

Oak Hill College

Programme Specification

1	<p>Title of Programme: CertHE in Theology</p> <p>The programme is validated by Oak Hill College, under accreditation by Middlesex University</p>
2	<p>Awarding Institution: Oak Hill College with Middlesex University</p>
3	<p>Teaching Institution: Oak Hill College</p>
4	<p>Additionally validated by: n/a</p>
5	<p>Final Award: Certificate of Higher Education (CertHE)</p>
6	<p>Programme: Theology with specialisms in Theological & Pastoral Studies, Theology for Crossing Cultures, and Theology & Praxis for Children's & Youth Ministry</p>
7	<p>Relevant QAA subject benchmark group(s): Theology & Religious Studies</p>
8	<p>Production/revision date: 03/11/2010 – revised 05/09/2011</p>
9	<p>Reference points:</p> <ul style="list-style-type: none"> • Bloom's taxonomy of education objectives – cognitive domains • National Qualifications Framework • Subject Benchmark Statement for Theology & Religious Studies • Middlesex University internal document "Advice on completing the programme specification" • QAA – Guidelines for preparing programme specifications • Oak Hill – Learning, Teaching & Assessment Strategy
10	<p>Programme Aims (& Benefits):</p> <p>The programme aims</p> <ul style="list-style-type: none"> • to provide students with basic knowledge and skills to equip them for Christian ministry to various groups • to develop students' skills and Christian graces to enable them to function in Christian ministry, whether to adults, young people or children, and whether in the UK or overseas • to encourage students to grow in the intellectual graces of truthfulness, humility, charity, rigour and godliness • to model to students the commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit • to encourage students to delight in the Scriptures as a source, authority and nourishment for Christian faith • to assist students in their confidence in biblical authority and the unique power of the gospel of Jesus Christ • to teach the conceptual and practical integration of the different theological disciplines by constantly modelling in each stream the impact on and from each of the others • to assist students to be radically adaptive in their application of knowledge to new situations in Christian ministry

- to assist the development of students’ interpersonal skills
 - to assist students to develop the skills required for both autonomous practice and team working
 - to assist students to develop the skills of theological reflection on practice
 - to model to students the commitment to the practice of biblical study which they will need to work within the community and at the service of the people of God
- The programme will benefit:
- those preparing for Christian ministry to adults, young people or children in the Church of England and other Protestant denominations and churches, or those preparing for Christian ministry cross-culturally in the UK or overseas
 - those already involved in such Christian ministry, who wish to have that ministry explicitly shaped by formal theological study
 - those seeking to deepen their understanding of the Christian faith for their own growth and the benefit of others
 - those who desire to teach the content of the Bible with contemporary clarity
 - those consciously interacting with contemporary non-Christian patterns of thought and other faith patterns of thought

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<p>Programme Learning Outcomes:</p> <p>Note: The learning outcomes below are at the threshold level</p>	
<p>A. Knowledge & Understanding</p> <p>On completion of this programme the successful student will be able to demonstrate:</p> <ul style="list-style-type: none"> • A1 awareness of the main themes and content of the Bible and a biblical-theological paradigm for interpreting biblical texts • A2 introductory knowledge of Christian doctrines and history, and their significance for the ministry and mission of the contemporary church; for those specialising in Theology for Crossing Cultures, introductory knowledge of particular world churches and their history, and a basic knowledge of major world faiths and ethnicities • A3 for those specialising in Theology & Praxis for Children’s & Youth Ministry, an awareness of the educational and spiritual development of children and adolescents • A4 an awareness of the Christian faith as a world view among other worldviews with a basic ability in cultural analysis 	<p><i>In addition:</i></p> <p>Students may have the opportunity to develop:</p> <ul style="list-style-type: none"> • a basic knowledge of either or both of the two main biblical languages with a basic awareness of semantic, syntactical and text-critical issues • a basic understanding of the varieties of apologetic method and their effectiveness • a basic understanding of exegesis and hermeneutics • a basic understanding of principles and practice of youth and children’s ministry • a basic understanding of the church’s task of mission in contemporary society • a basic understanding of different theories of leadership with particular reference to Christian practice <p>Teaching/learning methods and strategies:</p> <p>Knowledge and understanding are acquired through the following strategies:</p> <ul style="list-style-type: none"> • seminars and lectures which provide discussion of given topics, models for considering different views, and introductions to relevant material • accompanying handouts and multimedia presentations • interaction in seminars and lectures through question, discussion and argumentation • guided independent reading • preparation of case studies • individual and group written feedback on written work • practice of skills in placement situations in churches or other institutions, and guided theological reflection on such practice

