OAK HILL COLLEGE
PROGRAMME SPECIFICATION

1	**Title of Programme:**	BA(Hons) in Youth & Children's Ministry

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

2	**Awarding Institution:**	Oak Hill College with Middlesex University
3	**Teaching Institution:**	Oak Hill College
4	**Additionally validated by:**	n/a

5	**Final Award:**	Bachelor of Arts with Honours (BA(Hons))
6	**Programme:**	Youth & Children's Ministry
7	**Relevant QAA subject benchmark group(s):**	• Communications, Media, Film & Cultural Studies • Education Studies • Social Policy & Administration • Social Work • Theology and Religious Studies
8	**Production/revision date:**	29/03/2012 – updated 21/09/2012

9	**Reference points:**

- Bloom's Taxonomy of Education Objectives – cognitive domains
- National Qualifications Framework
- Framework for Higher Education Qualifications
- Subject Benchmark Statements for Communication, Media, Film & Cultural Studies; Education Studies; Social Policy & Administration; Social Work; Theology & Religious Studies
- QAA precepts and guidance on Placements
- Middlesex University internal document "Writing the Programme Specification"
- QAA – Guidelines for preparing Programme Specifications
- Oak Hill – Learning, Teaching & Assessment Strategy
- Oak Hill – relevant module descriptions, associated Programme Specifications etc
- University of Surrey, Roehampton, BA Profile for Professional Development
- Kingston University School of Education, BA School Experience
- NYA Transforming Youth Work Management Briefing Paper August 2003
- NYA Ethical Conduct in Youth Work
- NYA Guide to Youth Work and Youth Services
- Loughborough University Ethical Advisory Committee – Guidance notes for Investigators working with Children & Young People
- C.Y.P.U. – Building a Strategy for Children & Young People

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

The programme aims:

- to provide students with enhanced knowledge and skills to equip them for a ministry amongst either children or young people
- to develop further students' critical and analytical powers in relation to children's and youth ministry
- to develop further students' skills and Christian graces to enable them to function as youth or children's and family workers
- to provide students with opportunities to enhance their skills in the local church and its associated ministries amongst children or adolescents
- to enhance the development of students' interpersonal skills
- to further assist students to develop the skills required for both autonomous practice and team working
- to model to students the commitment to the practice of biblical study which they will need to work within the community and at the service of the people of God, especially of children and adolescents
- to assist students in their confidence in biblical authority and the unique power of the gospel of Jesus Christ
- to encourage students to grow in the intellectual graces of humility, charity, rigour and godliness
- to model to students the commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit

The programme will benefit:

- those preparing for ministry amongst children and young people in the Church of England and other Protestant denominations
- those already involved in ministry amongst either children or young people, who wish to have that ministry explicitly shaped by formal theological study

11	**Programme Learning Outcomes:**

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

A. Knowledge & Understanding

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

A1 A thorough knowledge and understanding of current thinking as it relates to Christian ministry amongst children and adolescents. This knowledge and understanding will include such areas as:

- a good awareness of 20th century developments in Christian understanding of ministry to children and adolescents
- an awareness of the development of cell church and youth congregations

A2 A detailed and systematic knowledge and understanding of the issues that relate to the practice of Christian ministry to children and adolescents. This knowledge and understanding will include such areas as:

- counselling approaches to children and adolescents, particularly in the family context
- the theology of worship in a Christian youth and children's context
- the integration of key biblical data with the conduct of Christian children and adolescents

A3 A more detailed and thorough knowledge of and understanding of biblical material in specific biblical books. Particular attention will be given to structure, major themes and major approaches to reading different biblical genres. This knowledge and understanding could be derived from the intensive study of such books as:

- The Psalms
- John's Gospel
- 1 Corinthians

A4 A competent understanding of doctrinal issues. This knowledge and understanding could be derived from the study of:

- principal historical perspectives on selected Christian doctrines
- the main features and underlying concepts of major Christian spiritualities

Teaching/learning methods and strategies:

Knowledge and understanding are acquired through the following strategies:

- lectures which provide exemplary discussion of a given topic, models for considering different views and introductions to relevant material
- accompanying handouts
- interaction through question, discussion and argumentation
- guided independent reading which forms the basis of classroom discussion
- student-led seminars to enable thorough understanding of key themes and significant issues
- dissertation research, writing, composition and supervision
- class reading and discussion of key texts
- individual written (and at times oral) feedback on written work

Assessment:

Testing of the knowledge base is through a combination of exams, assessed coursework in the form of essays and assignments, book analyses, dissertations. Students, for example, are required to analyse and evaluate the impact upon the 20th century Christian church of key developments in childhood and adolescent studies, mindful of the importance of applying this knowledge to the local church ministry amongst children and adolescents.

