Bachelor of Arts (Honours) in Theology

Programme Specification

Middlesex University London

1. Programme title	Bachelor of Arts (BA Hons) in Theology
2. Awarding institution	Middlesex University
3. Teaching institution	Oak Hill Theological College
4. Programme accredited by	N/a
5. Final qualification	Bachelor of Arts with Honours (BA Hons)
6. Academic year	2014-15 - last updated 13/07/2018
7. Language of study	English
8. Mode of study	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 BA (Hons) Theology, provided that the College is satisfied that s/he has the necessary motivation and ability to follow the programme successfully.

In addition, students must satisfy the requirements of the FdA in Theology before being admitted to the 'BA year' (degree-level study) of the BA (Hons) Theology.

BA (Hons) Theology: 3rd Year (full-time) Direct Entry
One of the following is acceptable as the normal minimum admission qualification:

- The Oak Hill Foundation Degree of Arts (FdA) Theology.
- A Degree or Diploma considered by the College Director substantially to duplicate the material covered by Oak Hill's Foundation Degree of Arts (FdA) Theology.
- Such other similar qualifications as applicants may submit to the College Director and which are

deemed by Middlesex University, on the College Director's recommendation, to be acceptable in lieu of the above.

In addition to these academic criteria applicants for direct entry into the third year who would like to specialise in Theology for Crossing Cultures (TCC) must have completed a cross-cultural placement.

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.[1] 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[1] 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:

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[1] 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

- Enable every student at every level to leave the College knowing and loving the Lord Jesus Christ more
- Provide students with enhanced knowledge and skills to equip them for Christian ministry to various groups
- Further enhance students' skills and Christian graces to enable them to thrive 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 and godliness and to inspire others to do likewise
- Continue modelling for students a commitment to pursue their future ministries prayerfully and in dependence upon the help of the Holy Spirit, and to help them to model this for others
- Continue encouraging students to delight in the Scriptures as the primary source, authority and nourishment for Christian faith worldwide, and to model for and share with others their confidence in biblical authority and in the unique power of the gospel of Christ
- Help students to model for others a commitment to the practice of biblical study, as part of their work within the community and at the service of God's people in the UK and/or overseas
- Encourage students to model for others the conceptual and practical integration of different theological disciplines by demonstrating the impact that each stream has on and receives from each of the others
- Further assist students to be radically adaptive in their application of knowledge to new situations in Christian ministry
- Assist students to develop enhanced skills in the area of theological reflection on practice
- Enable students to consider all that they are learning in the context of communicating the Gospel cross-culturally, establishing biblical churches, and ministering to people of all ages and backgrounds
- Assist in the continued 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:

- Enable students to appraise the contents, the distinctive theological contribution and main themes of selected parts of both the Old and New Testaments and be thoroughly familiar with several biblical books
- Enable students to read biblical texts responsibly with an awareness of scholarly approaches and biblical-theological perspectives, and to further sharpen their exegetical skills
- Give students the tools for understanding the Scriptures in their original contexts and for applying them appropriately into their own and other cultures, whether in the UK or overseas
- Give students a knowledge and evaluation of, and an appreciation for, patterns of biblical and theological understanding that have developed in the global Christian faith
- Give all students an opportunity to develop a sound knowledge of either or both of the two main biblical languages, with a good understanding of semantic, syntactical and text critical issues

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

- Develop students' critical and analytical systematic theological abilities, and develop in them a sound grasp of some of the major loci of Christian theology through the study of systematic theology, church and mission history
- Introduce students to major developments in the history and theology of the Christian church and enable them to understand and evaluate those developments in their historical, geographical and cultural contexts
- Provide a broad historical and systematic theological background for understanding and evaluating aspects of the ministry and mission of the contemporary church
- Explore in considerable depth a specific area of systematic or historical theology with awareness of the relevant biblical material and systematic implications
- *For those specialising in TCC:* Enable students to appreciate and evaluate the variety of theology and practice across the World Church in its historical, geographical, cultural and biblical contexts and to engage appropriately

- Enable students in a sophisticated fashion to trace through from a specific area of Christian doctrine or historical theology to a wide range of doxological, personal, pastoral, social and missiological implications

