

# Foundation Degree of Arts in Theology

## Programme Specification



<b>1. Programme title</b>	Foundation Degree of Arts (FdA) in Theology
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Oak Hill Theological College
<b>4. Programme accredited by</b>	N/a
<b>5. Final qualification</b>	Foundation Degree of Arts (FdA)
<b>6. Academic year</b>	2014-15 – last updated 13/07/2018
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full-time / Part-time

### 9. Criteria for Admission to the Programme

#### Normal Minimum Admission Qualifications

Applicants are expected to have achieved one of the following criteria to be considered for the programme:

- Passes in two A Levels with at least three passes at GCSEs
- Passes in three A Levels with at least two passes at GCSEs
- Four Scottish Qualifications Authority Highers or Advanced Highers
- Pearson BTEC Level 3 National Diploma or National Extended Diploma, both to be accompanied by at least three passes at GCSEs
- Such other Level 3 qualifications which are deemed by Middlesex University as acceptable in lieu of the above.

If an applicant does not have the above qualifications, s/he may still be considered for the FdA Theology, provided that the College is satisfied that s/he has the necessary motivation and ability to follow the programme successfully.

#### English Language Requirements

Applicants must also satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme. An applicant whose first language is not English will be expected to reach, at the point of application to Oak Hill College, a suitable minimum level of English language. We therefore require all applicants whose first language is not English to take an Academic IELTS test and achieve an overall score of 7.0 or above, with no less than 6.5 in each component.

If an applicant has taken a different English language test, the following are acceptable equivalent alternatives:

Test	Level required
Cambridge Certificate in Advanced English (CAE)/C1 Advanced	Overall score of 185 or above, with at least 176 in each component
Cambridge Certificate of Proficiency in English (CPE)/C2 Proficiency	Overall score of 200 or above, with at least 176 in each component
Pearson Test of English Academic (PTE Academic)	Overall score of 67 or above, with at least 61 in each component
Test of English as a Foreign Language (TOEFL) internet-based test (IBT)	Overall score of 95 or above, with at least 21 in listening, 22 in speaking and writing, and 23 in reading

Applicants must meet the English Language requirement at the time of submitting their application to Oak Hill and should have been awarded the relevant test result within the two years prior to the start of the programme that they are applying for.

An applicant whose first language is not English will be considered to have satisfied the requirement if they meet all of the following criteria:

1. They have successfully completed a qualification equivalent to a UK Bachelor's degree or higher taught and assessed in English in a majority English-speaking country.<sup>1</sup> Qualifications obtained by distance learning cannot be accepted for English language purposes.
2. 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<sup>1</sup> or working in an occupation that requires regular use of English.
3. 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

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

- Enable every student at every level to leave the College knowing and loving the Lord Jesus Christ more
- Provide students with further knowledge and skills to equip them for Christian ministry to various groups
- Enhance students' skills and Christian graces to enable them to function in Christian ministry, whether to adults, young people or children, and whether in the UK or overseas
- Encourage students to grow further in the intellectual graces of truthfulness, humility, charity, rigour and godliness
- Continue modelling for students a commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit
- Further encourage students to delight in the Scriptures as the primary source, authority and nourishment for Christian faith worldwide, and to have confidence in biblical authority and the unique

<sup>1</sup> Majority English-speaking countries are defined by the British government as follows: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, United Kingdom and USA

power of the gospel of Christ

- Foster in students a commitment to the practice of biblical study which they will need to work within the community and at the service of God's people in the UK and/or overseas
- Encourage students to see for themselves the conceptual and practical integration of different theological disciplines by exploring the impact that each stream has on and receives from each of the others
- Assist students to be radically adaptive in their application of knowledge to new situations in Christian ministry
- Assist students to develop further skills in the area of theological reflection on practice
- Assist in the further development of students' interpersonal skills, including the skills required for autonomous practice, team working and crossing cultural/sub-cultural barriers

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

- Build on students' familiarity with the concept of biblical theology and develop their understanding of the main themes and theological contribution of further portions of the canon
- Equip students with more developed exegetical and hermeneutical skills and enable them to deliver, analyse and compare sermons/talks/Bible studies on set texts
- Give all students an opportunity to develop further knowledge of either or both of the two main biblical languages, including semantic, syntactical and text-critical issues