B. Intellectual Skills

On completion of this programme the successful student will be able to demonstrate *from Year 1*:

- **B1** The basic ability to assess the impact of Western culture on children and adolescents
- **B2** Basic analysis of the methodological approaches to childhood and adolescent learning
- **B3** The basic ability to read and understand primary texts, including the Old and New Testament texts, with due regard to historical as well as biblical-theological context
- **B4** The basic exegetical and hermeneutical skills required for communicating biblical material
- **B5** The skill to evaluate the doctrinal heritage of the church in the light of biblical teaching

Teaching/learning methods and strategies:

Intellectual skills are developed through the teaching and learning programmes outlined above. Each module, whatever the format of teaching, involves discussion of key issues in order to develop the intellectual skills described.

Additional methods of importance in the development of these skills are:

- deliberate modelling of these skills in lectures and classes
- individual summative and formative feedback given upon class contributions and assessed work
- individual dissertation supervisions

From Year 2:

- **B6** A good knowledge of, and the ability to assess critically, the impact of Western culture on children and adolescents
- **B7** The ability to evaluate the varying Christian methodological approaches to ministry amongst children and adolescents and develop responses to them
- **B8** The ability to assess and understand factors which either enhance or detract from the spiritual development of children and adolescents
- **B9** The ability to plan a church-based programme to enhance the spiritual development of children and adolescents
- **B10** The ability to read Old and New Testament texts with due regard to historical as well as biblical-theological context and to evaluate different approaches to reading Scripture
- **B11** The ability responsibly to construct doctrines from a biblical basis and the appreciation of the significance and relation of doctrines
- **B12** The ability to identify the key questions in dealing with ethical questions and to construct responses demonstrating internal coherence, an appropriate use of Scripture and analytical rigour

From Year 3:

- **B13** Competence across cognitive domains: knowledge, comprehension, application and analysis of educational, cultural and biblical data relating to children and adolescents
- **B14** Awareness and critical assessment of the impact of Western culture on the way the Christian church works with children and adolescents
- **B15** The ability to evaluate the varying counselling approaches to childhood and adolescence and develop responses to them
- **B16** The ability to plan, organise and implement a dissertation on an area related to the various academic fields relating to childhood and/or adolescence, demonstrating competence in research skills
- **B17** Interpret a biblical book on the basis of established techniques of grammatical-historical and biblical-theological analysis
- **B18** Demonstrate a competent grasp of the wider systematic theological implications of holding to particular views on selected doctrines
- **B19** Critically appraise the ways in which various theological and philosophical positions shape responses to issues of pastoral ministry

Moreover, a number of the teaching and learning methods mentioned above are employed with the intention that they should contribute to the development of these skills. These include:

- guided independent reading
- problem analysis of written scenarios, exploring theological and pastoral issues raised
- discussion of seminal texts
- the planning, organisation and implementation of a dissertation on an area related to the various academic fields relating to childhood and/or adolescence

Assessment:

The various assessment methods employed (see 'Knowledge and Understanding' Assessment) all place great emphasis, as shown in the assessment criteria, on the students' ability to demonstrate these skills. Both written pieces (essays, assignments, written examinations, dissertations) and oral presentations provide a vehicle for the demonstration and assessment of these skills.