In modules focusing on <u>Practical Theology & Ministry</u>, the programme aims to:

- Equip students with the skills needed to read and understand a text or a worldview, to analyse the pattern of its argument and to discuss that argument in the light of a specifically Christian worldview
- Enable students to apply their doctrinal, biblical, cultural and exegetical understanding to a range of issues in public life and to develop a considered and sensitive response to those issues
- Develop in students an awareness of the depth and complexity of many ethical and pastoral issues, and a familiarity with different ethical responses and models of counselling
- Develop in students the practical skills of listening and formulating a Christian response within the context of various ethical and pastoral issues, and thereby providing pastoral care and counselling to individuals
- *For those specialising in TCC:* Enhance students' understanding of the realities of cross-cultural ministry (including the importance of cultural understanding and the personal pressures involved) and enable them to reflect upon it spiritually and biblically

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
- *For those specialising in TPS:* Those who will work with and as church leaders at the interfaces of church and world, whether that is public or private, corporate or individual, intellectual or emotional
- *For those specialising in TCC:* Those who want to teach relevantly in a different culture and to be able either to lead or to serve acceptably under the leadership of people from a different cultural background

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11. Programme Outcomes

A. Knowledge and Understanding

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

A1 A systematic understanding of the main themes and content of the Bible, with an ability to understand, evaluate and apply a range of approaches to the interpretation of biblical texts

A2 A more detailed and thorough understanding of selected biblical texts, derived from intensive study of at least one book from the Old and New Testaments

A3 An understanding of the distinctive contributions made by different types of biblical texts as well as their inter-connectedness within the canon

A4 *For students specialising in TCC:* an

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, which forms the basis of classroom discussion
- Preparation of case studies
- Individual/group written feedback on written work
- In some modules, student-led seminars which help to develop a thorough understanding of key

appreciation of the patterns of biblical and theological interpretation that have developed in the global Christian faith, along with an ability to understand and apply the Scriptures within their own and within other cultures

A5 A detailed knowledge of selected doctrines of the Christian faith, and/or selected periods of church history, along with an ability to apply that understanding to the ministry and mission of the contemporary church

A6 A more detailed understanding of issues in contemporary culture and public theology, and an ability to critically analyse and apply the underlying principles in other contexts

A7 A more detailed understanding and experience of one area of vocational ministry, such as Christian leadership, pastoral counselling or the theory and practice of spirituality

In addition, students may have the opportunity to develop:

- A sound knowledge of either or both of the two main biblical languages, with a good understanding of semantic, syntactical and text-critical issues and an ability to translate texts accurately and with a view to their wider context

themes/significant issues
- *For those specialising in TCC:* A second placement in a cross-cultural situation (normally overseas)
- *For those specialising in TCY:* The preparation of an in-depth research project on an aspect of youth and children's ministry

Assessment Methods
Students' knowledge and understanding is assessed by a combination of exams and assessed coursework in the form of essays, assignments, presented papers and practical tasks. For those specialising in TCC, a second cross-cultural placement will be assessed through a combination of research on the part of the student and a report from the placement supervisor. For those specialising in TCY, the assessment will include an in-depth research project on an aspect of youth and children's ministry.

B. Cognitive (Thinking) Skills

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

B1 A sound ability to interpret a biblical book on the basis of established techniques of grammatical-historical and biblical-theological analysis, to critically evaluate approaches to reading Scripture with regard to their integrity and usefulness for Christian theology and ministry, and to select the most helpful approach for a given context/situation

B2 *For those specialising in TCC:* A detailed understanding of the cultural factors which have led to different patterns of prioritisation and interpretation of biblical passages

B3 More sophisticated exegetical and hermeneutical skills, combined with an ability to teach and apply biblical texts appropriately, sensitively and pastorally, and to engage critically with the work of others

B4 An opportunity to analyse, explain and evaluate the wider systematic, pastoral and cultural implications of holding to particular views on selected doctrines

B5 An opportunity to analyse, evaluate and explain the significance of selected historical ministries,

Teaching/Learning Methods
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:
- Deliberate modelling of these skills in seminars, lectures and other media
- Guided independent reading and work sheets in preparation for classes and seminars
- 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