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

- Give students further skills in reasoning and systematic theology, along with a more detailed grasp of some of the major loci of Christian theology
- Introduce students to further key topics in Christian theology and provide them with a basic outline of the history of the Church in the West from 1054 to the Reformation, and in England from the Reformation to the present
- Develop further skills in understanding and evaluating the doctrinal heritage of the Christian Church in the light of biblical teaching, and in applying that understanding to contemporary pastoral ministry
- Develop further skills in historical theology, including the development of critical and analytical abilities in the handling of a wider range of primary theological texts
- *For those specialising in TCC:* Provide a historical survey of Christian theologies of religion and typologies, and introduce students to the development and main teachings of some of the world's major religions and cults

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

- Help students understand the necessity of cultural exegesis for Christian life and ministry, and provide them with a good grasp of some important doctrinal tools and methods for cultural exegesis and apologetics
- Engage in critical reflection on a range of models for ministry, whether to adults, young people or children, and whether in the UK or overseas
- Equip students with a good understanding of some of the pastoral and ethical issues that arise in ministry to various groups and cultures, and help them explore a range of biblical approaches to those issues
- *For those specialising in TPS:* Foster a deeper acquaintance with the life and work of the local church and its ministers and provide further opportunities for practical experience and reflection
- *For those specialising in TPS:* Enable students to engage critically with different theologies and practices in local church life and to apply their understanding to church leadership and other aspects of local ministry
- *For those specialising in TCC:* Introduce students to the key tenets of some of the world's major religions and cults (with a particular focus on Islam) and foster in them an ability and desire to continue developing their knowledge of other faiths
- *For those specialising in TCY:* Equip students to engage critically with a range of models for youth and children's ministry and evaluate their impact on current practice

The programme will benefit:

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

## 11. Programme Outcomes

### A. Knowledge and Understanding

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

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

**A2** A deeper appreciation of the inter-connected nature of biblical theology

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

**A4** An awareness and understanding of contemporary Western culture in relation to its variety and its philosophical roots, with enhanced abilities in theological cultural analysis and apologetic method

**A5** An understanding of a range of ethical frameworks and methodologies, and an awareness of Christian responses to various leading contemporary ethical and pastoral issues

**A6** *For those specialising in TCC:* an appreciation of the major world faiths and other belief systems, along with a more detailed knowledge of one particular world faith (Islam)

**A7** *For those specialising in TCY:* An enhanced understanding of the principles and practice of youth and children's ministry, along with an appreciation of the factors involved in the educational and spiritual development of children and adolescents

In addition, students may have the opportunity to develop:

- Further knowledge of either or both of the two

### Teaching/Learning Methods

Knowledge and understanding are acquired through the following strategies:

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

### Assessment Methods

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

<p>main biblical languages, with further knowledge of semantic, syntactical and text-critical issues</p>	
<p><b>B. Cognitive (Thinking) Skills</b></p> <p>On completion of this programme the successful student will be able to demonstrate:</p> <p><b>B1</b> An enhanced ability to read and understand biblical texts with due regard to relevant contexts, and a more developed awareness of different approaches to reading Scripture with regard to their integrity and usefulness for Christian theology and ministry</p> <p><b>B2</b> Further exegetical and hermeneutical skills for preparing and delivering talks, sermons and Bible studies, and an ability to analyse the work of others</p> <p><b>B3</b> An ability to construct doctrines from a biblical basis and to foresee the systematic consequences of a particular doctrinal position or missiological practice</p> <p><b>B4</b> A deeper appreciation of a range of historical ministries, movements and controversies and an ability to read further examples of primary historical theological writings</p> <p><b>B5</b> An enhanced ability to evaluate cultures and ideologies (whether historical or contemporary) and to appreciate the importance of cultural exegesis for Christian life and faith</p> <p><b>B6</b> An ability to identify and evaluate issues found specifically in Western adult or youth sub-cultures, which might influence the reading and interpreting of Scripture</p> <p><b>B7</b> <i>For those specialising in TCC:</i> an understanding of a biblical theology of religions, and an ability to critically evaluate both one's own beliefs and those of others in the light of that understanding</p> <p><b>B8</b> <i>For those specialising in TCY:</i> an ability to critically evaluate varying Christian methodological approaches to children's and youth ministry and an ability to select the most appropriate approach for particular situations</p>	<p><b>Teaching/Learning Methods</b></p> <p>Each module, whatever the format of teaching, involves exploration of key issues in order to develop the intellectual skills described. Methods of importance in the development of these intellectual skills are:</p> <ul style="list-style-type: none"> <li>• Deliberate modelling of these skills in seminars, lectures, and other media</li> <li>• Guided independent reading and work sheets in preparation for lectures</li> <li>• Problem analysis of written scenarios, exploring theological and pastoral issues raised</li> <li>• Oral presentations in small group work</li> <li>• Individual summative and formative feedback given upon class contributions and assessed work</li> </ul> <p><b>Assessment Methods</b></p> <p>Both written pieces (essays, assignments, examinations), and oral presentations provide a vehicle for the demonstration and assessment of these skills, as evidenced by the assessment criteria contained in the marks scheme.</p>
<p><b>C. Practical Skills</b></p> <p>On completion of the programme the successful student will have an enhanced ability to:</p> <p><b>C1</b> Demonstrate the knowledge, understanding and intellectual skills listed above in written form and/or orally in small groups, and evaluate the work of others</p> <p><b>C2</b> Practice exegetical, hermeneutical and teaching skills in a ministry setting</p> <p><b>C3</b> Engage in a variety of practical tasks in a</p>	<p><b>Teaching/Learning Methods</b></p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> <li>• Taking part in placement activities with churches or other institutions</li> <li>• The requirement to give oral and written presentations and feedback given on those</li> <li>• The analysis of practical pastoral scenarios</li> <li>• The practice of diagramming sequences of argument</li> <li>• The practice of analysing worldviews from a range of literature</li> </ul>

<p>ministry setting (such as shadowing a local ministry or leading a team of youth workers) and reflect theologically on their experiences</p> <p><b>C4</b> Practice ethical and counselling skills to pastor individuals from a biblical perspective</p> <p><b>C5</b> Engage sensitively with members of other Western adult or youth sub-cultures, or with other world cultures and faith communities</p> <p><b>C6</b> Demonstrate an ability to employ a range of doctrinal tools and methods for theological cultural exegesis and to apply them specifically to one contemporary cultural artefact</p> <p><b>C7</b> <i>For those specialising in TCC:</i> Explain the teachings of another major world faith or belief system to a lay audience, along with ways in which they can further their knowledge of that faith or belief system</p> <p><b>C8</b> <i>For those specialising in TCY:</i> Speak confidently at children's and youth events and demonstrate the ability to train and lead others in that ministry</p> <p><b>C9</b> <i>For those specialising in TCY:</i> Counsel a young person in a local church context with reference to appropriate child protection procedures</p> <p>In addition, students may gain an enhanced ability to:</p> <ul style="list-style-type: none"> <li>• Engage in practical apologetic situations</li> <li>• Use the Daily Offices, Baptism and Holy Communion services in authorised Church of England liturgies, or lead equivalent services in other denominations</li> <li>• Use a sentence-flow diagram to move from a set biblical text to a formally delivered talk</li> <li>• Produce expository and evangelistic sermons</li> <li>• Use practical skills in evangelism and nurture and/or leadership skills in a church context</li> <li>• Apply a biblical understanding of race and religion to ministry contexts today, focussing on Islam in Britain</li> </ul>	<p><b>Assessment Methods</b></p> <p>Students' practical skills are assessed by essays, exams, and exegetical assignments, and by giving one-to-one feedback on oral and written presentations and participation in practical tasks at College or on placement.</p>
<p><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <p><b>D1</b> Manage time effectively and work to deadlines</p> <p><b>D2</b> Work and learn independently</p> <p><b>D3</b> Plan and manage an individual project</p> <p><b>D4</b> Participate constructively in groups</p> <p><b>D5</b> Map the flow of an argument in a text or worldview</p> <p><b>D6</b> Analyse and respond to the pre-suppositions</p>	<p><b>Teaching/Learning Methods</b></p> <p>Regular written work and guided reading contribute to the outcomes listed, along with the practice of mapping the flow of an argument. Students are able to put skills into practice in placement situations and reflect upon their success. Communication modules and elements of group work both in the classroom and in assessment also encourage these outcomes.</p> <p><b>Assessment Methods</b></p> <p>All written assessments (essays, exams) require the</p>



