



Missio Dei
Leadership & Theological College

MA in Practical Theology

MA in Biblical Studies

MA in Missional Leadership

Doctor of Ministry

Validated by the University of Chester

Programme Handbook

2021-22

Preface

This Programme Handbook for the College's University of Chester MA in Biblical Studies, MA in Missional Leadership, MA in Practical Theology and DMin provides information on the academic structure, regulations and day-to-day management of the above courses. It is intended **only** as a local supplement and pointer to the definitive sources of this information on the University of Chester Portal system. Students should regularly consult this information, which from time to time may change. As far as possible, explanations provided here merely reference the appropriate University webpage rather than duplicate information. This is usually done via footnotes showing where to find information on the Chester system, but also by hyperlinks directly in the text. If you are using Microsoft Word to view this file, then you can follow these links by "Control click" (PC) or "Command click" (Mac).

The Chester online enrolment process includes a declaration that you are responsible for familiarising yourself with the information provided by the University.

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1. Introduction

Missio Dei Leadership and Theological College has a vision ‘to be a centre of excellence, not merely a place of learning but of equipping and sending. Through exceptional teaching and impartation from the AoG GB National Leadership Team, leading practitioners within our movement, and lecturers from around the world, we believe we can offer a life-shaping experience.’ This constitutes a commitment, by the College to its students, to provide appropriate training for Christian ministry (understood in both the narrow sense, and the widest sense of that term). Its academic programmes are intended to facilitate the development of the critical skills that enable both existing and potential leaders to engage with, analyse and evaluate theory and praxis, and thus to be better equipped to face the challenges and make the critically informed decisions associated with Christian life, ministry and mission in the 21st century. We will offer our services in a context of mutual respect and appreciation as, together, we seek to respond to Christ’s call on our lives.

As a College we remain committed to (among other things):

- Maintain high academic standards, in accordance with national expectations, and awards that are comparable with those attained in other Higher Education institutions.
- Offer to students, and continually seek to improve, high quality learning opportunities. This includes ensuring the knowledge, ability, experience and development of our teaching faculty, the provision of appropriate learning resources, a programme structure that meets the needs of students, and an assessment strategy that is robust, fair, transparent, and ensures that students are properly rewarded for the work they do.
- Ensure that students (and prospective students) are provided with good and accurate information about all aspects of the College’s life, programmes and processes, and that communication between the College and students is effective and maintained.
- Provide all such opportunities that we can to enhance the quality of our provision, and the learning opportunities of students.
- Engage appropriately with students in the development, monitoring and review of programmes and assessment strategies to ensure that they are appropriate, realistic, and meet students’ needs.
- Receive and respond to feedback from students.
- Respond appropriately, and in a timely manner to students’ complaints and appeals¹.
- Play our part (alongside the University of Chester) to meet standards and expectations set out in the Quality Assurance Agency’s *Framework for Higher Education Qualifications (FHEQ)*² and their *Quality Code*.³ If it is felt that these expectations are not being met, please contact the Head of Academic Provision.

This Handbook sets out details of the undergraduate academic programmes. It includes important information, and also notes our commitment in terms of the programmes to be delivered, assessment, a timetable for feedback, what to do to appeal a mark, etc. As part

¹A policy document for general student complaints is available on the college website at <https://www.missiodei.ac.uk/student-life/student-complaints-and-appeals-procedure/>

² https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16

³ <https://www.qaa.ac.uk/quality-code>

Information for students at Partner Organisations can be found on the Chester Portal including University Support Services for Students at Partner Organisations.⁴

The LIS Helpdesk can be contacted at lis.helpdesk@chester.ac.uk for help with difficulties accessing University Portal.

2.2 Communication

Communication between the student, the college and the university is primarily electronic. This involves the use of websites and email.

2.2.1 Websites

The University of Chester website is www.chester.ac.uk. Notices for students, definitive versions of course documents, regulations, and various important forms needed by students are held in a password protected area operated through a software tool called Sharepoint. This is also known as the 'Chester Portal', and is available via a link on the Chester front page.

The Missio Dei website is <https://www.missiodei.ac.uk/>. This will carry additional local and supplementary notices and information for students (such as college calendars, timetables, staff profiles etc.), as well as useful links and pointers to information held at Chester.

2.2.2 Email

It is imperative to check emails regularly, including in vacation periods. Students are typically given both college and university email addresses.

Each student is given access to a Missio Dei email address (of the form FirstnameSurname.pgstudent@missiodei.ac.uk) to use whilst they are a registered student with Missio Dei. These addresses are used for day-to-day communication with module tutors, personal tutors and the academic department. It is important to note that these email accounts will become inactive shortly after a student has graduated on a date of which students will be notified near the time.

In addition, all students are given a University of Chester email address, in the form <<University Student Number>>@chester.ac.uk. Although the university knows your college and/or home email addresses, certain communications (e.g. module results or resubmission notifications) are sent ONLY to your Chester address. It is strongly recommended that you set up a forwarder to your more usual account, so that you do not miss an important message requiring immediate action.

Given the above, it is imperative that students start their course with enough IT knowledge and experience to configure, manage and use confidently the various communication tools expected.

2.3 Student numbers

As noted above, all students are given a University Student Number on enrolment with Chester. This is a seven-digit number, and is almost always required when filling in any

⁴ Information for Students at Partner Organisations: <https://portal.chester.ac.uk/aqss/Pages/aqss-collab-key-contacts.aspx>

academic form handled by the college on behalf of the university. You should make a note of your number when it arrives and have it to hand at all times.