	<p>Assessment:</p> <p>Testing of the knowledge base is through a combination of exams, assessed coursework in the form of essays, assignments, presented papers and practical assignments, and participation in practical tasks at College or on placement.</p>
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<p>B. Intellectual Skills</p> <p>On completion of this programme the successful student will be able to demonstrate a basic ability:</p> <ul style="list-style-type: none"> • B1 to read biblical texts with due regard to relevant contexts and to evaluate approaches to reading Scripture with regard to their integrity and usefulness for Christian theology and ministry • B2 to evaluate culture and ideologies (whether historical or contemporary) and generate understanding of new cultures and ideologies as they emerge • B3 to construct doctrines from a biblical basis and to foresee the systematic consequences of a particular doctrinal position or missiological practice • B4 to appreciate the inter-connected nature of biblical theology • B5 to analyse historical ministries, movements, controversies and some of the simpler of primary historical theological writings • B6 to identify and evaluate issues found specifically in Western adult or youth sub-cultures, or other world cultures, which might influence the reading and interpreting of Scripture • B7 (for those specialising in Theology for Crossing Cultures) to evaluate missiological theories and practice in the light of Scripture, doctrine and church history; (for those specialising in Theology & Praxis for Children's & Youth Ministry) to evaluate varying Christian methodological approaches to children and youth's ministry. 	<p>Teaching/learning methods and strategies:</p> <p>Each module, whatever the format of teaching, involves exploration of key issues in order to develop the intellectual skills described.</p> <p>Methods of importance in the development of these skills are:</p> <ul style="list-style-type: none"> • deliberate modelling of these skills in seminars, lectures, and other media • guided independent reading and work sheets in preparation for lectures • problem analysis of written scenarios, exploring theological and pastoral issues raised • oral presentations in small group work • individual summative and formative feedback given upon class contributions and assessed work <p>Assessment:</p> <p>Both written pieces (essays, assignments, examinations), and oral presentations provide a vehicle for the demonstration and assessment of these skills.</p>
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<p>C. Practical Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> • C1 demonstrate the intellectual skills listed above in written form and orally in small groups • C2 practice teaching skills in a ministry setting • C3 engage sensitively with members of other Western adult or youth sub-cultures, or other world cultures, or faith communities <p><i>In addition:</i></p> <p>Students are given the opportunity to develop confidence in:</p>	<p>Teaching/learning methods and strategies:</p> <p>Practical skills are developed through:</p> <ul style="list-style-type: none"> • taking part in placement activities with churches or other institutions • the requirement to give oral and written presentations and feedback given on those • the analysis of practical pastoral scenarios • the practice of diagramming sequences of argument • the practice of analysing worldviews from a range of literature <p>Assessment:</p> <p>These skills are assessed by essays, exams, and exegetical assignments, and by giving one-to-one</p>
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<ul style="list-style-type: none"> • engaging in practical apologetic situations • using the Daily Offices, Baptism and Holy Communion services in authorised Church of England liturgies • using a sentence flow diagram to move from a set biblical text to a formally delivered talk 	<p>feedback on oral and written presentations and participation in practical tasks at College or on placement.</p>
<p>D. Transferable/Graduate Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> • D1 manage time effectively and work to deadlines • D2 work and learn independently • D3 plan and manage an individual project • D4 analyse pre-suppositions behind previously un-encountered intellectual positions • D5 map the flow of argument in a text or worldview • D6 participate constructively in groups • D7 be critically self-aware of character tendencies • D8 communicate information and ideas to a wide ability and age range <p><i>In addition:</i></p> <ul style="list-style-type: none"> • Students may be equipped to engage in apologetic debate, or to lead a variety of services in a range of churches. 	<p>Teaching/learning methods and strategies:</p> <p>All modules require regular written work and this contributes to the outcomes listed, along with the practice of mapping the flow of an argument. Guided reading is also important in the development of these outcomes. Students are able to put skills into practice in placement situations and reflect upon their success. Communication modules and the elements of group work in all modules also encourage these outcomes.</p> <p>Assessment:</p> <p>All written assessments – essays, exams – require the first three of these skills. All students are assessed on their ability to communicate which evidences the final three skills, and further assistance is given to those who need it. This is assessed informally at a group and individual level. Students are also given the opportunity to practice skills in various placement situations and within the College community, assessed through supervisor feedback and College exercises.</p>

