	w. Key content covered	gg. Some content covered	qq. Major gaps
Pastoral discernment	d. Very insightful	n. Insightful	x. Considerable	hh. Some evident	rr. Very limited
Mission orientation	e. Very thorough	o. Thorough	y. Clearly evident	ii. Some evident	ss. Very limited
Application	f. Very insightful and apposite	p. Insightful	z. Well applied	jj. Some application	tt. Minimal application
Integration of class- and work-based learning	g. Thoroughly and incisively integrated	q. Very well integrated	aa. Well integrated	kk. Some integration	uu. Very limited integration
Logical coherence	h. Incisive throughout	r. Thoroughly coherent	bb. Mostly coherent	ll. Broadly coherent	vv. Limited coherence
Organisation	i. Everything in its place	s. Thoroughly structured	cc. Clear structure	mm. Some structure	ww. Minimal structure
Presentation / delivery	j. Impressively well expressed	t. Very few mistakes	dd. Well expressed	nn. Good to read/hear	xx. Uneven

Appendix B3: Marking Scheme for Assignments at Levels 4-5 (Pass/Fail Only)

The structure and use of the mark scheme:

This scheme will be used in marking particular assignments where it is felt that the piece of work concerned can only realistically be graded as Pass or Fail (with a Fail grade being applied for a token or non-submission): an example would be a sermon preached to a regular congregation in a genuine local church context. Students will be told in advance to which pieces of assessment this particular scheme will be applied within a given module. Please note that, unless an extension has been agreed by the Academic Vice Principal, any such assignment which is *not* submitted by the set deadline will be graded as 'N' for Token or Non-Submission.

CRITERIA FOR LEVELS 4 and 5 (BD1.x, DH2.x &c.)		
P	**Pass**	Satisfactory Submission
N	**Fail**	Token or Non-Submission