3. Academic Management Structure

3.1 College and University responsibilities

The courses covered in this handbook are designed, taught and assessed by Missio Dei, validated by the University of Chester and delivered by Missio Dei under a Partnership Agreement. For an overview of the respective responsibilities expected of both parties under such an agreement, see the University of Chester's *Quality and Standards Manuals, Handbook C – Collaborative Provision*.⁵

3.2 Operational Management

At Missio Dei we have three Vice Principals, Lilly Brightwell, who is Vice Principal (Leadership Development), Mark Button, who is Vice Principal (Academic) and Glenn Balfour, who is Vice Principal (Theology). Together they fulfil a visionary role keeping the College and its academic provision on course to deliver tangible vocational as well as academic results. The desire to see ministry formation work alongside academic excellence is fundamental to the philosophy and practice of Missio Dei College.

The Board of Governors, which is currently made up of the Vice Principal (Leadership Development), Vice Principal (Theology), the General Manager for the Assemblies of God, a member of the Board of Directors and the Leadership Development Director supports the Vice Principals and is responsible for strategic decisions.

The Head of Academic Provision is Mark Button; in this capacity he oversees both the Graduate and Undergraduate departments and is responsible for the overall rationale and balance of all of Missio Dei's academic programmes.

The main point of contact for students with regards to academic queries and the day-to-day operation of the programmes is handled by our Academic Administration team, headed up by the Academic Manager, Becky Foulds-Hopkin.

3.3 Staff Meeting

All academic and non-academic-related staff meet regularly and at these meetings, aspects of HE course management may be discussed. Matters of importance are likely to be referred to the Board of Studies.

3.4 Board of Studies (BoS)

The Board of Studies (BoS) comprises the Vice Principals, the Academic Manager, the Admissions and Operations Administrator and other members of faculty, together with representation from the student body. It is chaired by the Vice Principal (Academic). The BoS:

⁵ Available [here](#)

1. Oversees the admissions process. This process, including interviewing prospective students, is managed on behalf of the BoS by the Admissions Team. Recommendations on acceptance are referred to the BoS for ratification;
2. Discusses and decides upon matters of academic relevance referred to it by the Board of Governors;
3. Receives reports from the Principal and other officers of the college;
4. Receives comments made by the Student Representatives (see section Student Representatives below);
5. Monitors grading during the academic year and the use of Library resources;
6. Monitors student evaluation of modules;
7. Receives annual reports from the External Examiners and takes appropriate action;
8. Prepares Continuing Monitoring and Enhancement Reports (CMEs) and proposals for Programme Renewal Packs (PRPs).

Twice a year, in February and June, we have Extended Board of Studies (EBoS) meetings where we look in more detail at the relevance and effectiveness of programme content, management data, including results and student feedback, and other issues relating to the maintenance and enhancement of the quality of our academic provision.

3.5 Senior Leadership Team

The Senior Leadership Team comprises the Vice Principal (Leadership Development), Vice Principal (Academic) and the Academic Manager. The purpose of the SLT is to serve the BoS including the setting of agendas for meetings.

3.6 Module Assessment Boards (MABs)

The college hosts a University of Chester Module Assessment Board at the end of each academic year, which usually involves all teaching faculty, the external examiner and representatives of the University. As its name suggests, this board ratifies marks for individual modules only. A later Awards Assessment Board held at the University considers matters of overall performance, including degree classification, progression between levels, and which resubmissions are necessary. Students will be informed of the outcome of any Assessment Board by the University by email.

3.7 Student Representatives

Each level of study elects two Student Representatives annually. There is a formal election process and details of this are given at the beginning of the academic year. The Student Representatives bring representative comments on courses to the faculty via meetings twice each Semester with Vice Principal (Academic), Academic Manager and the Student Liaison Officer.

Student Representatives also ensure that there is a student representation at the Board of Studies.

3.8 Monitoring and Review of Student Representation Processes

The usefulness and effectiveness of student engagement and of the processes contained in the Student Engagement Strategy⁶ are reviewed annually during the June EBoS, as part of our Enhancement Action Plan. Key performance indicators in that review include:

1. Usefulness and effective use of student feedback data.
2. The usefulness and effectiveness of processes for involving students in enhancement – including their effectiveness in engaging with all groups of students (including protected groups).
3. Demonstrable enhancement of programme quality and of students' learning opportunities and experience as a result of student engagement.

3.9 Reporting

The annual External Examiner reports and Monitoring Reviews are available to students via the University of Chester portal.⁷ Students will be notified by email when these become available. They can be accessed directly by clicking on the link <https://psmd.chester.ac.uk/pos/index.php?th=931>, and then searching by programme title. External Examiners' reports are also available on the Missio Dei website.

4. The Courses

4.1 Introduction

Missio Dei offers three masters programmes validated by Chester University: MAs in Practical Theology, Missional Leadership and Biblical Studies respectively and a Doctor of Ministry (DMin). The aims, objectives and structures of the four programmes are described in more detail in the University of Chester programme specifications available on the Chester Website by clicking on the following links:⁸

[MA in Practical Theology](#)

[MA in Missional Leadership](#)

[MA in Biblical Studies](#)

[Doctor of Ministry](#)

4.2 Levels and Exit Awards

The MA programmes form part of Level 7 of the UK Framework for Higher Education⁹ and can generally be taken as one year full time or two year part-time courses. The MA programmes have exit awards of PGCert (60 taught credits) and PGDip (120 taught credits). The Doctor of Ministry is a Level 8 (partially taught) professional doctorate, which for those without previous

⁶ The *Student Engagement Strategy* can be downloaded from the college website [here](#).

⁷ Information regarding Evaluation, Monitoring and Review of the programmes can be found [here](#)

⁸ Students will be prompted to enter their login details for the Chester Portal in order to view the Programme Specifications.