C. Practical Skills

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

- **C1** Communicate biblical content to either children or adolescents
- **C2** Plan a teaching programme for children or adolescents in the context of the local church
- **C3** Plan a leadership training programme for volunteer children's or youth workers in the context of the local church
- **C4** Deploy pastoral understanding in live pastoral situations, particularly in the area of counselling

• **C5** Anticipate the pastoral implications of different detailed theological views • **C6** Utilise their doctrinal understanding in contemporary pastoral ministry • **C7** Identify the key questions in dealing with ethical questions and to construct responses demonstrating pastoral insight and sensitivity • **C8** Plan and lead a major residential or week-long activity for either children or adolescents in the context of the local church	**Teaching/learning methods and strategies:** Practical skills are developed across the teaching and supervision programme. Through placement-focussed written assignments, students have to apply lecture-based learning to the placement setting. Students continue to receive one-on-one placement supervision in the development of communication skills through detailed review and analysis. Competence in understanding leadership continues to form an important dimension in one-to-one tutorial supervision and is cultivated in class discussions and debates. Where placement churches concur, students will continue to be allowed to observe church leadership forums (e.g. the PCC), and join children's or adolescent leaders' meetings to experience decision-making and team dynamics. In addition the planning, management and leading of a major week-long children's activity or weekend adolescent residential will require of students a high level of creative, administrative and human resource management skills. **Assessment:** These skills are assessed by essay, exam and, in particular, by placement experience which is closely monitored both by the Course Director and experienced youth and children's workers at the placement. Students continue to perform a number of supervised presentations of a Bible passage to either children or adolescents in their placements and receive one-to-one in-depth analysis and critical assessment of these from the Course Director. Through the placement assignment students are required to work intensively alongside any employed children's/ youth workers and those volunteers involved in the church's work amongst children or adolescents.
D. Transferable/Graduate Skills On completion of this programme the successful student will be able to: • **D1** Manage time effectively and work to deadlines • **D2** Work and learn independently • **D3** Plan and manage an individual project • **D4** Participate constructively in groups • **D5** Be critically self-aware of personal commitments and character tendencies • **D6** Communicate information and ideas to a wide ability and age range • **D7** Provide high-level collaborative and leadership skills	**Teaching/learning methods and strategies:** All modules require regular written work and this contributes to the first and second outcomes listed. Guided reading and the dissertation are important in the development of the first three outcomes. Two specific communication modules and the placement modules enable the final five outcomes listed to be advanced. **Assessment:** All written assessments (essays, exams, dissertations) require the first, second and third of these skills. The supervision of the placement modules contributes significantly to the development of the fourth, fifth, sixth and seventh skills listed.

12	Programme Structures & Requirements

12.1 Overall Programme Structure

The BA(Hons) is a 3-year (full-time) Honours degree. Students may opt to study part time; in such cases, they are asked to register for at least one taught component in every term, in order to maintain full contact with the College. Students' individual programmes will be decided in consultation with the Course Director (and, where appropriate, the Admissions Officer).

The first two years are in effect the DipHE in Youth & Children's Ministry, and aim to cover in outline the principal areas of youth and children's ministries, incorporating theological and pastoral studies as well as specialist youth and children's ministry studies. Study is introductory in the first year, then progresses to a more sophisticated analytical level in the second year. Integration is maintained between the three areas of study (Biblical Studies, Theology & Church History, and Church & World including Youth & Children's Ministry specialism) through a variety of means.

The third year (full-time), 'the BA year', brings the student to degree-level study. It builds on work in the first two years and involves high level learning and greater specialisation within the three subject areas. In-depth engagement with a topic, and sustained reflective writing, is required by means of the compulsory short dissertation or project. The classification of the resultant BA(Hons) degree is based on the grades of the 'BA year' only, and not on the grades of the preceding DipHE.

12	Programme Structures & Requirements

12.2 Details of Levels & Modules

Level 4 (Year 1)

Compulsory	Designated	Optional	Progression Requirements
Students must take all of: • CD1.1, CH1.1, NT1.1, OT1.1 (all 15-credit taught modules) • CM1.2, YM1.1, YM1.3 (all 10-credit taught modules) • YM1.2 and YM1.4 (10-credit practical placements)	Students must also choose 1 of: • AP1.1, CW1.1, NT1.2, SW1.2 (all 10-credit taught modules – not all will be available in any year, or in the relevant term)	Students may also choose: • extra to the 120 credit requirement for the year, and subject to an extra fee, students may 'audit' a module by arrangement with the Academic Registrar	The pass mark is C. If registered to continue after the first year, a student *may* be allowed to progress with some incomplete Level 4 assessment.

