Bachelor of Arts with Honours in Theology

Programme Specification

1. Programme Title	Bachelor of Arts with Honours (BA Hons) Theology
2. Awarding Institution	Middlesex University
3. Teaching Institution	Oak Hill College
4. Details of Accreditation by Professional/Statutory/Regulatory Body	N/a
5. Final Qualification	Bachelor of Arts with Honours (BA Hons) Theology
6. Year of Validation	Academic Year 2019-20
Year of Amendment	Academic Year 2019-20 (5 June 2020)
7. Language of Study	English
8. Mode of Study	Full time / Part time

9. Criteria for Admission to the Programme

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

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

Qualification	Level Required
A level	A levels in two subjects, at grade C or better, taken in one sitting. Please note that we do not accept AS levels in lieu of A levels.
Access to HE Diploma	Pass the Diploma with at least 18 Level 3 credits at Merit or above
BTECs (known as Nationals)	• Pearson BTEC Extended Diploma (QCF): DDM • Pearson BTEC Diploma (QCF): DD • Pearson BTEC 90-Credit Diploma (QCF): DM plus one A level at grade C • Pearson BTEC Subsidiary Diploma (QCF): D plus one A level at grade C • Pearson BTEC Level 3 National Extended Diploma: DDM • Pearson BTEC Level 3 National Diploma: DD

BTECs (known as Nationals) *cont…*	• Pearson BTEC Level 3 National Foundation Diploma: D plus one A level at grade C • Pearson BTEC Level 3 National Extended Certificate: D plus one A level at grade C • Please note that we do not accept the Pearson BTEC Certificate (QCF) or Pearson BTC level 3 National Certificate.
Cambridge International Pre-U Diploma	We accept either the full Diploma or individual subjects. In both cases, the requirements for Principal Subjects are *either* M3 or better in two subjects *or* M3 or better in one subject plus one A level at grade C.
Cambridge Technicals	• OCR Cambridge Technical Extended Diploma: DDM • OCR Cambridge Technical Diploma: DD plus one A level at grade C • OCR Cambridge Technical Subsidiary Diploma: DD plus one A level at grade C • OCR Cambridge Technical Foundation Diploma: DD plus one A level at grade C • OCR Cambridge Technical Introductory Diploma: D plus one A level at grade C • OCR Cambridge Technical Extended Certificate: D plus one A level at grade C • Please note that we do not accept the OCR Cambridge Technical Certificate
Degree from a UK university	Pass one of the following: CertHE, DipHE, foundation degree, bachelor's degree, master's degree
Extended Project (EPQ)	Grade A in EPQ plus A levels in two subjects, at grades CD or better, taken in one sitting
International Baccalaureate	Pass the full IB Diploma and obtain at least grade 5 in two Higher Level subjects
Scottish Higher and Advanced Higher	• Highers in three subjects, at grade C or above, taken in one sitting • Advanced Highers in two subjects, at grade C or above, taken in one sitting
Welsh Baccalaureate	• Advanced Welsh Baccalaureate – Skills Challenge Certificate: Grade C plus one A level at grade C • Welsh Baccalaureate Advanced Diploma – Core: pass plus one A level at grade C

This is not an exhaustive list of the qualifications we accept. If an applicant holds a qualification not listed above, including qualifications from another country, before submitting an application they should contact the Admissions Office to see if we accept the qualification and, if so, the level required in that qualification.

b. English language requirement
All applicants must satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. We therefore require all applicants to obtain one of the following by the time of submitting their application to Oak Hill[1]:

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[1] 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)[2]	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.[3] 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:

   o An official letter from the university confirming that the degree was taught in English
   o A NARIC 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.naric.org.uk/naric/Individuals/Compare%20Qualifications/Statement%20of%20Comparability.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

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[2] 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.
[3] 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.

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

10. Aims of the Programme

The educational and formational aims of the programme have been designed with a view to the complex cultural contexts in which Christian ministry must take place and the kinds of people needed for a variety of ministry roles, particularly their character, competencies, knowledge and wisdom.

Character
The aim of this programme is to cultivate in students a growing love for and knowledge of the Triune God; a growing love for Jesus Christ and his Gospel message; a growing love for Christ's church; a growing concern for all kinds of people; and a growing concern for personal holiness. Therefore the programme aims for:

(1) Its *curriculum*, cumulatively and at every point, to guide students into greater Christian maturity through a deeper knowledge of self, Scripture, and God;

(2) Its *pedagogy* to engage the student personally in a posture of prayerfulness, humility, teachability and others-centredness and to habitually move from theology to doxology;

(3) Its *assessment* to cultivate intellectual virtues of charitable and critical engagement, a growing resilience and a confident and creative delight in applying one's learning to new issues and problems.

