OAK HILL COLLEGE
PROGRAMME SPECIFICATION

1	**Title of Programme:**	Foundation Degree of Arts in Theology

The programme is validated by Oak Hill College, under accreditation by Middlesex University

2	**Awarding Institution:**	Oak Hill College with Middlesex University
3	**Teaching Institution:**	Oak Hill College
4	**Additionally validated by:**	Quality in Formation Panel, Ministry Division, Church of England

5	**Final Award:**	Foundation Degree of Arts (FdA)
6	**Programme:**	Theology with specialisms in Theological & Pastoral Studies, Theology for Crossing Cultures, and Theology & Praxis for Children's & Youth Ministry
7	**Relevant QAA subject benchmark group(s):**	Theology & Religious Studies
8	**Production/revision date:**	03/11/2010 – revised 13/09/2013

9	**Reference points:**

- Bloom's Taxonomy of Educational Objectives – cognitive domains
- National Qualifications Framework
- Framework for Higher Education Qualifications
- Subject Benchmark Statement for Theology & Religious Studies
- Middlesex University internal document "Writing the Programme Specification"
- QAA – Guidelines for preparing Programme Specifications
- QAA – Foundation Degree Qualification Benchmark
- Oak Hill – Learning, Teaching & Assessment Strategy

10	**Programme Aims (& Benefits):**

The programme aims:
- to provide students with basic knowledge and skills to equip them for Christian ministry to various groups
- to 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
- to encourage students to grow in the intellectual graces of truthfulness, humility, charity, rigour and godliness
- to assist the development of students' interpersonal skills
- to model to students the commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit
- to encourage students to delight in the Scriptures as a source, authority and nourishment for Christian faith
- to assist students in their confidence in biblical authority and the unique power of the gospel of Jesus Christ
- to assist students to be radically adaptive in their application of knowledge to new situations in Christian ministry
- to assist students to develop the skills of theological reflection on practice
- to model to students the commitment to the practice of biblical study which they will need

to work within the community and at the service of the people of God

- to assist students to develop the skills required for both autonomous practice and team working

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 Christian ministry, who wish to have that ministry explicitly shaped by formal theological study

- those seeking to deepen their understanding of the Christian faith for their own growth and 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 other faith patterns of thought

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11 | **Programme Learning Outcomes:**

Note: The learning outcomes below are at the **threshold** level

A. Knowledge & Understanding	Teaching/learning methods and strategies:
On completion of this programme the successful student will be able to demonstrate:	Knowledge and understanding are acquired through the following strategies:

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

- **A2** intermediate knowledge of Christian doctrines and history, and their significance for the ministry and mission of the contemporary church; for those specialising in Theology for Crossing Cultures, a knowledge of particular world churches and their history, and a basic knowledge of major world faiths and ethnicities

- **A3** for those specialising in Theology & Praxis for Children's & Youth Ministry, an understanding of the educational and spiritual development of children and adolescents

- **A4** understanding of a range of ethical frameworks and methodologies and an awareness of Christian responses to various leading contemporary ethical and pastoral issues

- **A5** an awareness and understanding of the perception of the Christian faith as a worldview among other worldviews with a basic ability in cultural analysis

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

- a more thorough understanding of other biblical books

- a basic understanding of the varieties of apologetic method and their effectiveness

- an enhanced understanding of exegesis and hermeneutics

- an understanding of the principles and practice of youth and children's ministry

- a basic understanding of the church's task of

Teaching/learning methods and strategies:

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 and multimedia presentations

- interaction in seminars and lectures through question, discussion and argumentation

- guided independent reading

- preparation of case studies

- individual and group written feedback on written work

- practice of skills in placement situations in churches or other institutions, and guided theological reflection on such practice

- appropriate equivalent arrangements, where necessary, for distance students

Assessment:

Testing of the knowledge base is through a combination of exams, assessed coursework in the form of essays, assignments, presented papers and practical assignments, and participation in practical tasks at College or on placement.