Level 5 (Year 2)

Compulsory	Designated	Optional	Progression Requirements
Students must take all of: • CD2.2, ET2.1, NT2.2, OT2.2, YM2.1, YM2.3 (all 15-credit taught modules) • YM2.2 and YM2.4 (15-credit practical placements)	Not applicable	Students may also choose: • extra to the 120 credit requirement for the year, and subject to an extra fee, students may 'audit' a module by arrangement with the Academic Registrar	The pass mark is C. If registered to continue study beyond the DipHE in YCM, a student must meet all requirements for the DipHE before progression unless agreed by the YCM Director. Permission to progress may also involve consultation with the YCM Director and the Academic Registrar.

Level 6 (Year 3)			
<u>Compulsory</u>	<u>Designated</u>	<u>Optional</u>	<u>Progression Requirements</u>
Students must take: • **Either** SD4.1 (20 credit, 6,000-word dissertation) **or** SP4.1 (20 credit, short project) in an area related to the various academic fields relating to childhood and/or adolescence • YM3.1 (specialist 20-credit taught module) • YM3.2 (20-credit practical placement • 3 further 20-credit taught modules	Of the 3 further taught modules, students must choose: • at least 2 modules at 'Level 6B' (code 4.x) • 1 module from each of the Biblical Studies and Theology & Church History study areas	Students may choose modules from: '**Level 6A**' DW3.1, NT3.1, NT3.4, OT3.7, PC3.3, SH3.2 '**Level 6B**' AP4.1, CD4.3, CH4.7, CM4.6, DH4.1, DN4.1[1], HM4.1, OT4.8 *See list of modules (pp.10-11) for areas of study and titles of modules*	The pass mark is 12.

13 **Admission Criteria**

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

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

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

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

14 **Assessment Regulations Information**

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

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[1] [1] DN4.1 can be counted as belonging to *either* 'Biblical Studies' *or* 'Theology & Church History', but *not* both.

15 | **Indicators of Quality**

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

16 | **Particular Support for Learning**

- Extensive theological library with 24-hour access to 50,000 volumes
- 24-hour access to IT resources: email, word-processing, CD-ROM resources, Internet access, and the College's Virtual Learning Environment
- Personal tuition, and one-to-one supervision for dissertations
- Special provision for students with special needs (e.g. English not first language, specific learning disabilities): see Information & Regulations booklet for details
- Induction to College and academic life in 'Opening Week' of Year 1

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

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

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

Placement experience is designed to demonstrate progression in each year of the programme, whilst providing sufficiently differentiated experience that the student is equipped in one specific area for ministry once each placement is completed.

The **first stage** involves students being placed in a church with a specified time commitment and a very experienced placement supervisor to work in close support with the Course Director and/or other Oak Hill staff. The particular foci of the first placement year are:

1. To enable the student to apply the Bible teaching skills received in College to the placement setting
2. To begin the process of encouraging students to evaluate and reflect upon actual ministry settings

The **second stage** involves students being placed in a church with an increased time commitment and an experienced placement supervisor to work in close support with the Course Director and/or other Oak Hill staff. The particular foci of the second placement year are:

1. To enable students to develop an understanding of one-to-one ministry amongst older children and adolescents in the local church setting
2. To analyse the priorities of the children's or youth work with particular focus upon the spiritual development of children or adolescents
3. To continue the process of encouraging students to evaluate and reflect upon actual ministry settings
4. To introduce students to the realities of leadership forms and executive bodies with responsibility for a local church or Christian ministry amongst children and adolescents
5. To develop insight into, and practical understanding of, leadership in the context of a local church

In order to facilitate continued application of their lecture-based learning, students will be assigned a placement for the BA year. This will both enhance and re-inforce their learning from the previous two placements. This **third stage** involves students being placed in a church with a further increased time commitment and an experienced placement supervisor to work in close support with the Course Director. The particular foci of the third placement year are:

1. An in-depth engagement with placement church children's or youth work, requiring sustained reflective writing
2. The further development of the students' experience and abilities by assigning them responsibility for the overall planning and management of one of the following:
   - a Holiday Bible club
   - a Schools Awareness Week
   - a Children's or Youth residential week or weekend

This will function in the same manner as a block placement, whilst the student is placed in the church throughout the BA year. The student will be responsible, under the direct supervision of the placement supervisor, for all aspects of planning for as well as actually leading the activity or residential. They will have to demonstrate an awareness of safe practice through implementing legislation pertaining to, for example, Health & Safety and Child Protection. Students will have to display skills in team management, planning and organisation as well as creativity in the development of both the activity and the teaching programme. Support will be provided by the placement supervisor and the Course Director.