⁹ For the framework documents on which all UK HE provision and the Chester degree programmes are based, please see *UoC Handbook A* available [here](#).

master's level study, also includes a level 7 tier. For those exempt from such a requirement,¹⁰ the DMin can be taken over three years full-time or up to six years part-time. For those pursuing the award from Level 7, the DMin has the same exit awards as the MAs, together with an MProf exit point those with 180 taught credit at levels 7 or 8, so long as no more than 50% of these have been achieved via APL¹¹.

4.3 Modules and Credits

Most modern degrees are “modular”. A module is a self-contained part of the course that addresses one particular subject area. Modules each have a unique code (e.g. TH7401) and can be of different “sizes”, depending on the quantity of work involved. This is measured by different numbers of “credits”, at postgraduate level, usually 20. The dissertations that conclude all the postgraduate courses also have module codes, but larger credit ratings, such as 80 for an MA dissertation, or 300 for the DMin.

The study time required for each 20 credit module is reckoned at 200 hours, divided roughly between attendance at lectures or seminars (10%), private study (50%) and completion of coursework (40%). Full-time postgraduate students must achieve 180 credits over a calendar year of full-time study, this amounts to maintaining 40 hour weeks over the duration of the course (holidays typical for those in full-time employment). Those who have responsibilities outside their studies need to be aware of these expectations, as job or family commitments may not be cited as an extenuating circumstance for late submission of coursework by a full-time student.

Each module is assessed separately, often by a single piece of coursework, but sometimes by a number of components. The requirements in each case are set out in the module descriptor (links included below). Postgraduate courses require all modules to be passed. There are various rules governing what happens when students fail one component or all of an assessment, which are outlined in the "Assessment" section below.

The same modules can appear in more than one programme, but programmes will usually have different rules about module choices. The MA in Missional Leadership and DMin follow set programmes of taught modules, where student choice is expressed primarily through the dissertation topic.

4.4 Module choices

Most of the postgraduate courses involve some element of choice. Module Registration takes place at the beginning of the academic year and is conducted by the Academic Admin Team. Changing modules, whilst not encouraged, is possible, but requires the submission of a form. All such forms, which are available to download on the Chester Portal, must be approved and signed by the Programme Leader, and only after this are forwarded by the college to the University. Students are responsible for completing and returning forms in time for any university deadlines to be met. Students failing to submit work for modules for which they are registered will receive a zero score for non-submission. Students who have not registered for

¹⁰ Students with a recent relevant Master's degree can be exempt from most of this requirement, but must still take the study skills module with which the programme commences for all students.

¹¹ Handbook G - Research Supervision and Assessment of Students. The document is available as a link on the page <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

the right number of modules will, if this persists into the final stages of their registration, be unable to achieve a final award.

4.5 Assessment periods and Boards

Whether part or full time, postgraduate modules are taught and assessed within a single academic year. Deadlines for the submission of coursework are included below. Students should expect marks to be returned within four working weeks of the deadline for coursework submission or examination. Each year, in May and November, all the modular marks are submitted to a University of Chester Module Assessment Board, where they are confirmed. Approximately one month later, the University will email with a link to results for the year, and with notification of any resubmissions required. Resubmissions will be due in an additional retake assessment periods running in October and March, and will be submitted to the following MAB.

4.6 Programme requirements and structure

All master's awards require the completion of 180 credits at level 7 (5 x 20 credits of taught modules plus an 80 credit dissertation) according to the criteria detailed below. The DMin requires the completion of 540 credits (120 credits of taught modules at level 7 and 420 credits at level 8, of which 120 are further taught modules, and 300 is the dissertation). Please note that some modules may not be available in every year, although every effort will be made to offer most at least once within each 18-month period so that there will be opportunity to take preferred modules at some point in the course. Students will be given the full available range of modules to choose from at the beginning of each year. Module descriptors, which include key references, are held on the University of Chester Portal.

4.6.1 MA in Practical Theology

Students must take TH7401 Research Methods plus four other taught modules, followed by the dissertation, TH7441. In order to maintain the character and balance of the course, of the four taught modules beyond Research Methods, two must be taken from TH7416, TH7429, TH7438 and TH7439.

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)

[TH7405 Biblical Pneumatology \(20\)](#)

[TH7406 Biblical Theology of Mission \(20\)](#)

[TH7407 Exegetical & Hermeneutical Methods \(20\)](#)

[TH7409 Johannine Studies \(20\)](#)

[TH7411 New Testament Theology \(20\)](#)

[TH7416 Contemporary Issues in World Mission: Strategy and Praxis \(20\)](#)

[TH7429 Pentecostal Theology \(20\)](#)

[TH7435 Dissertation \(80\)](#)

[TH7436 The World of the Bible \(20\)](#)

[TH7437 Paul's Letters: Methods, Context and Theology \(20\)](#)

[TH7438 Pentecostal and Revivalist History: 19th-21st centuries \(20\)](#)

[TH7439 Contemporary Christian Leadership \(20\)](#)

[TH441 Dissertation \(80\)](#)

4.6.2 MA in Biblical Studies

Students must take TH7401 Research Methods, TH7407 Exegetical and Hermeneutical Methods, plus three other taught modules, followed by the Dissertation, TH7440.

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)
[TH7405 Biblical Pneumatology \(20\)](#)
[TH7406 Biblical Theology of Mission \(20\)](#)
[TH7407 Exegetical & Hermeneutical Methods \(20\)](#)

[TH7409 Johannine Studies \(20\)](#)
[TH7411 New Testament Theology \(20\)](#)
[TH7436 The World of the Bible \(20\)](#)
[TH7437 Paul's Letters: Methods, Context and Theology \(20\)](#)
[TH7440 Dissertation \(80\)](#)

4.6.3 MA in Missional Leadership

Students must take TH7401 Research Methods, TH7431 Leadership Development, TH7432 Leadership Strategy, TH7433 Organisational Leadership, TH7434 Self Leadership, followed by the Dissertation, TH7442.