<p>underlying previously un-encountered intellectual positions</p> <p><b>D7</b> Communicate information and ideas to a wide ability and age range and across cultural and sub-cultural differences</p> <p><b>D8</b> Be critically self-aware of personal commitments and character tendencies in a range of social, pastoral and cross-cultural situations</p> <p><b>D9</b> Understand the principles of the transferability of ideas or practices from one sub-cultural or cultural context to another</p> <p>In addition, students may gain an enhanced ability to:</p> <ul style="list-style-type: none"> <li>• Engage in apologetic debate</li> <li>• Lead or assist in a variety of services in a range of churches</li> <li>• Teach and/or preach in a variety of contexts, including to youth and children and in cross-cultural situations</li> <li>• Explain Christian truth within the context of contemporary society or other cultures</li> <li>• Undertake a leadership role in a Christian church or accept a subordinate position in a church led by members of a different ethnic group</li> </ul>	<p>first three of these skills. All students are assessed on their ability to communicate (both at a group and individual level) and further assistance is given to those who need it. Students are also given the opportunity to practice skills in various placement situations and within the College community, assessed through supervisor feedback and College exercises.</p>
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## 12. Programme Structure (Levels, Modules, Credits and Progression Requirements)

### 12.1 Overall Structure of the Programme

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.

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.

12.2 Levels and Modules		
LEVEL 4		
Compulsory	Optional	Progression Requirements
<p>Students must take all of the following:</p> <ul style="list-style-type: none"> <li>• BD1.1, BD1.2, BS1.2, BW1.1, CW1.2, DH1.1, DW1.1 and DW1.2.</li> <li>• Students specialising in TPS or TCC normally take GK1.3.<sup>2</sup></li> <li>• Students specialising in TPS take PM1.2, and <i>either</i> MN1.1 <i>or</i> MN1.2.</li> <li>• Students specialising in TCY take PM1.3, BW1.3 and DW1.4.</li> <li>• Students specialising in TCC take PM1.4, CW1.3, CW1.4 and CW1.5.</li> <li>• Communications Workshop (BW1.2): non-credit bearing.<sup>3</sup></li> </ul>	<p>Students may also choose from:</p> <ul style="list-style-type: none"> <li>• BS1.3, CW2.6, DH2.2, DH2.3, DW1.3, DW2.4, DW2.5, GK1.3, GK2.3, HB2.3 and MN2.4.</li> <li>• Modules from the other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY as electives).</li> </ul>	<p>The pass mark is C. If registered to continue to Level 5, a student <i>may</i> be allowed to progress with some incomplete Level 4 assessment.</p>
LEVEL 5		
Compulsory	Optional	Progression Requirements
<p>Students must take all of the following:</p> <ul style="list-style-type: none"> <li>• BS2.2, BW2.1, CW2.3, CW2.4, CW2.5, DH2.1 and DW2.2.</li> <li>• Students specialising in TPS take PM2.2, PM2.5 and <i>either</i> MN2.1 <i>or</i> MN2.2 <i>or</i> MN2.3.<sup>4</sup></li> <li>• Students specialising in TCY take PM2.3, CW2.8, CW2.9, CW2.10 and CW2.11.</li> <li>• Students specialising in TCC take PM2.4, CW2.7 and DW2.3; TCC students also take PM2.8 in between their studies at Level 4 and 5.</li> <li>• Mission (PM2.6 for students specialising in TPS or PM2.7 for students specialising in TCY): both non-credit-bearing).<sup>5</sup></li> </ul>	<p>Students may also choose from:</p> <ul style="list-style-type: none"> <li>• BS1.3, CW2.6, DH2.2, DH2.3, DW1.3, DW2.4, DW2.5, GK1.3, GK2.3, HB2.3, HB3.3<sup>6</sup> and MN2.4.<sup>7</sup></li> <li>• Modules from the other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY as electives).</li> </ul>	<p>The pass mark is C. If a student wishes to continue study beyond the FdA, they must normally meet all requirements for the FdA before progression.</p>

<sup>2</sup> Other arrangements may be made in exceptional circumstances.