Competencies
The aim of this programme is to equip students for effectiveness in many of the complex responsibilities of leadership in Christian ministry. Therefore the programme aims for:

(1) Its *curriculum* to offer a structured route towards effective and sustainable Christian ministry (e.g., applying theology and leadership of Pastoral Epistles to contemporary ministry scenarios);

(2) Its *pedagogy* to engage the student by means of active learning (e.g., work-based, problem-based and case-based approaches) that cultivate and support the move from knowledge to reflective and skilled application within communities of practice (e.g., with teaching staff and tutors, and within College);

(3) Its *assessment* to evaluate the wise, creative and growing integration and deployment of knowledge and skills.

Knowledge and Wisdom
The aim of this programme is to provide for students a carefully-sequenced learning experience in Biblical Studies, Ministry, Mission, Doctrine, History and Culture, that moves from foundational to integrated to applied knowledge; that treats knowledge not as a commodity to be mastered or consumed but as wisdom by which to be formed; and that approaches teaching and learning not in terms of data points or isolated disciplines but as an integrated theological and ministerial inheritance to pass on to students in a way that enables them wisely to adapt and apply it creatively in their own ministry calling and context. Therefore the programme aims for:

(1) Its *curriculum* to be rigorously Biblical and theological, oriented toward ministry and mission, appropriately scaffolded, broad, deep, coherent and given to deep exemplification rather than surface survey, and to integration rather than fragmentation, in light of real-world ambiguities (e.g., understanding Trinitarian theology deeply enough to communicate it simply and contextually; creative and considered approaches to Word ministry);

(2) Its *pedagogy* to emphasise a growing inheritance of Biblical and theological knowledge, a reflex for personal reflection and understanding, and an informed and growing sense of responsibility in holding and properly deploying that knowledge as stewards;

(3) Its *assessment* to rigorously and deeply embed the curricular knowledge and wisdom and to support a growing ability to communicate and extend it beyond the point of assessment (e.g., Biblically-, historically-, contextually-informed responses to complex pastoral leadership and ministry scenarios).

11. Programme Outcomes*

A. Knowledge and Understanding	**Teaching/Learning Methods**
On completion of this programme the successful student will have knowledge and understanding of:	Students gain knowledge and understanding through:
	• Lectures
[A1] *Practical & Pastoral Ministry:* A confident and coherent understanding of self in relation to God and a diversity of others in relation to evangelism and discipleship, and a theologically-informed, contextually-sensitive knowledge of key models, issues and ambiguities related to church leadership and pastoral care	• Seminars
	• Readings
	• Discussions
	• Collaborative projects
	• Written reflections
	• Online activities
[A2] *Culture:* A robust and synthetic comprehension of theological and cross-cultural models and a coherent and detailed understanding of the implications of context for mission and ministry in global and ecclesial settings	**Assessment Methods**
	Students' knowledge and understanding is assessed by a variety of methods including: exams; essays; project-based work; in-class presentations; class tests; portfolios; journal/ blog work; and supervisors' reports.
[A3] *Biblical Studies:* A systematic and advanced understanding of the main content, themes and patterns of some key biblical texts, and a coherent and detailed knowledge of select texts informed by a range of approaches to interpretation	
[A4] *History:* A coherent and detailed knowledge of some historical models of discipleship, church life and ministry and a systematic understanding of some key historical assumptions and arguments in contemporary church contexts	
[A5] *Doctrine:* A coherent and detailed understanding of some key doctrines and their relevance to the pattern of sound teaching for Christian life, mission and ministry	

In addition, students may have the opportunity to develop the following:
- An advanced awareness of safeguarding issues and best practices;
- An appreciation of how to read primary and secondary sources charitably and outline an author's argument with advanced comprehension and incisive analysis;
- Advanced grammar and translation competence in a biblical language.