Students who prepare a dissertation or research project of some kind will additionally teach and learn through:
- individual dissertation/research supervisions
- the planning, organisation and writing of the dissertation/research project

Assessment Methods
Both written pieces (essays, assignments,

movements and controversies and to read, interpret and appreciate related primary historical theological writings in relevant contexts

B6 An enhanced ability to evaluate cultures and ideologies (whether historical or contemporary) and apply and respond to new cultures and ideologies as they emerge

B7 An ability to understand and participate in informed dialogue between Christianity and other thought- or value- systems, and an ability to apply that understanding to a variety of cultural or sub-cultural situations

B8 *For those specialising in TCY:* The ability to plan, organise and implement an in-depth research project on an aspect of youth and children's ministry

In addition, students may have the opportunity to develop:
- Advanced skills in reading and interpreting biblical texts of different genres, including in the original Hebrew or Greek
- An ability to apply skills in textual criticism to the close analysis of historical primary texts
- An ability to evaluate the usefulness of management theories for Christian leadership
- An understanding of which strands of Apologetics might be relevant in a given circumstance

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.

C. Practical Skills

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

C1 Demonstrate and communicate in written form and/or orally in small groups the knowledge, understanding and intellectual skills listed above, and critically evaluate the work of others

C2 Deploy biblical and pastoral insights into aspects of Christian ministry through the study of one vocational topic

C3 Identify the key questions in dealing with ethical, cultural and pastoral issues, critically evaluate alternative responses and theological positions, and demonstrate pastoral insight and sensitivity in selecting the most appropriate approach

C4 Use doctrinal understanding maturely in contemporary pastoral ministry and in engaging with members of other cultures and sub-cultures, whether with adults or young people, and whether in the UK or overseas

C5 Demonstrate discernment in evaluating the theological and practical merit of contemporary

Teaching/Learning Methods
Students learn practical skills through:
- 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
- *For students specialising in TCC:* Regular evaluation by placement supervisors and by the Course Director

Assessment Methods
Students' practical skills are assessed by essays, exams, and exegetical assignments, and by giving one-to-one feedback on oral and written presentations. In addition students may have the opportunity to enhance these skills in the planning, management and writing of a dissertation.

resources, Christian and secular

C6 *For those specialising in TCC:* Minister into a cross-cultural situation and apply biblical truths on the basis of sound cultural understanding and biblical exegesis

In addition, students may gain an enhanced ability to:
- Engage confidently in counselling, cross-cultural communication, apologetics or spiritual direction
- Engage in textual criticism and the close analysis of historical primary texts
- Evaluate the usefulness of management theories for Christian leadership

D. 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** Demonstrate high-level collaborative and leadership skills **D5** Map the flow of an argument in a text or worldview, and understand its literary, social and cultural context **D6** Show intermediate skill in analysing and responding to the pre-suppositions underlying previously un-encountered intellectual positions with some sophistication and rigour **D7** Communicate information and ideas to a wide ability and age range and across cultural and sub-cultural differences **D8** Analyse a variety of pastoral, ethical and doctrinal issues, hold a developed appreciation of their depth and complexity, and be able to articulate and apply Scripture as sufficient and authoritative in these areas with insight and sensitivity **D9** Understand the principles of the transferability of ideas or practices from one sub-cultural or cultural context to another, and be equipped to put those principles into practice **D10** Apply existing doctrinal knowledge to new doctrinal areas In addition, students may be further equipped to: - Engage in apologetic debate - Lead or assist in a variety of services in a range of churches - Teach and/or preach in a variety of contexts, including to youth and children and in cross-	**Teaching/Learning Methods** 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. **Assessment Methods** All written assessments (essays, exams) require the 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.

cultural situations
- Explain Christian truth within the context of contemporary society or other cultures
- Undertake a leadership role in a Christian church or accept a subordinate position in a church led by members of a different ethnic group

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

12.1 Overall Structure of the Programme

This programme leads to the award of the Bachelor of Arts (BA Hons) in Theology. The normal length of time a full-time student spends on the programme is three academic years of three terms each. The first two years are, effectively, the FdA in Theology; students then spend their third academic year on specific BA (Hons)-level study. 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 BA (Hons) once they have attained grade C or better for the FdA modules, and 12[2] or better for the BA (Hons) modules, giving a total of 360 credits worth of modules (240 of these as for the FdA, the further 120 at specific BA (Hons)-level). The classification of the resulting BA (Hons) degree will be based on the grades of the 'BA year' only and not on the grades of the preceding FdA.