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Future Career: Support for Graduates' Future Career Development

- All the College's programmes are vocational; that is, they are intended to equip the student with the necessary skills, experience, attitudes and characteristics for Christian ministry of various types
- Personal tuition throughout the three years of the BA(Hons) in YCM provides support in all areas of the student experience. This includes ongoing guidance on the academic programme, and on future career possibilities
- The pattern of placements in local church settings allows students to 'network' with possible future employers, and with persons involved in the relevant work field

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Other Information

Modes of Study

Students may opt to study part-time. Students are asked to register for at least one taught component in every term, in order to maintain full contact with the College. Students' individual programmes will be decided in consultation with the Course Director (and, where appropriate, the Admissions Officer).
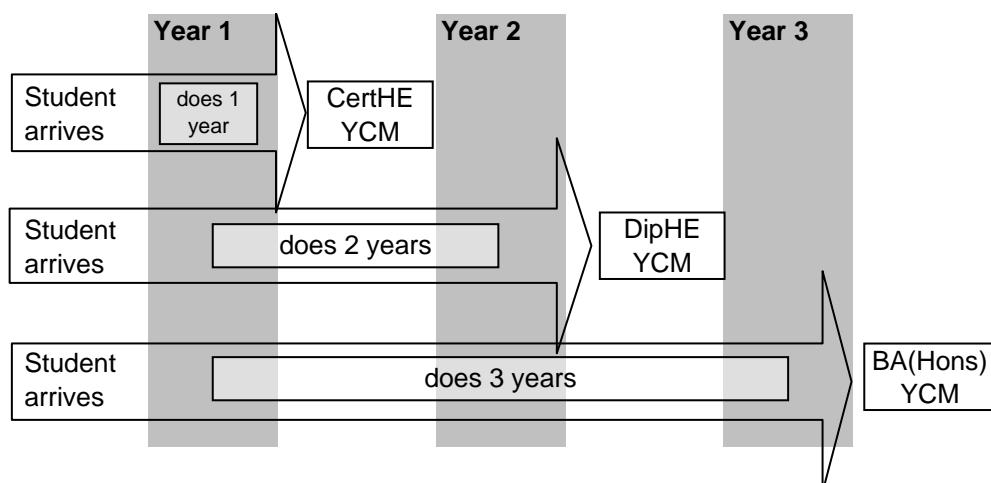
Exit Points

Students registered for the BA(Hons) in YCM may decide to leave College before the end of the third year (full-time).

After one year, given the appropriate modules studied and credit total, a student could exit and be awarded a CertHE. After two years, a student deciding to finish could be awarded the DipHE.

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

These provisions are expressed in the following diagram:

Year 1	Year 2	Year 3

Student arrives	does 1 year	→	CertHE YCM
Student arrives	does 2 years	→	DipHE YCM
Student arrives	does 3 years	→	BA(Hons) YCM

Appendix

List of Modules by Level and Subject Area

Biblical Studies
NT1.1	Introduction to Jesus & the Gospels
NT1.2	Pastoral Epistles & Pastoral Ministry
OT1.1	Introduction to the Old Testament: Creation to David

NT2.2	Introduction to Acts & the Pauline Epistles in English
OT2.2	Introduction to the Old Testament: From Solomon to Second Temple

NT3.1	The Fourth Gospel
NT3.4	1 Corinthians
OT3.7	The Psalms

DN4.1	Justification in the Bible & in Christian Doctrine
OT4.8	Wisdom Literature

Note: The College offers further Biblical Studies modules at this level, but they require knowledge of biblical languages and are therefore unlikely to be open to YCM students