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

[B1] *Practical & Pastoral Ministry:* Communicate and apply the Bible skilfully to complex and diverse people and settings, train and equip others for evangelism and discipleship, and reflect critically on issues of personal spirituality, church life and mission in ambiguous contemporary contexts

[B2] *Culture:* Critically evaluate cultures and theologies, identify key theological questions and ambiguities in dealing with ethical, cultural and pastoral issues, and apply these insights to complex mission and leadership contexts

[B3] *Biblical Studies:* Consolidate and extend existing exegetical and hermeneutical skills, effectively communicate and apply a range of biblical texts with confidence and discernment to complex contemporary situations, and articulate clearly the biblical basis of a range of doctrines and their significance for the life and mission of the church

[B4] *History:* Critically apply historical knowledge and sources to complex and unpredictable ministry and mission contexts

[B5] *Doctrine:* Critically evaluate varying doctrinal formulations and doctrinally-driven practices, reflectively apply some doctrinal insights to discipleship and mission, and effectively communicate key doctrines and their significance to both specialist and non-specialist audiences

[B6] *Programme Learning:* Construct and articulate an integrative, coherent, well-informed, critically engaged argument, make sound judgments (sometimes in the absence of complete data) and

Teaching/Learning Methods
Students learn these skills through:
- Lectures
- Seminars
- Readings
- Discussions
- Collaborative projects
- Written reflections
- Online activities

Assessment Methods
Students' skills are assessed by a variety of methods including: exams; essays; project-based work; in-class presentations; class tests; portfolios; journal/blog work; and supervisors' reports.

communicate clearly, persuasively and creatively to a variety of audiences

[B7] *Life-Long Learning:* Use appropriately some digital tools, gather, critically appraise and skilfully manage relevant information in light of a task

[B8] *Independent and Collaborative Learning:* Set goals and take initiative for personal progress and collaborate with others in view of a project or task

In addition, students may have the opportunity to develop an ability to:
- Evaluate skilfully and respond wisely to a range of complex safeguarding issues;
- Argue clearly and persuasively (both orally and in written work);
- Organise and plan schedules and workflow;
- Work with digital tools towards learning and ministry;
- Engage thoughtfully and charitably with relevant contemporary scholarship.

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

12.1 Overall Structure of the Programme

This programme leads to the award of a Bachelor of Arts with Honours (BA (Hons)) in Theology. Students will be awarded a BA (Hons) once they have attained a Pass grade or better in modules worth at least 360 credits at Level 4+, including all of the compulsory modules. At least 100 of these 360 credits must be at Level 4, at least 100 must be at Level 5 and at least 120 must be at Level 6+. Where timetabling and successful completion of pre-requisites allow, the remaining 40 credits may be chosen from the selection of electives available at Levels 4 and 5 (in the CertHE Year), at Levels 4, 5 and 6 (in the DipHE Year) and at Levels 4, 5, 6 and 7 (in the BA Year). With respect to the BA Year, students may seek permission to take one Enhanced BA-Level Module (Level 7) from the selection available each year as a 'challenge module'; this will be in lieu of the equivalent module at BA Level (Level 6). Such modules carry a weighting of 30 credits (rather than 20) and will be available subject to timetabling constraints and the successful completion of relevant pre-requisites. The details of all of the modules that students need to take to follow the programme are laid out in the Levels & Modules section below (12.2). A full list of the available modules for Levels 4, 5 and 6 is given in Appendix A.

The first two years of the BA (Hons) are effectively the same as the DipHE Theology.

The following table illustrates the number of credits required for the BA, at which level, and sets this in the context of the overall suite of undergraduate qualifications:

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

 * A maximum of 30 credits is permitted at Level 7

The normal length of time a full time student will spend on the programme is three academic years of two semesters each. A full time load will normally comprise 120 credits a year, although a student may be allowed to vary this by up to +/- 20 credits a year by agreement with the College (see the table below).

The award may also be studied on a part time basis, normally at a rate of 60 credits per year, although again, a student may be allowed to vary this by up to +/- 20 credits a year by agreement with the College.

Mode of Study	Normal Credit Load (per year)	Credit Range Available (per year)
Full time mode	120	100-140 credits per academic year
Part time mode	60	40-80 credits per academic year

Summer Intensives
The College aims to offer some of the elective modules through a rolling programme of Summer Intensives. During any 12-month period, an elective module may be offered *either* in intensive format *or* in standard format, but will not normally be offered in both. The Summer Intensives will normally take place in the first two weeks of July, after the Semester 2 Assessment Board.