12.2 Levels and Modules

LEVEL 4

Compulsory	Optional	Progression Requirements
Students must take all of the following: - BD1.1, BD1.2, BS1.2, BW1.1, CW1.2, DH1.1, DW1.1 and DW1.2. - Students specialising in TPS or TCC normally take GK1.3.[3] - Students specialising in TPS take PM1.2, and *either* MN1.1 *or* MN1.2. - Students specialising in TCY take PM1.3, BW1.3 and DW1.4. - Students specialising in TCC take PM1.4, CW1.3, CW1.4 and CW1.5. - Communications Workshop (BW1.2): non-credit bearing.[4]	Students may also choose from: - BS1.3, CW2.6, DH2.2, DH2.3, DW1.3, DW2.4, DW2.5, GK1.3, GK2.3, HB2.3 and MN2.4. - Modules from the other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY as electives).	The pass mark is C. If registered to continue to Level 5, a student *may* be allowed to progress with some incomplete Level 4 assessment.

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[2] For explanation of grades, please see Appendices B1-B3 at the end of the Programme Specification.

[3] Other arrangements may be made in exceptional circumstances.

[4] 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.

LEVEL 5		
Compulsory	Optional	Progression Requirements
Students must take all of the following: • BS2.2, BW2.1, CW2.3, CW2.4, CW2.5, DH2.1 and DW2.2. • Students specialising in TPS take PM2.2, PM2.5[5] and *either* MN2.1 *or* MN2.2 *or* MN2.3[6]. • Students specialising in TCY take PM2.3, CW2.8, CW2.9, CW2.10 and CW2.11. • 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. • Mission (PM2.6 for students specialising in TPS or PM2.7 for students specialising in TCY): both non-credit-bearing).[7]	Students may also choose from: • BS1.3, CW2.6, DH2.2, DH2.3, DW1.3, DW2.4, DW2.5, GK1.3, GK2.3, HB2.3, HB3.3[8] and MN2.4.[9] • Modules from the other specialisms (e.g. TPS students may choose modules from the specialisms in TCC and TCY as electives).	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.

LEVEL 6		
Compulsory	Designated	Progression Requirements
Students must take all of the following: • OT4.1 and NT4.1 (both 20 credits). • Students specialising in TCC must take DW4.2 and PM4.8 (both 20 credits). • Students specialising in TCY must take RP4.6 (20 credits). • All students must take one module from the *Vocational* category, namely one of: CW4.3, CW4.4, CW4.6, CW4.7, DW4.2, DW4.3 and RP4.6. • For the remainder, students must take: *either* three 20 credit taught modules *or* two 20 credit taught modules *and* a short dissertation/project/guided reading project (also worth 20 credits)	For their taught modules, students must choose from the following categories. Some modules (marked with an asterisk) belong to more than one category, and students should take care not to choose more than *two* modules from any one category: • *Biblical Studies:* BD4.1*, BS4.2, BS4.3, BS4.4, BS4.5, BS4.7, BS4.8, BS4.9 or HB3.3 • *Practical Theology & Ministry:* CW4.3*, CW4.4*, CW4.5, CW4.6*, CW4.7*, DW4.1*, DW4.2*, DW4.3*, DW4.4* or RP4.6* • *Theology & Church History:* BD4.1*, DH4.1, DH4.2, DH4.3, DH4.4, DH4.5, DW4.1*, DW4.2*, DW4.3* or DW4.4* • *Vocational:* CW4.3*, CW4.4*, CW4.6*, CW4.7*, DW4.2*, DW4.3* or RP4.6*. In place of one of their taught modules, students may offer a short dissertation (RP4.2), project (RP4.3) or guided reading project (RP4.7 or RP4.8): this may be drawn from any category, regardless of other module choices.	The pass mark is 12.

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[5] PM2.5 (Summer Block Placement) is compulsory for ordinands but elective for independents.