Theology & Church History
CD1.1	Introduction to Christian Theology I
CH1.1	Survey of Church History

CD2.2	Introduction to Christian Theology II
ET2.1	Introduction to Christian Ethics

DW3.1	Evangelical Public Theology
SH3.2	Christian Spirituality – Past & Present

CD4.3	Doctrine of Salvation
CH4.7	Reading Historical Texts in English
DH4.1	Doctrine of God
DN4.1	Justification in the Bible & in Christian Doctrine
HM4.1	Puritan Perspectives on Ministry

Church & World (including specialist YCM)
AP1.1	Practical Apologetics
CM1.2	Exegesis & Hermeneutics for Teaching
CW1.1	Christians in the Contemporary World
SW1.2	Christian Worship & Congregational Ministry
YM1.1	Teaching the Bible to Children & Young People
YM1.3	Cultural Analysis for Youth & Children's Ministry

YM2.1	The Spiritual Development & Pastoral Care of Children & Young People
YM2.3	Working in the Church

DW3.1	Evangelical Public Theology
PC3.3	Pastoral Ministry
SH3.2	Christian Spirituality – Past & Present
YM3.1	Perspectives on Children, Young People & the Church in Britain

AP4.1	Apologetics for Mission
CM4.6	Advanced Christian Leadership
HM4.1	Puritan Perspectives on Ministry

Dissertations & Projects
SD4.1	Short Dissertation (BA-level); max 6,000 words
SP4.1	Short Project (BA-level), max equivalent to 6,000 words

Specialist YCM Practical Placements

YM1.2 Teaching the Bible in Youth & Children's Ministry
YM1.4 Teaching the Bible in a Culturally Relevant Way

YM2.2 Promoting the Spiritual Development of Children & Young People
YM2.4 Learning to Work in and with a Team

YM3.2 Effective Leadership in the Local Church

Progressive Marking Scheme for Written Coursework and Examinations at Levels 4-6

The structure of the mark scheme:

The criteria within each classification band are given under the following categories which are taken to represent the ten key criteria for assessing a piece of written work at these levels: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.

The criteria develop in differing ways between the levels. Some of the criteria simply shift one to the left so that what they expect of a 2:1 in Level 4 they expect of a 2:2 in Level 5 (e.g. the coverage criteria). This is the case for criteria where real and clear progress is expected between each level.

With some of the criteria slower progression is expected between some levels, e.g. on independent judgement, so that the descriptions move more gradually. This is the case for the more demanding criteria.

Some of the criteria reach a peak and level off, e.g. already by Level 5 they expect very few mistakes in presentation and apparatus and do not subsequently raise this expectation to an impossible standard of flawlessness.

The use of the mark scheme:

- This scheme will be used in marking both written coursework and written examinations in all 1.x, 2.x, 3.x and 4.x modules, except modules or part-modules which consist of language work. For dissertations it is used in conjunction with the dissertation mark sheet. Obviously not all of the criteria will be applicable to both the coursework and examination elements of assessment. Apparatus, for example, is not assessed in examinations.

- The mark scheme is to serve as an agreed guide for markers, and will be applied at the discretion of markers in the light of judgements made about suitable expectations for a particular piece of work. In some coursework, for example, there may be much less taught material or reading available than in others, and the scheme is intended to allow markers the flexibility to recognize such differing expectations. It is intended to guide marking, not to hold it to ransom. In particular, a marker will exercise his/her discretion in determining the weighting between the criteria evident in a particular piece of work for determining the final mark.

Use of grade point N (Levels 4, 5 and 6) or 15 (Level 6):

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

CRITERIA FOR LEVEL 4 (CD1.x, OT1.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 (OT2.x, NT2.x, &c.)

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

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

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

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

CRITERIA FOR LEVEL 4 (TR1.x, &c.)

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

CRITERIA FOR LEVEL 5 (TR2.x, &c.)

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

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

The structure and use of the mark scheme:

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

CRITERIA FOR LEVELS 4, 5 and 6 (TR1.x, TR2.x, TM3.x, CM4.x, &c.)

P	Pass	Satisfactory Submission
N	Fail	Token or Non-Submission