mission in contemporary society

- a basic understanding of different theories of leadership with particular reference to Christian practice
- an awareness of the major contours of a biblical understanding of religion, religiosity and culture

B. Intellectual Skills	**Teaching/learning methods and strategies:**
On completion of this programme the successful student will be able to demonstrate:	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 skills are:
B1 an enhanced ability to read biblical texts with due regard to relevant contexts and to evaluate approaches to reading Scripture with regard to their integrity and usefulness for Christian theology and ministry	- 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
B2 an ability to evaluate culture and ideologies (whether historical or contemporary) and generate understanding of new cultures and ideologies as they emerge	- individual summative and formative feedback given upon class contributions and assessed work - appropriate equivalent arrangements, where necessary, for distance students
B3 the ability to responsibly construct doctrines from a biblical basis and to foresee the systematic consequences of a particular doctrinal position or missiological practice	
B4 an appreciation of the inter-connected nature of biblical theology	**Assessment:**
B5 an ability to analyse historical ministries, movements, controversies and some of the simpler of primary historical theological writings	Both written pieces (essays, assignments, examinations), and oral presentations provide a vehicle for the demonstration and assessment of these skills.
B6 the ability to identify and evaluate issues found specifically in Western adult or youth sub-cultures, or other world cultures, which might influence the reading and interpreting of Scripture	
B7 for those specialising in Theology for Crossing Cultures, an ability to evaluate missiological theories and practice in the light of Scripture, doctrine and church history; for those specialising in Theology & Praxis for Children's & Youth Ministry, an ability to evaluate varying Christian methodological approaches to children's and youth ministry.	

C. Practical Skills	**Teaching/learning methods and strategies:**
On completion of this programme the successful student will have an enhanced ability to:	Practical skills are developed through:
C1 demonstrate the intellectual skills listed above in written form and orally in small groups	- taking part in placement activities with churches or other institutions
C2 practice ethical and counselling skills to pastor individuals from a biblical perspective	- the requirement to give oral and written presentations and feedback on them
C3 practice teaching skills in a ministry setting	- the analysis of practical pastoral scenarios
C4 engage sensitively with members of other Western adult or youth sub-cultures, or other world cultures, or faith communities	- the practice of diagramming sequences of argument - the practice of analysing worldviews from a range of literature
In addition:	- appropriate equivalent arrangements, where necessary, for distance students
Students may gain an enhanced ability to:	
- engage in practical apologetic situations	
- use the Daily Offices, Baptism and Holy Communion services in authorised Church of England liturgies	**Assessment:**
- use a sentence flow diagram to move from a set biblical text to a formally delivered talk	These 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.
- produce expository and evangelistic sermons	
- use practical skills in evangelism and nurture,	

and/or leadership skills in a church context

- apply a biblical understanding of race and religion to ministry contexts today, focussing on Islam in Britain

D. Transferable/Graduate Skills	**Teaching/learning methods and strategies:**
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** be critically self-aware of character tendencies, especially in cross-cultural situations - **D5** communicate information and ideas to a wide ability and age range and across cultural differences - **D6** understand the nature of culture shock and be able to cope with it personally - **D7** understand the principles of transferability of ideas or practices from one sub-cultural or cultural context to another. *In addition:* Students may be equipped to: - engage in apologetic debate - lead a variety of services in a range of churches - teach in a variety of contexts, including youth and children and cross-cultural situations - explain Christian truth within the context of contemporary society or other cultures - undertake a leadership role in a Christian church	All modules require regular written work and this contributes to the outcomes listed, along with the practice of mapping the flow of an argument. Guided reading is also important in the development of these outcomes. Students are able to put skills into practice in placement situations and reflect upon their success. Communication modules and the elements of group work in all modules also encourage these outcomes. **Assessment:** All written assessments (essays, exams) require the first three of these skills. All students are assessed on their ability to communicate, and further assistance is given to those who need it. This is assessed informally at a group and individual level. 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.