<sup>3</sup> Students continuing on into the FdA may choose to take this module during their FdA Year instead; however, they should be aware that the module *must* be completed by all students; consequently, if they choose to withdraw from the FdA, they must complete this module before the CertHE can be awarded.

<sup>4</sup> MN2.3 (Pioneer Ministries) is an alternative to MN2.1 for ordinands who are training for Pioneer Ministry.

<sup>5</sup> Students may choose to take the relevant module during their CertHE Year instead.

<sup>6</sup> This BA level module may be taken by FdA students if they have previously (successfully) credited HB2.3.

<sup>7</sup> Elective modules may only be studied in during the FdA Year if not previously credited during the CertHE Year: although elective modules at Levels 4 and 5 may be taken during *either* year, students must ensure that they complete at least 120 credits at Level 5 (or higher) by the end of their FdA.



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

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

### 13. Curriculum Map

See attached.

### 14. Information about Assessment Regulations

Please refer to the current edition of the *Student Programme Handbook* and to the 'Progression Requirements' noted above.

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

All students will take part in placements during their programme, with the nature of the placements tailored to the particular specialism. For example, students specialising in TCY will be placed in a church with a significant youth and/or children's ministry. For students specialising in TCC and TPS, the programme will include a block placement during one of the College breaks, normally over the summer; for TCC students, this placement will be cross-cultural in nature, and will normally take place overseas. For all students, a number of the modules which make up the FdA will be assessed through a task carried out on placement.

### 16. Future Careers (if applicable)

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

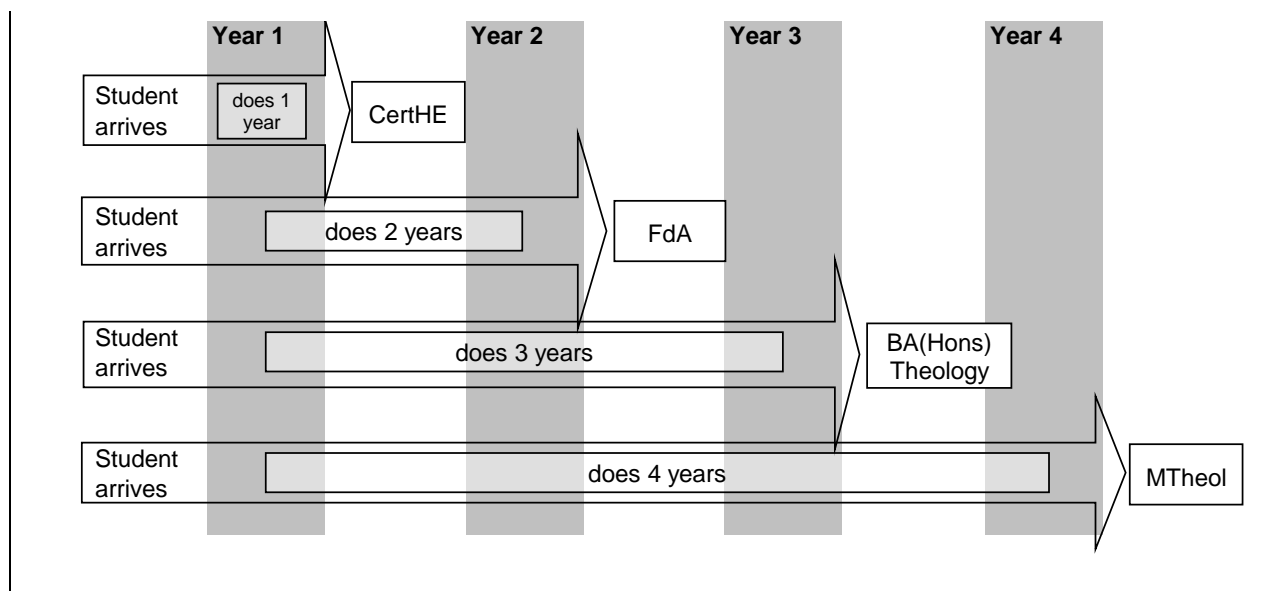
### 17. Particular Support for Learning (if applicable)