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)
[TH7431 Leadership Development \(20\)](#)
[TH7432 Leadership Strategy \(20\)](#)
[TH7433 Organisational Leadership \(20\)](#)
[TH7434 Self Leadership \(20\)](#)
[TH7442 Dissertation \(80\)](#)

4.6.4 Doctor of Ministry

Students must take TH7401 Research Methods. For those not exempt from the Level 7 tier, they must then take a further 100 credits chosen from the modules of either of the MAs in Practical Theology or Missional Leadership. At Level 8 (Stage 1b), students must take TH8402, TH8403 and TH8405, and then either TH8404 or TH8401 before going on to the compulsory dissertation module TH8406 in stage 2.

Stage 1a

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)

Plus another 100 credits chosen from the modules of either of the MA in Practical Theology or MA in Missional Leadership

Stage 1b

[TH8401 Independent Study Unit \(20\)](#)

[TH8402 Literature Review \(20\)](#)

[TH8403 Publishable Article \(40\)](#)

[TH8404 Research in Ministry \(20\)](#)

[TH8405 Research Design & DMin Proposal \(40\)](#)

Stage 2

[TH8406 Dissertation \(300\)](#)

4.7 Module Guidance on Moodle

Guidance and information beyond that listed in the module descriptors above will be available on each module's Moodle page. The Moodle pages for each module the student has registered for will be available through the Moodle link on the University of Chester Portal. The individual Moodle pages for each module will allow the student to contact the module leader, view the module specifications and see the module outline. Notes for each module and the assessment questions will be distributed only via the Moodle page. Assignment submission will, usually, be via Turnitin, and this is also accessed via Moodle. Lecturers are also encouraged to include additional material relating to modules on the Moodle pages. It is

important, therefore, that students are familiar with access to Moodle, and consult the relevant pages prior to lectures.

5. Assessment

5.1 Introduction

The following notes help explain some general principles about assessment. Students should refer at all times to the detailed University of Chester documentation.¹² Please refer, too, to the College's *Assessment Strategy*, available through the Missio Dei website.

5.1.1 Anonymous Marking

Students' names do not appear on submitted assignments. All students are allocated a unique reference number, which is used as the identifier for assignments, thus ensuring that at the point of marking, assessment is anonymous.

5.1.2 Principles of Assessment

All modules have stated learning outcomes, provided in the module descriptors. Assessments, whether coursework, examinations or a mixture of the two, are based around these outcomes as well as the level at which the modules are defined.¹³ All assignment and exam questions are available for scrutiny by external examiners and moderators, as are student scripts. The assessment (essay word count, length of exams, etc.) is matched to the number of credits associated with a module. This is typically 4500 words (or equivalent) for each 20 credits assigned to the module. A module can require a single assessment or a sequence of assessment components.

5.1.3 Assessment Criteria

The criteria used by the college for grading assessed work are based on the generic criteria for these levels set out by the University of Chester.¹⁴ A table setting out these expectations in the college context is set out in the appendix below. Though these criteria may be more readily applied to essay-type work, they are intended also to provide general guidance for examinations and other forms of assessment too.

5.1.4 Modular Assessment, Monitoring and Feedback

All work is initially marked by the tutor who taught or supervised the module. This tutor is responsible not only for giving your initial grade but also providing sufficient feedback for you to understand how you might improve performance in the future.¹⁵ All assignments will be

¹² Academic assessment regulations and processes for levels 4-7 are found [here](#).

¹³ Thus, for instance, the level of critical engagement and analysis expected at Level 7 will be higher than that expected at the undergraduate levels 4-6.

¹⁴ For the generic UoC assessment criteria for Levels 4-7, see Handbook A, The Design of Approved Academic Provision and structures, available at <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

¹⁵ Any student who feels their grade is difficult to understand may ask for further clarification from their tutor. No appeal against marking is permitted, although students discovering administrative errors such as incorrect calculation of results or imposition of penalties should certainly communicate these to the Vice Principal Academic.

assessed anonymously except those that cannot be submitted electronically (e.g. presentations).

In line with University of Chester guidelines, all coursework and examinations are subject to 'monitoring' or second-marking by another staff member. At level 7, most modules are monitored. Monitoring involves looking at a sample of assignments, including the highest marked assignment in the batch, all assignments first-marked at 50% or below and at least five assignments spread among the rest. Assignments first-marked at 50% or below and 69% and above will be second-marked. If there is any disagreement between first- and second-markers, this will be discussed, and a final mark agreed. It is this agreed mark that will be released to students. Other assignments in the sample will be second-marked, but only to determine whether the overall marking level is correct. Monitors may suggest that the marks for a cohort are increased, decreased or remain the same, but within that category, cannot suggest changes to individual marks. Some modules (e.g. Dissertations and all modules at level 8) are routinely second-marked, and a final mark agreed. The marks that are released to students will reflect any changes made following the monitoring/second marking process. Full details of this process are available on the Chester website.¹⁶ All marks and first-markers' comments should be available to students within four working weeks of the submission deadline. If, due to unforeseen circumstances that is not possible, the Academic Department will inform students and set a new date.

The pass mark for level 7 modules registered as of September 2019 is 50%. The pass mark for modules registered before September 2019 is 40%. The module mark is calculated as the weighted average of the assessment components. Failure in one component can be allowed under certain circumstances so long as it does not score below 20% and the average for the module is still a passing grade. For details about re-assessment, see the section further below.