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<p>Programme Structures & Requirements</p> <p>12.1 Overall Programme Structure</p> <p>This programme leads to the award of the Certificate of Higher Education (CertHE) in Theology. The normal length of time a full-time student spends on the programme is one academic year of three terms. The award may also be studied on a part-time basis.</p> <p>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.</p> <p>Students will be awarded the CertHE in Theology once they have attained grade ‘C’ or better in modules worth 120 credits.</p>
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Programme Structures & Requirements			
12.2 Details of Levels & Modules			
Level 4 (Year 1)			
<p style="text-align: center;"><u>Compulsory</u></p> <p>Students must take all of:</p> <ul style="list-style-type: none"> • BT1.1, CE1.1, CR1.1, DC1.1, HM1.1, OT1.2, OT1.3, PA1.1, PR1.1, TR1.1, WG1.1 • Students specialising in TPS or TCC would normally take GK1.2¹ • Students specialising in TPS take DE1.1², MW1.1 PL1.1, PL1.2 and TR1.2 • Students specialising in TCC take CS1.1 and MP1.2 • Students specialising in TCY take YC1.1, YC1.2, YC1.3 and YC1.4 • Communication workshops/tutorials (non-credit-bearing) • Placement activities and participation in College chapel, Fellowship Groups and College community service³ 	<p style="text-align: center;"><u>Designated</u></p> <p>Students must also choose at least 1 of:</p> <p style="text-align: center;">n/a</p>	<p style="text-align: center;"><u>Optional</u></p> <p>Students may also choose:</p> <ul style="list-style-type: none"> • HB1.1, PE1.1, PS1.1 <p>Students may also choose modules from other specialisms (e.g. TPS from TCC, TCY)</p>	<p style="text-align: center;"><u>Progression Requirements</u></p> <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>

Admission Criteria
<p>For students under the age of 21 years, one of the following five descriptions is acceptable as the normal minimum admission qualification:</p> <ul style="list-style-type: none"> • 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. <p>If an applicant does not have the above qualifications and is over 21 by 31 December in the year of entry, (s)he may still be admitted to the CertHE in Theology, provided that the College is satisfied that (s)he has the necessary motivation and ability to follow the programme successfully.</p> <p>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</p>

¹ Other arrangements may be made in exceptional circumstances.

² For students on the Pioneer Ministry track, PM1.1 is an alternative to MW1.1 and DE1.1.

³ Appropriate equivalent arrangements may be made for part-time students.

those whose first language is not English to take the British Council IELTS test and achieve a score of 7.0 or above.

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Assessment Regulations Information

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

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Indicators of Quality

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

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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, Intranet Access (ACORN)
- Personal tuition
- Special provision for students with special needs (e.g. English not first language, specific learning disabilities) (see Information, Regulations & Procedures booklet for details)
- Four structured days of induction to College and Academic life in 'Opening Week' of Year One
- An introduction to the concept of Personal Development Planning is incorporated in induction week. Thereafter, in the first few weeks of their first term, students complete a self appraisal and goal-setting exercise. The results are discussed in personal tutorials, and regularly updated and reviewed from then on, throughout the programme

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Methods for Evaluating & Improving the Quality & Standards of Learning

- Overall responsibility for assuring and monitoring standard of awards and quality of student experience lies with the Academic Board
- Course Leaders (e.g. Undergraduate TPS Course Leader) have responsibility for monitoring the changes made to their programmes, and recommending formal reviews when necessary, and in any case on a six-yearly basis
- Assessment Board includes External Examiners, and has particular responsibility for assuring the standard of the College's programmes and of the awards made to students
- Courses Evaluation Committee is grounded on student feedback on modules and programmes, and has particular responsibility for assuring the quality of the students' academic experience (particularly at module level)
- Monitoring & Evaluation Panel independently examines any issue which relates to the academic efficiency of the College, and has particular responsibility for assuring the

quality of the students' academic experience (particularly at programme level)

- Various bodies meet involving both student representatives and members of the College's management, finance, development and domestic departments; these each have some responsibility for assuring the quality of the students' experience in areas other than academic
- Feedback from visiting educational professionals invited from time to time
- Formal educational training (PGCHE) for new members of the Faculty
- On leaving College, students are given the opportunity of completing a feedback questionnaire covering every aspect, both academic and non-academic, of their time at the College. The results of these will be considered by relevant bodies as appropriate

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Placement Opportunities, Requirements and Support (if applicable)

All students will take part in a placement scheme, with total hours on placement at least equal to total hours in College learning.