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

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

<b>20. Reference Points</b>
<ul style="list-style-type: none"> <li>• Bloom's Taxonomy of Educational Objectives – cognitive domains</li> <li>• The UK Quality Code for Higher Education</li> <li>• The Framework for Higher Education Qualifications</li> <li>• Subject Benchmark Statement for Theology &amp; Religious Studies</li> <li>• Quality in Formation Panel of the Archbishops' Council of the Church of England</li> <li>• The Church of England's Quality Advisor (reporting to the Quality in Formation Panel)</li> <li>• Middlesex University Learning &amp; Quality Enhancement Handbook</li> <li>• Validation of the CertHE/FdA in Theology for study on campus (Dec 2010) and at distance (Jan 2012)</li> <li>• Oak Hill – Learning, Teaching &amp; Assessment Strategy (2013)</li> <li>• Student, Staff, External Examiner and Graduates' feedback and comments (particularly through Assessment Board, Academic Board and the Courses Evaluation Committee)</li> </ul>

<b>21. Other information</b>
<p><u>Modes of Study</u></p> <p>Students may opt to study part-time; students' individual programmes may be decided in consultation with the relevant Course Leader, the Academic Registrar and, where appropriate, the Admissions Officer.</p> <p><u>Exit Points</u></p> <p>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.</p> <p>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 &amp; Transfer Scheme (CATS).</p> <p>Students may also extend their studies, in order to gain a 'higher' award than the FdA; as in the following diagram:</p>



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

## Appendix A

### List of modules by specialisation

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

#### Subject Areas

BS – Biblical Studies

CW – Practical Theology & Ministry<sup>8</sup>

DH – Theology & Church History<sup>9</sup>

GK – Greek Language

HB – Hebrew Language

MN – Ministry

PM - Placement

BD – Biblical Studies and Theology & Church History

BW – Biblical Studies and Practical Theology & Ministry

DW – Theology & Church History and Practical Theology & Ministry

<sup>8</sup> The CW stands for the former title of Church & World.

<sup>9</sup> The D in the module codes stands for Doctrine.

## Year 1 (CertHE)

### All Specialisms

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

### Students Specialising in TPS and TCC

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

PM1.2	Weekly Church Placement I
MN1.1	Anglican Ministry I <i>or</i>
MN1.2	Independent Ministry I

### Students Specialising in TCY

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

### Students Specialising in TCC

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

### Electives

BS1.3	Pastoral Epistles & Pastoral Ministry
CW2.6	Women's Ministry
DH2.2	Reading Calvin's <i>Institutes</i>
DH2.3	Revivals & Revivalism
DW1.3	Philosophical Foundations
DW2.4	Place & Culture
DW2.5	Place, Time & Culture
GK1.3	Introduction to New Testament Greek
GK2.3	Intermediate Biblical Greek
HB2.3	Introduction to Biblical Hebrew
MN2.4	Church Planting

## Year 2 (FdA)

### All Specialisms

BS2.2	Biblical Studies II
BW2.1	Homiletics II

CW2.3	Pastoral Theology & Care
CW2.4	Christian Ethics
CW2.5	Cross-Cultural Mission
DH2.1	Doctrine & History II
DW2.2	Apologetics II

#### Students Specialising in TPS

PM2.2	Weekly Church Placement II
PM2.5	Summer Block Placement
PM2.6	College (Weekend) Mission
MN2.1	Anglican Ministry II <i>or</i>
MN2.2	Independent Ministry II <i>or</i>
MN2.3	Pioneer Ministries

#### Students Specialising in TCY

PM2.3	Youth & Children's Ministry Placement II
PM2.7	TCY Mission
CW2.8	Children's & Youth Ministry in the Church
CW2.9	Practical Children's & Youth Ministry II
CW2.10	Pastoral Care of Children & Young People
CW2.11	Spiritual Development of Children & Young People

#### Students Specialising in TCC

PM2.4	Weekly TCC Church Placement II
PM2.8	Summer Cross-Cultural Placement I
CW2.7	Islamic Studies
DW2.3	Engaging with People from Other Religious Backgrounds

#### Electives

BS1.3	Pastoral Epistles & Pastoral Ministry
CW2.6	Women's Ministry
DH2.2	Reading Calvin's <i>Institutes</i>
DH2.3	Revivals & Revivalism
DW1.3	Philosophical Foundations
DW2.4	Place & Culture
DW2.5	Place, Time & Culture
GK1.3	Introduction to New Testament Greek
GK2.3	Intermediate Biblical Greek
HB2.3	Introduction to Biblical Hebrew
HB3.3	Reading Biblical Hebrew
MN2.4	Church Planting