5.1.5 Re-assessment

If a student fails any individual module, they will be required to resubmit the work. Resubmissions should be completed at the next assessment opportunity. The results for such retaken modules at level 7 are always capped at 40% (for modules registered before September 2019) or 50% (for modules registered as of September 2019), which will certainly affect a student's overall result for the course. Third attempts may also be allowed. Where a student fails at a third attempt, or where required components are not submitted at a second attempt, students will have their studies terminated by the University.¹⁷ For re-submission of failed essays an additional fee of £100 per 20 credits will be payable.

5.1.6 Classification

The MA programmes are awarded at Pass, Merit and Distinction levels. A pass is achieved if a student achieves the basic modular pass mark of 40% (for modules registered before September 2019) or 50% (for modules registered as of September 2019) in all the taught modules and the dissertation. Merits and Distinctions are awarded if a student achieves 60%+ or 70%+ respectively in half of the modular credits of the award. For further details concerning

¹⁶ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

¹⁷ Guidance notes for students appear in Section 8: (Reassessment and Third Attempts) of the *Handbook F - Requirements Governing the Assessment of Students* available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

classification and awards, see the Assessment Regulations.¹⁸ The DMin is awarded if all the relevant modules are passed and the dissertation is examined satisfactorily via submission and oral examination.

5.2 Assessment Practicalities

5.2.1 Coursework

5.2.1.1 Submission of Coursework

All coursework assignments must be typed, and must comply with the College Style Guide, given in an appendix below. Assignment titles and submission deadlines are posted on the Moodle site for respective modules. All coursework assignments must be submitted in Word or PDF format, via Turnitin on the Moodle site for the respective module. The use of Turnitin ensures that assessment is anonymous. Sometime ahead of the assessment deadline a submission inbox will be created by the Academic Department. Assignments, including revised versions, may be uploaded at any time until the deadline. Once the deadline has passed, if an assignment has been uploaded, no further submissions will be possible. If the first submission is made after the deadline it will be recorded as late, and subject to penalties (see below). Failure to submit an assignment will result in a zero score.

When you submit your work, you assent to the following declaration:

In submitting this assignment, I confirm that (a) the work and wording are wholly my own (b) the word-count is as stated (c) all sources are acknowledged and quotations are clearly identified and referenced (d) I have made electronic and hardcopy backups of my work (e) I have read the Programme and College Handbook and the university Academic Integrity Policy and Appeals Procedure.

Please note that (c) may become significant in any dispute about unfair practice. (d) is included to safeguard your work, as computer malfunction cannot be cited as a mitigating circumstance in any dealings with the University.

Further details relating to the process of submitting coursework is available on the Chester Portal.¹⁹

5.2.1.2 Return of Marked Assignments

Marked assignments should be available to view via Moodle within four working weeks of the essay deadline. There may be delays over public holidays (e.g. Christmas and Easter). Where it is not possible to mark the assignments within the four-week period due to unforeseen events, students will be informed of the delay and given a new date. Where practical, issues leading to a delay in the marking of assignments will be discussed in advance with Student Representatives.

Note that the mark given for assignments will be the agreed mark after second-marking. The comments will be those of the first-marker.

¹⁸ Regulations governing the Calculation of Degree Classification are found [here](#).

¹⁹ <https://portal1.chester.ac.uk/ses/Documents/Useful>

5.2.2 Oral Examinations

MA courses do not normally involve oral examinations, but these can be requested in exceptional circumstances to determine difficult or borderline cases or to help decide whether there is a *prima facie* case of academic integrity issues. An oral examination following the submission of the DMin dissertation is a compulsory part of the assessment and is described further below.

5.2.2.1 Attendance and Conduct

The oral examination for DMin students (the *viva*) following the submission of their dissertations is organised directly by the University of Chester. A date and time for the *viva* will be communicated via your Chester email address. The aims and conduct of the examination are described in Section 7 of Handbook G²⁰, and training for the *viva* will be provided at College in the closing stages of the course, although students are also welcome to attend the seminars provided at the University of Chester if they wish.

5.2.2.2 Outcome/Results

Students will often be informed of the outcome of their dissertation oral examination at the *viva* itself. If this is favourable, and all other taught modules have been passed, then a pass overall can be assumed. Sometimes, examiners will request changes to the dissertation before it can be accepted. The exact outcome and any requests for modifications will be communicated officially via your University of Chester email account. The range of outcomes together with the time limits within which certain types of modification must be made are explained in detail in Handbook G.²¹

5.2.3 Assessment and Disability

The College has a Disability Policy²² and a designated Disability Officer, who is available for discussions relating to learning and other disabilities. Where possible, we try to accommodate the needs of all students.

Students with a disability should contact the Disability Officer as soon as possible. Only where students have had a formal Post-16 Assessment may this be taken into account in assessments. Where there has been an assessment the College will do all it can to comply with the recommendations, and to make 'reasonable adjustments' to the assessment regime and methods. These are detailed more fully on the Chester Portal and website.²³ The default assumption for coursework is the provision of extra time. The standard amount is two additional weeks relative to the normal published deadline.

The college Disability Officer can be contacted through the Academic Administration Team.

²⁰ The academic standards that inform the examiners questions during the *viva* are set out in Handbook G – Postgraduate Research Degrees, Section 7 – Examiners and Examination available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

²¹ Handbook G – Postgraduate Research Degrees, Section 7 – Examiners and Examination available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

²² Available on the college website here: <https://www.missioidei.ac.uk/student-life/policies/>

²³ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

5.2.4 Mitigating Circumstances (Extensions and Deferrals)

The term 'Mitigating Circumstances' is used to cover a number of processes by which a student can ask the University to take into account factors which have adversely impacted upon their ability to complete assessment either on time, to their best of their abilities, or at all.