[6] MN2.3 (Pioneer Ministries) is an alternative to MN2.1 for ordinands who are training for Pioneer Ministry.

[7] Students may choose to take the relevant module during their CertHE Year instead.

[8] This BA level module may be taken by FdA students if they have previously (successfully) credited HB2.3.

[9] 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 BA (Hons) 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)

The majority of placement activities will be carried out during the first two years of the programme (i.e. during the CertHE and FdA years). The exception to this is for students specialising in TCC: before the start of their third (BA) year, TCC students will be required to participate in a second cross-cultural placement (probably overseas) for a minimum of one month. This placement module (PM4.8) is credit-bearing and is a distinctive of the BA (Hons) in Theology specialising in TCC.

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 BA (Hons) provides support in all areas of the student experience. This includes ongoing guidance on the academic programme and on future career possibilities.
- During the first two years of the programme, placements in various settings allow students to 'network' with possible future employers, and with those who are involved in the relevant work field. For TCC students, this is also true of a further cross-cultural placement during their second summer.

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.

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

20. Reference Points

- Bloom's Taxonomy of Educational Objectives – cognitive domains
- The UK Quality Code for Higher Education
- The Framework for Higher Education Qualifications
- Subject Benchmark Statement for Theology & Religious Studies
- Quality in Formation Panel of the Archbishops' Council of the Church of England
- The Church of England's Quality Advisor (reporting to the Quality in Formation Panel)
- Middlesex University Learning & Quality Enhancement Handbook
- Validation events for the following: the CertHE/FdA in Theology for study on campus (Dec 2010) and at distance (Jan 2012); the BA (Hons) in Theological & Pastoral Studies (Dec 2008); the BA (Hons) in Theology & World Mission (Mar 2012); and the BA (Hons) in Youth & Children's Ministry (Mar 2012)
- Oak Hill – Learning, Teaching & Assessment Strategy (2013)
- Student, Staff, External Examiner and Graduates' feedback and comments (particularly through Assessment Board, Academic Board and the Courses Evaluation Committee)

21. Other information

Modes of Study

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.

Exit Points

A student registered for the BA (Hons) may decide to leave College before the end of their programme. After one year (full-time), given the appropriate modules studied and credit total, a student could exit and be awarded a CertHE in Theology. After two years (full-time), given the appropriate modules studied and credit total, a student will have completed all of the requirements for an FdA in Theology and may therefore exit and be awarded this qualification (even though it is not normally an exit qualification for a BA Hons). Credits gained beyond this award may be used towards any future programme under the national Credit Accumulation & Transfer Scheme (CATS).

Students may also extend their studies, in order to gain a 'higher' award than the BA (Hons); as in the following diagram. Students who wish to register for a PGDip or an MA in Theological & Pastoral Studies may do so before the end of their third year; however, students wishing to register for an MTheol in Theological & Pastoral Studies or Theology & World Mission must do so before the end of the *second* year (full-time). There is no part-time option for the MTheol.
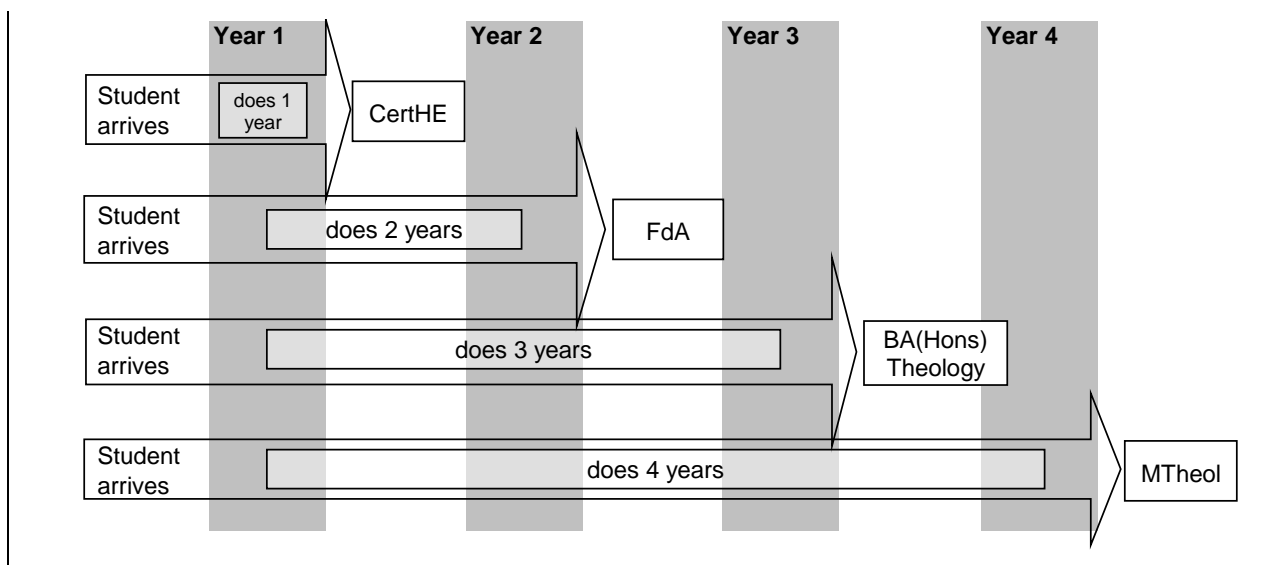
Please Note: programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about 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), Level 5 (code 2.x) and Level 6 (code 3.x or 4.x) modules available for the BA (Hons) in Theology. There are eight main subject areas, along with hybrid codes for modules which encompass two subject areas. There are also two modules at BA (Hons) level which encompass a wide range of subject areas and which therefore have unique codes. *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[10]
DH – Theology & Church History[11]
GK – Greek Language
HB – Hebrew Language
MN – Ministry
PM – Placement
RP – Research & Projects