Students may opt to study up to 20 credits of their total required credits for the year in the Summer Intensive period *preceding* the start of their next academic year, subject to timetabled offerings: i.e., each student's learning for an academic year will take place during Semester 1, Semester 2 and, optionally, the preceding Summer Intensive period. No student may access an intensive module as part of their programme *prior* to enrolment or *after* completion of their award: as such, Summer Intensives will not be available to new starter students but only to returning/continuing students.

The modules studied may be:
1. At the student's current level;
2. At the level(s) *below*; or
3. At the level *immediately above*.
Students may not take modules that are two Levels above. This is illustrated in the context of all

undergraduate years of study as follows:

FT Mode UG Students

Level	Year	Summer Intensives (20 cps max.)	Semester 1	Semester 2	Levels not permitted
4	1	Not available	100-140 cps at L4 or L5		Level 6 and Level 7
5	2	100-140 cps at L4, L5 or L6			Level 7
6	3	100-140 cps at L4, L5, L6 or L7*			None

* Level 7 may be studied only by agreement with the College

PT Mode UG Students

Level	Year	Summer Intensives (20 cps max.)	Semester 1	Semester 2	Levels not permitted
4	1	Not available	40-80 cps at L4 or L5		Level 6 and Level 7
4	2	40-80 cps at L4 or L5			Level 6 and Level 7
5	3	40-80 cps at L4, L5 or L6			Level 7
5	4	40-80 cps at L4, L5 or L6			Level 7
6	5	40-80 cps at L4, L5, L6 or L7*			None
6	6	40-80 cps at L4, L5, L6 or L7*			None

* Level 7 may be studied only by agreement with the College

Length of Registration

The normal and maximum lengths of registration shall be as outlined below. The maximum shall be twice the length of the normal period of registration:

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

Students shall enrol for the normal period of registration rather than the maximum length durations, which are designed to allow for possible periods of interruption of study and/or re-assessment and/or deferred assessment. In the event that students may, by agreement, take longer than the normal period of registration, they shall continue to meet the requirements of the programme and the sequencing of modules inherent in pre-requisite rules and, for part time students, the part time pathways.

Classification

This award can be marked Fail or classified. Students are awarded a BA (Hons) once they have passed modules worth at least 360 credits at Level 4+ including all compulsory modules. Of these 360 credits:

- At least 120 credits must be at BA Level (Level 6) or higher;
- At least 100 credits must be at DipHE Level (Level 5);
- At least 100 credits must be at CertHE Level (Level 4); and
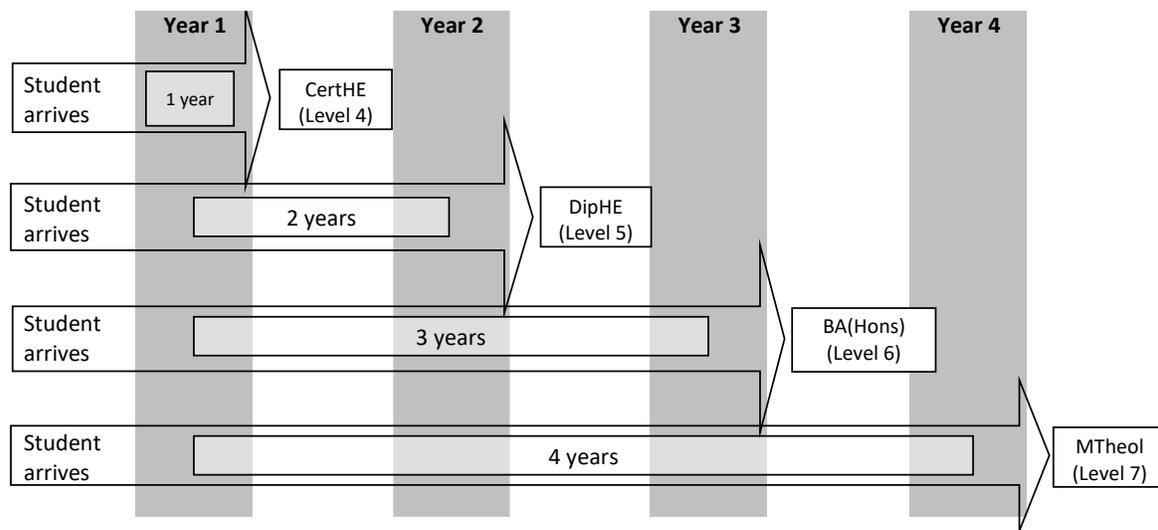- A further 40 credits must be at Levels 4, 5, 6 or 7.