5.2.4.1 Extensions

If a student has been experiencing difficulties as a result of mitigating circumstances, they may be able to apply for an extension to the submission deadline or even a deferral of the assessment to the next assessment point. In regards to extension requests, they are applied for when a student is aware in advance that certain extenuating circumstances are hindering their ability to submit their work on time. Extensions must be applied *and granted* before the coursework deadline. An extension is a short additional time that still allows the work to be assessed within the relevant semester.

For an extension of 8 days or more, it is important for students to get in touch with the Missio Dei Academic Admin Team first to discuss this. Then the application for Extensions must be made through the student's Chester Portal account. The online application process is under Support Departments, Registry, Information for Students, Mitigating Circumstances.²⁴ Evidence must be scanned and submitted as an attachment to the online form and explanation must be given to support this application. This will then be submitted to the University and they will consider the evidence put forward, contact Missio Dei to verify the submission deadline and then they will contact the student with the outcome. The student will receive both a confirmation of application and also the outcome of the application to their University of Chester email account.

5.2.4.2 Self-Certified Extensions

Students are now allowed to self-certify, without independent evidence, in support of an extension of up to and including 7 calendar days. Although no evidence is required in these cases, students must submit the notification that they wish to self-certify in advance of the original submission deadline; any self-certifications submitted after the deadline will be deemed null and void and late work penalties will be imposed if the work is submitted after the deadline.

In order to self-certify, students must apply through the online application process is under Support Departments, Registry, Information for Students, Mitigating Circumstances.²⁵ We expect students to only self-certify in cases where their ability to complete the assessment on time has been adversely affected by mitigating circumstances.

5.2.4.3 Deferrals

An approved deferral allows the student to defer an assessment to the next assessment period without penalty. Applications for deferral can be made either in advance or after the submission deadline or examination. A deferral cannot be considered once the result has been confirmed by the Module Assessment Board.

²⁴ [Mitigating Circumstances \(Chester Portal Page\)](#)

²⁵ [Mitigating Circumstances \(Chester Portal Page\)](#)

Unlike extensions, assessment subject to an approved deferral will be due for completion during the next assessment period. For example, an undergraduate examination deferred from the May examination period would take place during the July assessment period. If a student completes an assessment but also has an application for a deferral approved for the same assessment they will lose any mark they attained. This mark will be replaced by the mark they attain in the next assessment period, even if this is lower than the original mark.

Whilst it is important for students to get in touch with the Missio Dei Academic Admin Team if they are considering a deferral, the application for Deferrals need to be made through the student's Chester Portal account. The online application process is under Support Departments, Registry, Information for Students, Mitigating Circumstances.²⁶ Evidence must be scanned and submitted as an attachment to the online form and explanation must be given to support this application. This will then be submitted to the Mitigating Circumstances Panel of the University and they will consider the evidence put forward. The decision will be communicated to the Missio Dei Academic Office and the student will receive both a confirmation of application and also the outcome of the application to their University of Chester email account.

5.2.4.4 Waiving of the Late-Work Penalty

Students can also request that a late work penalty is waived as a result of mitigating circumstances (more detail about the Late-Work Penalty is given below). This is applied for in the same way as a Deferral through the student's Chester Portal account and supporting evidence must also be supplied for this to be submitted.

Assignments that do arrive late without the prior receipt and approval of any Mitigating Circumstances application will be penalised or given zero score in the usual way.

5.2.4.5 Acceptable Supporting Evidence

Mitigating Circumstances can be granted where the writing of coursework, or the immediate preparation for the writing has been disrupted by adverse circumstances, including significant illness,²⁷ bereavement (close relatives only), domestic problems (including divorce, separation, parental divorce) and other factors which may reasonably be deemed to have had a comparable adverse impact. Extraordinary work responsibilities may *only* be cited by part time students. There is a document which lists all of the types of evidence that are acceptable on the Mitigating Circumstances page of the Portal.²⁸

²⁶ [Mitigating Circumstances \(Chester Portal Page\)](#)

²⁷ This does NOT include headaches, upset stomachs, coughs and colds, which affect everyone.

²⁸ [Mitigating Circumstances - Types of Evidence](#)

NOTE: misreading deadlines, computer failure or travel problems are not acceptable²⁹. Also, a letter from a minister for students undergoing ministry training will not be accepted.³⁰

The General Data Protection Regulation (GDPR) means that neither Missio Dei or the University of Chester are permitted to consider evidence containing personal information relating to individuals other than the student³¹ when considering claims for mitigating circumstances. However, since circumstances relating to close family members (defined here as parent, grandparent, brother/sister or child/dependent) can have a significant impact upon a student's ability to complete assessment either on time, at all or to the best of their abilities, an MC2 form should be submitted in such cases.³² An MC2 form can be obtained from the Mitigating Circumstances Page on the Portal. This form asks the medical practitioner to confirm, without identifying the relative or relatives in question, that in their professional opinion the circumstances would impact upon their ability to complete an assessment (eg exam or coursework) either at all, on time or to the best of their abilities, and to identify the date range in which this would apply.

5.3 Penalties

Details of these penalties are all available on the Chester Portal, as mentioned below.

5.3.1 Late submission

Late work will be penalised by 5 marks for period of 24 hours (or part thereof) by which it is late, down to a minimum of zero. The penalty will be applied only to the component of the module that is late.³³ Please note that the mark that appears on Moodle will not include a late penalty. Bearing in mind the large number of submissions that are made on particular deadlines and the anonymity of assessments, it is not college policy to inform students that their assignment has been submitted late or has not been successfully submitted.