12	**Programme Structures & Requirements**

12.1 Overall Programme Structure

This programme leads to the award of the Foundation Degree of Arts (FdA) in Theology. The normal length of time a full-time student spends on the programme is two academic years of three terms each. The award may also be studied on a part-time basis, and at distance (appropriate variations in module delivery and assessment are made for distance students, as reflected in the module descriptions).

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 FdA once they have attained grade 'C' or better in modules worth 240 credits. A *Pass with Distinction* may be awarded to students who maintain a high standard of module results; the Assessment Board has specific criteria for this award being recommended and granted.

12	**Programme Structures & Requirements**

12.2 Details of Levels & Modules

Level 4 (Year 1)

Compulsory	Designated	Optional	Progression Requirements
Students must take all of: • BT1.1, CE1.1, CR1.1, DC1.1, HM1.1, OT1.2, OT1.3, PA1.1, TR1.1, WG1.1 • Students specialising in TPS or TCC would normally take GK1.2[1] • Students specialising in TPS take DE1.1[2], MW1.1[2] PL1.1, PL1.2 and TR1.2 • Students specialising in TCC take CS1.1 and MP1.2 • Students specialising in TCY take YC1.1, YC1.2, YC1.3 and YC1.4 • Communication workshops/tutorials (non-credit-bearing)[3] • Placement activities and participation in College Chapel, Fellowship Groups and College community service[4]	Students must also choose at least 1 of: n/a	Students may also choose: • AW2.1[3], CM2.6[3], GK2.1, HB1.1, PE1.1, PS1.1, SW2.3[3] • Students may also choose modules from other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY)	The pass mark is C. A student *may* be allowed to progress with some incomplete Level 4 assessment.

Level 5 (Year 2)

Compulsory	Designated	Optional	Progression Requirements
Students must take all of: • CC2.1, CV2.1, DC2.1, ET2.2, NT2.5, PT2.1, SM2.1, WR2.1 • Students specialising in TPS take LD2.1, PA2.1 and TR2.1 • Students specialising in TCC take IS2.1, RC2.1 and SU2.1 • Students specialising in TCY take YC2.1, YC2.2, YC2.3 and YC2.4 • Placement activities and participation in College Chapel, Fellowship Groups and College community service[4] • At the end of the first year, TCC students take SU2.1 (overseas summer placement)	Students must also take 1 of: • HM2.1 **or** HM2.2 • Students specialising in TPS must take at least 1 of CP2.1 **or** WM2.1	Students may also choose: • AW2.1[5], BH3.2[3], CM2.6[5], CP2.1[6], GK2.1[7], HB1.1[7], HB2.1, NT3.1[3], NT3.4[3], OT3.8[3], PE1.1[7], PS1.1[7], SW2.3[5] or WM2.1[6] • Students may also choose modules from other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY)	The pass mark is C. If a student wishes to continue study beyond the FdA, a student must meet all requirements for the FdA before progression.

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[1] Other arrangements may be made in exceptional circumstances.
[2] For students on the Pioneer Ministry track, PM1.1 is an alternative to MW1.1 and DE1.1.
[3] Not available for students at distance.
[4] Appropriate equivalent arrangements may be made for part-time and distance students.
[5] AW2.1, CM2.6 and SW2.3 may only be credited at Level 5 if not previously credited at Level 4; not available for students at distance.
[6] For students specialising in TPS, CP2.1/WM2.1 can only be taken as an optional module if not already taken as a designated module.
[7] GK2.1, HB1.1, PE1.1 and PS1.1 can only be credited at Level 5 if not previously credited at Level 4.

| 13 | **Admission Criteria** |

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 31st December in the year of entry, (s)he may still be admitted to the FdA, 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.

| 14 | **Assessment Regulations Information** |

See the current 'Information, Regulations & Procedures' booklet, and the 'progression requirements' noted above.