The final classification of the BA (Hons) degree will be based *only* on the grades achieved at Level 6 or higher and not on the grades achieved at Levels 4 or 5. The classification will be calculated on the basis of the grades achieved in *ALL* successfully passed modules at Level 6 or higher; as such, if a student choses to take more than 120 credits at Level 6 or higher, then their final grade will include the results of *ALL* these modules (taking into account the individual credit weightings of each module).

- A student who achieves 10 to 12 as an overall average is awarded Third Class Honours.
- A student who achieves 7 to 9 as an overall average is awarded Second Class Honours, Lower Division (Lower Second Class Honours).
- A student who achieves 4 to 6 as an overall average is awarded Second Class Honours, Upper Division (Upper Second Class Honours).
- A student who achieves 1 to 3 as an overall average is awarded First Class Honours.

Exit Points and Extension of Study

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

Students may decide to extend their studies, in order to gain a 'higher' award than the BA (Hons) before it is conferred. Students who wish to transfer onto an MTheol in Theology (an integrated undergraduate Master's award which builds on previous undergraduate study: see the diagram below) must apply to do so before the end of their second (DipHE) year; students who wish to apply for admission onto a PGCert, PGDip or an MA Theology (all of which are postgraduate awards) should do so before the end of their third (BA) year.

	Year 1	Year 2	Year 3	Year 4
Student arrives	1 year → CertHE (Level 4)			
Student arrives	2 years → DipHE (Level 5)			
Student arrives	3 years → BA(Hons) (Level 6)			
Student arrives	4 years → MTheol (Level 7)			

This is a frequent occurrence for the majority of Oak Hill students whose self-funding is normally confirmed only one year in advance.

Auditing

In addition, students are permitted to audit individual modules (i.e. to study, but *not* for credit) alongside the compulsory and elective modules that they are studying for credit as part of their programme. The maximum permitted amounts for auditing shall be determined by the amount that students are studying for credit towards their programme in any given year as follows:

Audit taken during the Academic Year (i.e. Semesters 1 and 2 and Summer Intensives)		
Mode	**Total Programme Credits**	**Maximum Audited Credits Permitted**
Full-time	100 (min)	40*
	120 (norm)	20
	140 (max)	0
Part-time	40 (min)	40*
	60 (norm)	20
	80 (max)	0

* Permissible only at the discretion of the College

12.2 Levels and Modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 4 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take *all* of the following (100 credits total): • BDM1.1, BL1.1, BL1.4, BL1.8, DC1.2, DC1.4, DC1.5 and DC1.7 (all 10 credits, except for BDM1.1 and BL1.1 which are 20 credits each) • MP1.7 Weekly Church Placement I (non-credit bearing)	Students must also choose *at least 20 credits* from the following options (where timetabling and successful completion of pre-requisites allow): • Level 4: DC1.3, DC1.6, DM1.2 and MP1.1 • Level 5: BL2.1, BL2.2, BL2.4, BL2.5, BL2.8, BL2.10, DC2.3, DM2.2, DM2.3, DM2.4, DM2.5, DM2.7, MP2.1, MP2.5 and MP2.8	Passes in modules worth at least 120 credits at Level 4+, including all compulsory modules and at least 100 credits at Level 4. Students may progress where either: (a) these requirements have been met; or (b) they are permitted to progress by the Assessment Board with a credit deficit.

Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take *all* of the following (80 credits total): • BD2.1, BD2.2, BM2.1, DC2.2, DC2.7, DM2.1 and MP2.2 (all 10 credits each) • *Either* MP2.3 *or* MP2.4 (both 10 credits each) • MP2.7 Weekly Church Placement II (non-credit bearing) Where specifically requested as part of an individual training pathway (e.g. by the Church of England) a student may also be required to take MP2.8 Ministry/Mission Experience Placement (also non-credit bearing)	Students must also choose *at least 40 credits* from the following options (where timetabling and successful completion of pre-requisites allow): • Level 4: DC1.3, DC1.6, DM1.2, and MP1.1 • Level 5: BL2.1, BL2.2, BL2.4, BL2.5, BL2.8, BL2.10, DC2.3, DM2.2, DM2.3, DM2.4, DM2.5, DM2.7, MP2.1, MP2.5 and MP2.8 • Level 6: BD4.2, BL4.1, BL4.2, BL4.3, BL4.4, BL4.6, BL4.7, BL4.8, BL4.9, BL4.10, BM4.2, DC4.4, DC4.5, DC4.6, DM4.2, DM4.3, DM4.5, DM4.6, DM4.7, DM4.8, MP4.1 and MP4.3	Passes in modules worth at least 240 credits at Level 4+, including all compulsory modules, at least 100 credits at Level 4 and at least 100 credits at Level 5. Students may progress where either: (a) these requirements have been met; or (b) they are permitted to progress by the Assessment Board with a credit deficit.

Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following (60 credits total): • BDM4.1, BM4.1, DC4.2, DM4.1, MP4.2 (all 10 credits, except for BDM4.1 which is 20 credits)	Students must also choose at least 60 credits from the following options (where timetabling and successful completion of pre-requisites allow): • Level 6: BD4.2, BL4.1, BL4.2, BL4.3, BL4.4, BL4.6, BL4.7, BL4.8, BL4.9, BL4.10, BM4.2, DC4.4, DC4.5, DC4.6, DM4.2, DM4.3, DM4.5, DM4.6, DM4.7, DM4.8, MP4.1, MP4.3, RD4.1, RD4.2, RD4.5 and RD4.6 • Level 7: By agreement only, students in their BA (Hons) year may apply to take *one* Enhanced BA-Level Module (Level 7) from the selection available each year as a 'challenge module'; this will be *in lieu of* the equivalent module at Level 6. Such modules carry a weighting of 30 credits.	Passes in modules worth at least 360 credits at Level 4+, including all compulsory modules, at least 100 credits at Level 4, at least 100 credits at Level 5 and at least 120 credits at Level 6+.

12.3 Non-Compensatable Modules (note statement in 12.2 regarding FHEQ levels)	
Module Level	**Module Code**
All modules for the BA (Hons) Theology are non-compensatable.	

13. Curriculum Map

See attached.

14. Information about Assessment Regulations

Please refer to the *Progression Requirements* listed above and also to the following:
- The *Regulations & Procedures Handbook*
- *Guidelines on Presenting your Essay/Assignment*

15. Placement Opportunities, Requirements and Support

All students will take part in a Weekly Church Placement at Levels 4 and 5 of their programme (MP1.7 in their CertHE year(s) and MP2.7 in their DipHE year(s)), with the nature of the placements tailored to the training needs of the student: for example, whether they are an Independent or Anglican student or whether they are training for ordination in the Church of England. Assessment of each placement will be by means of a portfolio of reports and reflections on personal goals and learning.

Students may also participate in an optional Ministry/Mission Experience Placement (MP2.8), at an agreed point during their first or second year(s), as part of which they may observe, evaluate and/or participate in ministry activities under the supervision of a minister or other mission leader: as part of the placement, students will set individual goals, gauge their growth by reflecting critically on their experiences, and receive critical appraisal of their participation from the supervisor. For some students, this module may be compulsory rather than optional: this will be in cases where the module has been specified as part of an individual training pathway (for example by a Church of England Bishops' Advisory Panel or by a student's Diocese).

16. Future Careers (if applicable)

- All of the College's programmes are vocational; that is, they are intended to equip students with the necessary knowledge, skills, experience, attitudes and characteristics for Christian ministry of various types (for example church leadership, pastoral ministry, women's ministry, cross-cultural work, youth work, and so forth): these are set out in detail in the College's Graduate Profile.
- Personal tuition throughout the BA (Hons) provides support in all areas of the student learning experience. This includes ongoing guidance on the academic programme and on future career possibilities, as well as regular Personal Development Planning activity.
- Placements in local church settings allow students to 'network' with possible future employers, and with those who are involved in the relevant work field.

17. Particular Support for Learning (if applicable)

- Extensive theological library with 24-hour access to 56,000 items;
- 24-hour access to IT resources: email, internet access/WiFi, and the College's Virtual Learning

Environment (VLE);
- Personal tuition;
- Provision for students with special needs (e.g. English not first language, specific learning difficulties or disabilities): see the *Regulations & Procedures Handbook* for details;
- Induction to College and academic life in 'Welcome Week' of Year 1;
- A programme of Study Skills sessions throughout the academic year, accompanied where possible by one-to-one drop-in support arranged by the Director of Learning, Teaching & Assessment;
- Personal Development Planning activities as part of personal tutorials.