5.3.2 Word count

A penalty for excessive word count shall be applied to all coursework assignments where a word limit is specified. The word count does not include bibliographies or references to sources. Students should check the number of words written (excluding the items above) and note the word count on the assignment. This can usually be determined by using an electronic word count facility. There will be a 10% leeway allowed above the specified word count before

²⁹ Re deadlines: this makes consulting the website and reading emails extremely important. Re computers: students are required to make continuous backups of all their work to allow instant recovery. Re travel: students are expected to plan both their work and their travel and allow sufficient time for minor misfortunes. Travel issues may be taken into account for students with disabilities where the specific combination of events and their disability impinges on academic work.

³⁰ Please note: - a letter of support from supervisors of students undergoing ministry training is not admissible as evidence from an employer.

³¹ with the exception of those who are deceased or are dependents of the student under the age of 14.

³² [Mitigating Circumstances \(Chester Portal Page\)](#).

³³ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

any penalty is imposed. After this, the penalty will be 5 marks per 1000 words excess or part thereof.³⁴

Irrespective of any infringement, all assignments will be marked with full tutorial feedback. The grade it would have scored will be indicated clearly.

5.3.3 Academic Integrity

Penalties may also be applied in cases where students do not adhere to the principles of academic integrity and fair play in assessment. The University of Chester Academic Integrity Policy and Full Procedure are available on the Chester Portal.³⁵ When completing work for assessments, students are expected to 'act honestly and take responsibility for the fair presentation of the contents of any work they produce for assessment. This means that students will do nothing that has the potential for them to gain an unfair advantage in assessment'.³⁶

In order to adhere to the University's definition of academic integrity, students are expected to 'acknowledge all sources of information, knowledge and ideas used when completing work for assessment; produce work that is the product of their own, individual effort; declare when they have used work before in a previous assessment'.³⁷

A breach of the Academic Integrity Policy may occur when a student knowingly acts in a way that is contrary to the policy or does so inadvertently by means of careless scholarship. Inexperience, intention, lack of intention or unfamiliarity with the Academic Integrity Policy will not be regarded as a defence in the event that the policy is breached.

Breaches of academic integrity can include: plagiarism (see below), reuse of previously submitted material, collusion (the unauthorised collaboration between two or more students resulting in the submission of work that is unreasonably similar), commissioning (engaging another person or organisation to complete or undertake an assessment), falsification (the presentation of fictitious or distorted documents³⁸), research misconduct and cheating.

Plagiarism can include (1) unreferenced or malformed quotations, verbatim copying or close paraphrasing of another's work without clear identification and/or acknowledgement (2) using an idea, concept, conclusion or term developed by another without due acknowledgment. Please note, all assignments are run through Turnitin, which can identify specific sections that are over-dependent on a source. Plagiarism is a particular problem and further guidance is given in a later section on writing essays.

Although occasional slips in referencing or simple over-dependence on sources are likely to be penalised within the usual marking scheme, substantial infringements of the above

³⁴ See Handbook F - Requirements Governing the Assessment of Students available [here](#).

³⁵ The Academic Integrity Policy and Section 6 of Handbook F - Requirements Governing the Assessment of Students (the Full Procedure) are available [here](#).

³⁶ The UoC Academic Integrity Policy available at: <https://portal1.chester.ac.uk/aqs/Pages/aqss-academic-integrity-information-students.aspx>

³⁷ This list is not exhaustive. For further information please see the UoC Academic Integrity Policy available at: <https://portal1.chester.ac.uk/aqs/Pages/aqss-academic-integrity.aspx>

³⁸ This includes the submission of false evidence in an application to the Mitigating Circumstances Board or to the Academic Appeals Board.

principles will be referred to the University of Chester. Penalties can include failing the whole module, completing the Academic Integrity Course, failing the entire level of study, having the final degree classification lowered by one class or in extreme cases, the student's programme of study is terminated with immediate effect.

5.4 Appeals

As noted above, any student who feels that his or her initial grade is difficult to understand may discuss this with their tutor. If there is discovered to have been an ambiguity in the assessment instructions or tutorial guidance, then this may be communicated with the tutor's agreement to the Head of Academic Provision and thence to the staff member performing the moderation of the module. This may occasionally lead to the raising or lowering of marks, more often, of the entire class rather than an individual.

Once your mark has been finalised, however, no further appeal against academic judgment is permitted. The University of Chester has a procedure for appealing on the basis of procedural errors, such as incorrect assessment information being provided, administrative errors such as incorrect calculation of results, or extenuating circumstance that for some reason could not be declared in advance in the usual way. As far as possible the University would expect the college to sort out such problems internally, unless the MAB has already passed, in which case, the formal Appeals Procedure must be used. Full guidance notes are provided on the Chester Portal and website³⁹.

³⁹ Help and Guidance on Academic Appeals is available at <https://www1.chester.ac.uk/academic-quality-and-standards/student-affairs/academic-appeals> .

5.5 Programme Assessment Grid

The following are the normal dates for the submission of assignments in the forthcoming academic year. These dates would be modified accordingly for those in receipt of an extension or for anyone who has a formally assessed disability. **The submission time is 12 noon** on the dates listed below:

Assignment due dates for students studying <u>1st year of 2-year Part-time MA in Practical Theology or MA in Biblical Studies</u>		
	Date	Modules
Submission date 1	Wednesday 8 th December 2021	TH7401
Submission date 2	Wednesday 23 rd March 2022	TH7411, TH7429 Assignments 1 and 2, TH7436, TH7439 Assignments 1 and 2
Submission date 3	Wednesday 13 th July 2022	TH7405, TH7416 Assignments 1 and 2, TH7437
Deferral and Reassessment Submission dates		Wednesday 28 th September 2022 Wednesday 22 nd March 2023
Module Assessment Boards		May 2022 (Date to be confirmed) November 2023 (Date to be confirmed)