BD – Biblical Studies and Theology & Church History
BW – Biblical Studies and Practical Theology & Ministry
DW – Theology & Church History and Practical Theology & Ministry

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[10] The CW stands for the former title of Church & World
[11] 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

Students Specialising in TPS
PM1.2   Weekly Church Placement I
MN1.1   Anglican Ministry I *or*
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 Mission (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 *Institutes*
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 *or*
MN2.2   Independent Ministry II *or*
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 Mission (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 *Institutes*
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

Year 3 (BA Hons)

Compulsory for All Students
OT4.1   The Word of God: Old Testament
NT4.1   The Word of God: New Testament

Biblical Studies
BS4.2   Advanced Biblical Hebrew Reading
BS4.3   The Psalms

BS4.4	Wisdom Literature
BS4.5	Prophetic Literature
BS4.7	Gospel Set Text
BS4.8	1 Corinthians
BS4.9	General Epistles
HB3.3	Reading Biblical Hebrew

Practical Theology & Ministry

CW4.3	Advanced Pastoral Counselling
CW4.4	Advanced Christian Leadership
CW4.5	Magic & The Occult
CW4.6	Further Women's Ministry
CW4.7	Gospel-Driven Leadership

Theology & Church History

DH4.1	Doctrine of God
DH4.2	Reading Historical Texts in English
DH4.3	The Puritans
DH4.4	The English Church in the Nineteenth Century
DH4.5	Knowing God – Theological Epistemology

Placements

PM4.8	Summer Cross-Cultural Placement II (Compulsory for TCC)

Research & Projects

RP4.2	BA (Hons)-Level Short Dissertation
RP4.3	BA (Hons)-Level Short Project
RP4.6	Compulsory (TCY) Research Project (Compulsory for TCY)
RP4.7	Guided Reading
RP4.8	Guided Reading in a Semitic Language

Biblical Studies and Theology & Church History

BD4.1	Justification in the Bible & in Christian Doctrine

Theology & Church History and Practical Theology & Ministry

DW4.1	Evangelical Public Theology
DW4.2	Global Theology & Practice (Compulsory for TCC)
DW4.3	Christian Spirituality – Past & Present
DW4.4	Contemporary Christian Thought

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.)

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

CRITERIA FOR LEVEL 5 (DH2.x, &c.)

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

CRITERIA FOR LEVEL 6 (HB3.x, BS4.x, &c.)

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

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

CRITERIA FOR LEVEL 4 (BD1.x, &c.)

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

CRITERIA FOR LEVEL 5 (DH2.x, &c.)

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

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