## **Appendix B1: Progressive Marking Scheme for Written Coursework and Examinations at Levels 4-6**

### **The structure of the mark scheme:**

- The criteria within each classification band are given under the following categories which are taken to represent the ten key criteria for assessing a piece of written work at these levels: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.
- The criteria develop in differing ways between the levels. Some of the criteria simply shift one to the left so that what 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, 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 (BD1.x, &c.)					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Organisation</b>	a. Thoroughly structured	k. Clear structure	u. Structure evident	ee. Minimal	oo. Absent
<b>Method</b>	b. Very fitting	l. Fitting	v. Broadly appropriate	ff. Barely appropriate	pp. Inappropriate
<b>Relevance</b>	c. Nearly all relevant	m. Very largely relevant	w. Some irrelevant	gg. Much irrelevant	qq. None
<b>Coverage of data</b>	d. Broad	n. Key data covered	x. Significant gaps	hh. Very narrow	rr. Lacking
<b>Coverage of concepts</b>	e. Broad	o. Key concepts covered	y. Some covered	ii. Very narrow	ss. Lacking
<b>Coverage of views</b>	f. Broad	p. Key views covered	z. Some covered	jj. Almost none	tt. Solipsistic
<b>Argumentation</b>	g. Incisive, hints of originality	q. Coherent, derivative	aa. Essentially coherent	kk. Minimal shape evident	uu. Incoherent
<b>Independent judgement</b>	h. Independent elements	r. Independent elements	bb. Very largely second-hand	ll. Entirely second-hand	vv. None or random
<b>Writing style</b>	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
<b>Presentation and apparatus</b>	j. Few mistakes	t. Broadly accurate	dd. Much accurate	nn. Persistent errors	xx. Deeply flawed
CRITERIA FOR LEVEL 5 (DH2.x, &c.)					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Organisation</b>	a. Everything in its place	k. Thoroughly structured	u. Clear structure	ee. Structure evident	oo. Minimal
<b>Method</b>	b. Excellent, hints of creativity	l. Fitting	v. Largely appropriate	ff. Basic but appropriate	pp. Inappropriate
<b>Relevance</b>	c. Entirely focused	m. Nearly all relevant	w. Mostly relevant	gg. Some relevant	qq. Largely relevant
<b>Coverage of data</b>	d. Broad and deep	n. Broad or deep	x. Key data covered	hh. Some real gaps	rr. Major gaps
<b>Coverage of concepts</b>	e. Broad and deep	o. Broad or deep	y. Key concepts covered	ii. Some real gaps	ss. Major gaps
<b>Coverage of views</b>	f. Broad and deep	p. Broad or deep	z. Key views covered	jj. Some mentioned	tt. Almost no awareness
<b>Argumentation</b>	g. Incisive, original aspects	q. Incisive, derivative	aa. Coherent, derivative	kk. Some shape evident	uu. Incoherent
<b>Independent judgement</b>	h. Clear independence	r. Independent elements	bb. Very largely second-hand	ll. Entirely derivative	vv. None or random
<b>Writing style</b>	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
<b>Presentation and apparatus</b>	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed
CRITERIA FOR LEVEL 6 (HB3.x, BS4.x, &c.)					
	<b>1-3 Excellent</b>	<b>4-6 Very good</b>	<b>7-9 Good</b>	<b>10-12 Satisfactory</b>	<b>13-14 Fail</b>
<b>Organisation</b>	a. Everything in its place	k. Everything in its place	u. Careful structure	ee. Structure evident	oo. Minimal
<b>Method</b>	b. Fitting, creative	l. Fitting, hints of creativity	v. Appropriate	ff. Basic but appropriate	pp. Inappropriate
<b>Relevance</b>	c. Ruthlessly focused	m. Nearly all relevant	w. Mostly relevant	gg. Mostly relevant	qq. Some relevant
<b>Coverage of data</b>	d. Exhaustive within scope	n. Broad and deep	x. Good coverage	hh. Basic data covered	rr. Very narrow
<b>Coverage of concepts</b>	e. Exhaustive within scope	o. Broad and deep	y. Good coverage	ii. Basic concepts covered	ss. Very narrow
<b>Coverage of views</b>	f. Exhaustive within scope	p. Broad and deep	z. Key views covered	jj. Some covered	tt. Almost no awareness
<b>Argumentation</b>	g. Ruthlessly prosecuted	q. Coherent and incisive	aa. Largely coherent	kk. Some shape evident	uu. Very confused
<b>Independent judgement</b>	h. Clear independence	r. Evidence of independence	bb. Largely second-hand	ll. Entirely derivative	vv. None or random
<b>Writing style</b>	i. Sophisticated writing	s. Well written	cc. Very readable	mm. Uneven	ww. Very rough
<b>Presentation and apparatus</b>	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