| 15 | **Indicators of Quality** |

- External Examiners' reports (attached to Assessment Board minutes)
- The 'Bishops' Inspection' by the Church of England's Ministry Division of the Archbishops' Council
- Church of England's Ministry Division Moderator (Quality Advisor from 2011)
- Middlesex University Accreditation Events
- Validation event for British Accreditation Council
- Validation events for CertHE, DipHE and BA(Hons) in Theological & Pastoral Studies
- Validation events for CertHE, DipHE and BA(Hons) in Youth & Children's Ministry
- Validation events for DipHE and BA(Hons) in Theology & World Mission
- Validation event for MTh, PGDip and MA in Theological & Pastoral Studies

16 | **Particular Support for Learning**

- Extensive theological library with 24-hour access to 50,000 volumes
- 24-hour access to IT resources: email, word-processing, CD-ROM resources, Internet access, and the College's Virtual Learning Environment (VLE)
- Personal tuition
- Special provision for students with special needs (e.g. English not first language, specific learning disabilities): see Information, Regulations & Procedures booklet for details
- Induction to College and academic life in 'Opening Week' of Year 1, to be taken in person or online
- An introduction to the concept of Personal Development Planning is incorporated in induction week. Thereafter, in the first few weeks of their first term, students complete a self appraisal and goal-setting exercise. The results are discussed in personal tutorials, and regularly updated and reviewed from then on, throughout the programme

17 | **Methods for Evaluating & Improving the Quality & Standards of Learning**

- Overall responsibility for assuring and monitoring the standard of awards and quality of student experience lies with the Academic Board
- Course Leaders have responsibility for monitoring the changes made to their programmes, and recommending formal reviews when necessary, and in any case on a six-yearly basis
- Assessment Board includes External Examiners, and has particular responsibility for assuring the standard of the College's programmes and of the awards made to students
- Courses Evaluation Committee is grounded on student feedback on modules and programmes, and has particular responsibility for assuring the quality of the students' academic experience (particularly at module level)
- Monitoring & Evaluation Panel independently examines any issue which relates to the academic efficiency of the College, and has particular responsibility for assuring the quality of the students' academic experience (particularly at programme level)
- Various bodies meet involving both student representatives and members of the College's management, finance, development and domestic departments; these each have some responsibility for assuring the quality of the students' experience in areas other than academic
- Feedback from visiting educational professionals invited from time to time
- Formal educational training (PGCHE) for new members of the Faculty
- On leaving College, students are given the opportunity of completing a feedback questionnaire covering every aspect, both academic and non-academic, of their time at the College. The results of these will be considered by relevant bodies as appropriate

18 | **Placement Opportunities, Requirements and Support (if applicable)**

All students will take part in a placement scheme. For students on the TPS track, this will include local churches and chaplaincies. For students on the TCC track, this will include placement in a non-British church in the second year, and an overseas block placement during one of the College breaks. For students on the TCY track, this will include placement in a church with an existing youth and/or children's ministry. For all students, total hours on placement will at least equal total hours spent on College learning.

19

Future career: Support for Graduates' Future Career Development

- All 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
- Personal tuition throughout the FdA provides support in all areas of the student experience (for full-time students). 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 employees, and with persons involved in the relevant work field

20

Other information

Modes of Study

Students may opt to study part-time; in this case, students' individual programmes may be decided in consultation with the relevant Course Leader, the Academic Registrar, and, where appropriate, the Admissions Officer. This programme is also available for study by distance education.

Exit Points

A student registered for the FdA may decide to leave College before the end of the second year (full-time).

After one year (full-time), given the appropriate modules studied and credit total, a student could exit and be awarded a CertHE in Theology.

Students who decide to exit College at a point when they have exceeded the requirements for one award but not attained all those needed for the next will normally be awarded the 'highest' award possible given their credit total etc; credits gained beyond this award may be used towards any future programme under the national Credit Accumulation & Transfer (CAT) scheme.