18. JACS Code (or other relevant coding system)	V600 Theology & Religious Studies (JACS) 100340 Theology (HECoS)
19. Relevant QAA Subject Benchmark Group(s)	Theology & Religious Studies

20. Reference Points

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

21. Other information

Modes of Study
Students may opt to study full time or part time. The indicative and maximum periods of registration for full time and part time students enrolled on the BA are described in Section 12.1 above.

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

Appendix A

List of Available Modules

Listed below are all of the Level 4 (code 1.x), Level 5 (code 2.x) and Level 6 (code 4.x) modules available for the BA (Hons) Theology. There are four main subject areas for these modules, along with hybrid codes for modules which encompass two or more subject areas.

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

Subject Areas

BL   Biblical Studies & Languages
DC   Doctrine, History & Culture
MP   Practical & Pastoral Ministry
RD   Reading Projects & Dissertations

BD   Biblical Studies & Languages *and* Doctrine, History & Culture
BM   Biblical Studies & Languages *and* Practical & Pastoral Ministry
DM   Doctrine, History & Culture *and* Practical & Pastoral Ministry
BDM   Biblical Studies & Languages *and* Doctrine, History & Culture *and* Practical & Pastoral Ministry

Year 1 (CertHE)

Compulsory for All Students

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

Elective Modules

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

Year 2 (DipHE)

Compulsory for All Students

BD2.1   Biblical Studies III (Biblical Theology)
BD2.2   Biblical Studies IV (Canonical Exegesis)

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BM2.1	Word Ministry I
DC2.2	Doctrine II
DC2.7	Evangelism & Apologetics
DM2.1	Introduction to Christian Ethics
MP2.2	Pastoral Ministry I
MP2.3	Anglican Ministry
MP2.4	Independent Ministry
MP2.7	Weekly Church Placement II
MP2.8	Ministry/Mission Experience Placement (where required)

Elective Modules

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

Year 3 (BA Hons)

Compulsory for All Students

BDM4.1	Pastoral Epistles
BM4.1	Word Ministry II
DC4.2	Doctrine of God
DM4.1	Evangelical Public Theology for Mission
MP4.2	Pastoral Ministry II

Elective Modules (Level 6)

BD4.2	Justification
BL4.1	General Epistles
BL4.2	Reading Biblical Hebrew
BL4.3	Advanced Biblical Hebrew Reading
BL4.4	Wisdom Literature
BL4.6	The Book of Isaiah
BL4.7	The Psalms
BL4.8	Horizons in Luke & Acts
BL4.9	John's Gospel & the Johannine Epistles

BL4.10	Corinthian Correspondence
BM4.2	Biblical Genre in Word Ministry
DC4.4	A Religious Genealogy of Modern Britain
DC4.5	Early English Baptists: Origins, Identities & Influence
DC4.6	English Puritanism
DM4.2	Cross-Cultural Mission Placement
DM4.3	Global Theology & Practice
DM4.5	Place & Season, Others & Self [BA (Hons)]
DM4.6	Advanced Christian Place-Making
DM4.7	A Theology of the Digital & Digital Ministries [BA (Hons)]
DM4.8	Spiritual Formation in the Reformed Tradition
MP4.1	Training & Equipping Others for Children's, Youth & Family Ministry
MP4.3	Advanced Christian Leadership
RD4.1	BA (Hons)-Level Short Dissertation
RD4.2	BA (Hons)-Level Short Project
RD4.5	Guided Reading: Topics in […]
RD4.6	Guided Reading in a Semitic Language

Elective Modules (Level 7)

By agreement with the College, a student in their BA (Hons) year may seek permission to take *one* Enhanced BA-Level Module (Level 7) from the selection available each year as a 'challenge module'; this will be *in lieu of* the equivalent module at BA Level (Level 6). Such modules carry a weighting of 30 credits each, and will be available subject to timetabling constraints and the successful completion of relevant pre-requisites.

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

CRITERIA FOR LEVEL 6 (HB3.x, DH4.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

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

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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	Non-Submission

Appendix B4: 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.

1-3 – Excellent	4-6 – Very Good	7-9 – Good	10-12 – Satisfactory	13-14 – Fail
Work submitted is excellent, demonstrating high levels of competence across a range of criteria and leaving very little or no room for improvement	Work submitted is very good but lacks characteristics of excellent work or across a range of criteria still leaves room for improvement	Work submitted is good but there is significant room for improvement across a range of criteria	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	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 **OR** yy. Token or no submission