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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 CertHE provides support in all areas of the student experience (for full-time students). This includes ongoing guidance on the academic programme, and on future career possibilities
- Placements in local church settings allow students to 'network' with possible future employees, and with persons involved in the relevant work field

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Other Information

Modes of Study

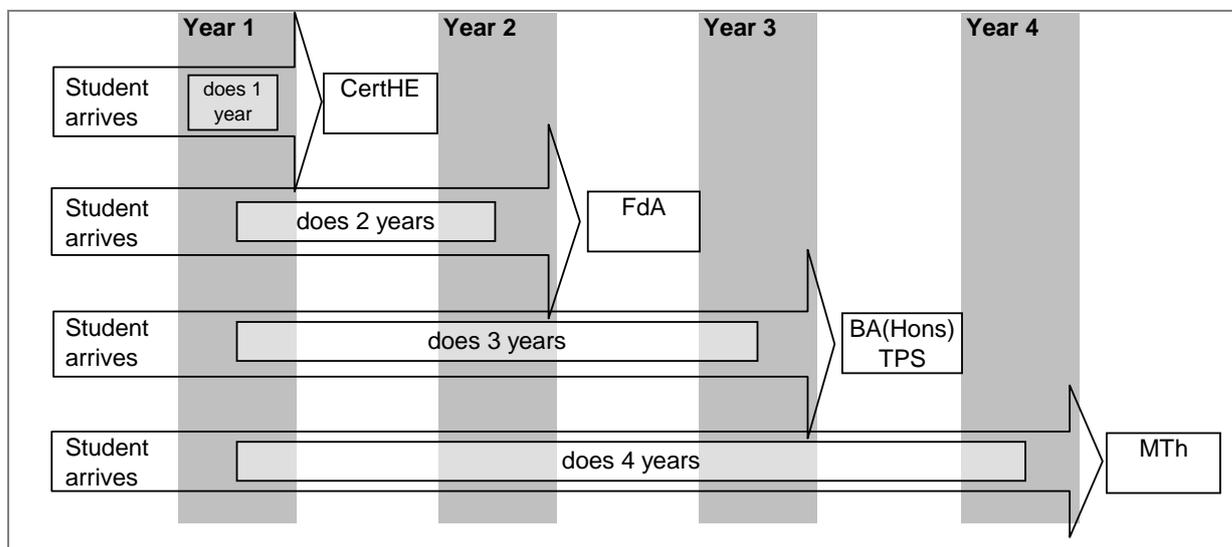
Students may opt to study part-time; in this case, a student may not take modules worth more than a total of 80 credits in a year, with no more than 40 credits being taken in any one academic term. Students' individual programmes may be decided in consultation with the Undergraduate TPS Course Leader, the Academic Registrar, and, where appropriate, the Admissions Officer.

Exit Points

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

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

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



Appendix

List of modules by specialisation

Theological & Pastoral Studies

- BT1.1 Biblical Theology
- CE1.1 Cultural Exegesis: Engaging the World through the Word
- CR1.1 Creation & the Doctrine of Humanity
- DC1.1 Doctrine of God & the Development of the Church
- DE1.1 Denominational Polity in Historical & Contemporary Contexts
- GK1.2 Introduction to New Testament Greek
- HB1.1 Introduction to Biblical Hebrew
- HM1.1 Homiletics 1: Exegesis & Hermeneutics for Preaching & Teaching
- MW1.1 Ministry for Corporate Worship
- OT1.2 Introduction to the Old Testament: The Pentateuch & Historical Books
- OT1.3 Introduction to the Old Testament: Prophetic & Wisdom Literature
- PA1.1 Practical Apologetics
- PE1.1 Pastoral Epistles & Pastoral Ministry
- PL1.1 Pastoral Ministry & Leadership 1
- PL1.2 Pastoral Ministry & Leadership 2
- PM1.1 Pioneer Ministries
- PR1.1 Practical Community Service
- PS1.1 Philosophical Foundations
- TR1.1 Introduction to Theological Reflection for Ministerial Formation
- TR1.2 Theological Reflection for Ministerial Formation
- WG1.1 Word of God & Studying Theology

Theology for Crossing Cultures

- CS1.1 Cross-Cultural Studies
- MP1.2 Contemporary Missiology & Practice

Theology & Praxis for Children & Youth Ministry

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

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.

In each table the grades not specified are borderline grades, which represent work that is better than the criteria for the band below but not entirely sufficient by the criteria for the band above, perhaps by being clearly in one band on some criteria and another on other criteria of similar importance. A 16 counts as a pass.

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.

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

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

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

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

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.

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