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

CRITERIA FOR LEVEL 4 (BD1.x, &c.)					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Methodology</b>	a. Very fitting	k. Fitting	u. Broadly appropriate	ee. Barely appropriate	oo. Inappropriate
<b>Theological competence</b>	b. Incisively evident	l. Considerable	v. Some clearly evident	ff. Limited competence	pp. Little evident
<b>Content in light of task</b>	c. Relevant; broad or deep	m. Key content covered	w. Some content covered	gg. Major gaps	qq. Minimal content
<b>Pastoral discernment</b>	d. Insightful	n. Considerable	x. Some evident	hh. Limited	rr. None evident
<b>Mission orientation</b>	e. Thorough	o. Clearly evident	y. Some evident	ii. Limited	ss. None evident
<b>Application</b>	f. Insightful	p. Well applied	z. Some application	jj. Minimal application	tt. Lacking application
<b>Integration of class- and work-based learning</b>	g. Very well integrated	q. Well integrated	aa. Some integration	kk. Limited integration	uu. Lacking integration
<b>Logical coherence</b>	h. Thoroughly coherent	r. Mostly coherent	bb. Broadly coherent	ll. Limited coherence	vv. Barely coherent
<b>Organisation</b>	i. Thoroughly structured	s. Clear structure	cc. Some structure evident	mm. Minimal structure	ww. Lacking structure
<b>Presentation / delivery</b>	j. Very few mistakes	t. Well expressed	dd. Good to read / hear	nn. Uneven	xx. Poorly expressed
CRITERIA FOR LEVEL 5 (DH2.x, &c.)					
	<b>A Excellent</b>	<b>B+ Very good</b>	<b>B- Good</b>	<b>C Satisfactory</b>	<b>F Fail</b>
<b>Methodology</b>	a. Thoroughly appropriate	k. Very fitting	u. Fitting	ee. Broadly appropriate	oo. Barely appropriate
<b>Theological competence</b>	b. Very incisive throughout	l. Incisively evident	v. Considerable	ff. Some clearly evident	pp. Limited competence
<b>Content in light of task</b>	c. Relevant, broad and deep	m. Relevant, broad or deep	w. Key content covered	gg. Some content covered	qq. Major gaps
<b>Pastoral discernment</b>	d. Very insightful	n. Insightful	x. Considerable	hh. Some evident	rr. Very limited
<b>Mission orientation</b>	e. Very thorough	o. Thorough	y. Clearly evident	ii. Some evident	ss. Very limited
<b>Application</b>	f. Very insightful and apposite	p. Insightful	z. Well applied	jj. Some application	tt. Minimal application
<b>Integration of class- and work-based learning</b>	g. Thoroughly and incisively integrated	q. Very well integrated	aa. Well integrated	kk. Some integration	uu. Very limited integration
<b>Logical coherence</b>	h. Incisive throughout	r. Thoroughly coherent	bb. Mostly coherent	ll. Broadly coherent	vv. Limited coherence
<b>Organisation</b>	i. Everything in its place	s. Thoroughly structured	cc. Clear structure	mm. Some structure	ww. Minimal structure
<b>Presentation / delivery</b>	j. Impressively well expressed	t. Very few mistakes	dd. Well expressed	nn. Good to read/hear	xx. Uneven

## Appendix B3: Marking Scheme for Assignments at Levels 4-6 (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 (BD1.x, DH2.x, HB3.x, BS4.x, &c.)

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