Students may also extend their studies, in order to gain a 'higher' award than the FdA; 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) TPS	
Student arrives	does 4 years			→ MTh
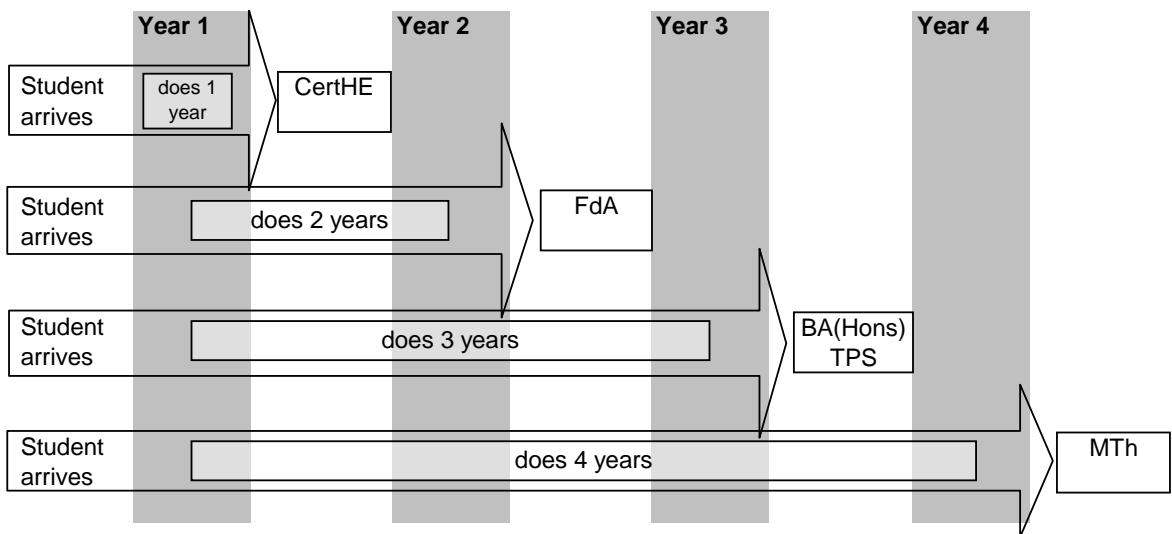
Appendix

List of modules by year and specialisation

Listed below is the full range of modules available to FdA in Theology students, arranged by specialism. *Please note that <u>the availability of elective modules may vary year upon year, and students should check precise module offerings with the Academic Registrar</u>.*

Year 1

<u>Theological & Pastoral Studies</u>
AW2.1[8]   Aspects of World Christianity & the Missionary Movement
BT1.1   Biblical Theology
CE1.1   Cultural Exegesis: Engaging the World through the Word
CM2.6[9]   Congregational & Presbyterian Church Ministry
CR1.1   Creation & the Doctrine of Humanity
DC1.1   Doctrine of God & the Development of the Church
DE1.1   Denominational Polity in Historical & Contemporary Contexts
GK1.2   Introduction to New Testament Greek
GK2.1   Intermediate Biblical Greek
HB1.1   Introduction to Biblical Hebrew
HM1.1   Homiletics 1: Exegesis & Hermeneutics for Preaching & Teaching
MW1.1   Ministry for Corporate Worship
OT1.2   Introduction to the Old Testament: The Pentateuch & Historical Books
OT1.3   Introduction to the Old Testament: Prophetic & Wisdom Literature
PA1.1   Practical Apologetics
PE1.1   Pastoral Epistles & Pastoral Ministry
PL1.1   Pastoral Ministry & Leadership 1
PL1.2   Pastoral Ministry & Leadership 2
PM1.1   Pioneer Ministries
PS1.1   Philosophical Foundations
SW2.3[8]   Revivals & Revivalism
TR1.1   Introduction to Theological Reflection for Ministerial Formation
TR1.2   Theological Reflection for Ministerial Formation
WG1.1   Word of God & Studying Theology

<u>Theology for Crossing Cultures</u>
CS1.1   Cross-Cultural Studies
MP1.2   Contemporary Missiology & Practice

<u>Theology & Praxis for Children's & Youth Ministry</u>
YC1.1   Developing a Biblical Model for Youth & Children's Ministry
YC1.2   Worldview & Culture
YC1.3   Teaching the Bible to Children & Young People
YC1.4   Evangelism & Apologetics in Children's & Youth Ministry

Year 2

<u>Theological & Pastoral Studies</u>
AW2.1   Aspects of World Christianity & the Missionary Movement
BH3.2[9]   Reading Biblical Hebrew
CC2.1   Cross-Cultural Mission
CM2.6   Congregational & Presbyterian Church Ministry
CP2.1   Church Planting
CV2.1   Contemporary Views of Christian Faith
DC2.1   Development of the Church & the Doctrines of Grace

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[8] Not available at Level 4 for students at distance.
[9] Not available for students at distance.

ET2.2	Christian Ethics
GK2.1	Intermediate Biblical Greek
HB2.1	Intermediate Biblical Hebrew
HM2.1	Homiletics 2: Preaching & Teaching in Practice
HM2.2	Homiletics 2: Teaching in Practice
LD2.1	Christian Leadership
NT2.5	New Testament
NT3.1[9]	The Fourth Gospel
NT3.4[9]	1 Corinthians
OT3.8[9]	Wisdom Literature in English
PA2.1	Place & Culture
PT2.1	Pastoral Theology & Care
SM2.1	Spirituality for Ministry
SW2.3	Revivals & Revivalism
TR2.1	Intermediate Theological Reflection for Ministerial Formation
WM2.1	Women's Ministry
WR2.1	Engaging World Religions

Theology for Crossing Cultures

IS2.1	Islam
RC2.1	Interacting with People from Other Religious Backgrounds
SU2.1	First Summer Cross-Cultural Placement

Theology & Praxis for Children's & Youth Ministry

YC2.1	Children's & Youth Ministry in Relation to the Church
YC2.2	Practical Children's & Youth Ministry
YC2.3	Pastoral Care of Children & Young People
YC2.4	Spiritual Development & Discipleship of Children & Young People

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, 3.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 marks scheme does not include reference to grade point N or 15, because these are the marks given where work is not submitted.

CRITERIA FOR LEVEL 4 (TR1.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 (TR2.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

CRITERIA FOR LEVEL 6 (OT3.x, CD4.x, &c.)

	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-14 Fail
Organisation	a. Everything in its place	k. Everything in its place	u. Careful structure	ee. Structure evident	oo. Minimal
Method	b. Fitting, creative	l. Fitting, hints of creativity	v. Appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Ruthlessly focused	m. Nearly all relevant	w. Mostly relevant	gg. Mostly relevant	qq. Some relevant
Coverage of data	d. Exhaustive within scope	n. Broad and deep	x. Good coverage	hh. Basic data covered	rr. Very narrow
Coverage of concepts	e. Exhaustive within scope	o. Broad and deep	y. Good coverage	ii. Basic concepts covered	ss. Very narrow
Coverage of views	f. Exhaustive within scope	p. Broad and deep	z. Key views covered	jj. Some covered	tt. Almost no awareness
Argumentation	g. Ruthlessly prosecuted	q. Coherent and incisive	aa. Largely coherent	kk. Some shape evident	uu. Very confused
Independent judgement	h. Clear independence	r. Evidence of independence	bb. Largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Sophisticated writing	s. Well written	cc. Very readable	mm. Uneven	ww. Very rough
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

Progressive Marking Scheme for 'non-standard/placement-based coursework' at Levels 4-5

CRITERIA FOR LEVEL 4 (TR1.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 (TR2.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

Marking Scheme for Assignments at Levels 4-6 (Pass/Fail Only)

The structure and use of the mark scheme:

This scheme will be used in marking particular assignments where it is felt that the piece of work concerned can only realistically be graded as Pass or Fail (with a Fail grade being applied for a token or non-submission): an example would be a sermon preached to a regular congregation in a genuine local church context. Students will be told in advance to which pieces of assessment this particular scheme will be applied within a given module. Please note that, unless an extension has been agreed by the 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, 5 and 6 (TR1.x, TR2.x, TM3.x, CM4.x, &c.)

P	**Pass**	Satisfactory Submission
N	**Fail**	Token or Non-Submission