Assignment due dates for students studying <u>2nd year of 2-year Part-time MA in Practical Theology or MA in Biblical Studies</u>		
	Date	Modules
Submission date 1	Wednesday 23 rd March 2022	TH7411, TH7429 Assignments 1 and 2, TH7436, TH7439 Assignments 1 and 2
Submission date 2	Wednesday 28 th September 2022	TH7440, TH7441 (Dissertation)
Deferral and Reassessment Submission dates		Wednesday 28 th September 2022 Wednesday 22 nd March 2023
Module Assessment Board		May 2022 (Date to be confirmed) November 2023 (Date to be confirmed)

Assignment due dates for students studying on <u>Full-time</u> MA in Practical Theology and MA in Biblical Studies		
	Date	Modules
Submission date 1	Wednesday 8 th December 2021	TH7401
Submission date 2	Wednesday 23 rd March 2022	TH7407, TH7411, TH7429 Assignments 1 and 2, TH7436, TH7439 Assignments 1 and 2, TH7405, TH7416 Assignments 1 and 2, TH7437
Submission date 3	Wednesday 28 th September 2022	TH7440, TH7441 (Dissertation)
Module Assessment Board		May 2022 (Date to be confirmed)
Deferral and Reassessment Submission dates		Wednesday 28 th September 2022 Wednesday 22 nd March 2023
Reassessment Module Assessment Board		May 2022 (Date to be confirmed) November 2023 (Date to be confirmed)

6. Writing Essays and Assignments

6.1 What are tutors looking for?

You need to read the following whilst looking at the Assessment Criteria given in the appendix, and the sample marking grid given below. These below point to the kind of things that need to be evident in essays to obtain particular grades.

- i. Understanding of the question and of the main issues involved.
- ii. A clear structure and development of thought through the essay, with connected points rather than random thoughts.
- iii. Accurate information
- iv. Evidence of research, beyond what is available in the course notes. There needs to be a substantial bibliography, covering a wide range of points of view (even ones you don't agree with), and evidence that books and articles have been read and understood.
- v. Good presentation, which adheres to the style guide. This includes good spelling and grammar; and referencing that is clear and easy to follow.
- vi. Critical awareness (this is extremely important at levels 7 and 8). There are several points to note here:
 - a. An academic essay must be objective, basing conclusions on evidence rather than on personal thoughts and feelings, or emotion (even though some of the issues might be very emotive). This involves compiling and discussing evidence from a range of sources and perspectives, and treating each one fairly, weighing up the strengths and weaknesses of the positions in order to come to a viable conclusion.
 - b. Many essays are too descriptive: they contain accurate information setting out what happened or what a scholar says, but they do not go any further. A good academic essay needs to move from description to analysis. Analysis involves breaking down the discussion into its key components. Some of the questions that need to be asked are: Why does this scholar hold this view? What are the crucial elements in his or her argument? What are the conclusions and what evidence is being given to support those conclusions? What assumptions are being made?
 - c. This leads to another important aspect of critical awareness: evaluation. This involves looking at the views expressed by scholars and asking whether the arguments support the conclusions. Are the arguments viable? What are their strengths and weaknesses compared with other points of view? And, of course, any criticism also needs to be supported. The essay writer also needs to produce evidence and viable arguments to support the position taken. The argument might look something like this:

Scholar A says X, and offers arguments E, F and G. Scholar B, on the other hand, says Y, and offers arguments P, Q and R. Arguments F and G are stronger than P and Q for the following reasons S, T and U – and scholar C and D take similar views. Argument E is not so strong; however, on balance scholar A's view is to be preferred.
 - d. Because of the need for objectivity there has been a long standing tradition that an academic essay must be written impersonally. More recently that view is being questioned. The problem of using the first person is that an essay can become too subjective: these are my opinions; this is what I think about the issue. On the other hand, remaining too detached can make it difficult to make judgments and come to a conclusion. For the purpose of essays at Missio Dei, some use of the first person is

acceptable: 'my aim in this essay is to show'; 'having weighed up all the evidence I conclude'; 'in my opinion', etc. – always bearing in mind that any opinion needs to be backed up with evidence and with coherent and viable argument.

6.2 Plagiarism

Plagiarism can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though they were your own, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Examples of plagiarism include (but are not limited to):

- Including verbatim material from the published or unpublished work of other persons (from textbooks, articles, the web etc.) which has not been clearly identified as a quotation and the source acknowledged and fully referenced.
- Slightly changing or paraphrasing other people's material to make it look different from the original, but where again the source has not been acknowledged or fully referenced⁴⁰.
- Even simply summarising another person's ideas without acknowledging them and indicating the literary sources.
- Use of services of essay banks and/or any other agencies.

Note that, as with other breaches of academic integrity, plagiarism carries serious consequences and may result in penalties that go beyond the module concerned. For further details, see the section on Academic Integrity, above.

7. Resources

7.1 Library resources

The Missio Dei Research Centre comprises the library and the archives as associated with it. There is an online catalogue available in order to aid students in the search of books.

The library will ordinarily be open during office hours (9am-4:15pm) but during intensive weeks the library will also be made available in the evenings. This is a non-lending library as we now give all of our students online library access (see section 7.2 below).

7.2 Online Library Access

Each student can access two online libraries to search for appropriate articles and ebooks for your assignments.

7.2.1 ATLA (EBSCO)

Missio Dei college has subscribed to EBSCO for its ATLA platform [American Theological Library Association]. On it there are many articles from many journals, with either a full pdf

⁴⁰ Even where sources are acknowledged, you should not *paraphrase* to any great extent. This might be useful for a phrase or two for the sake of clarity or by way of translation from another language, but this should always be acknowledged explicitly, with the exact extent of the re-worked words indicated clearly.

available or a link to the publisher's website which may contain the pdf. Students will be expected to make use of peer-reviewed articles throughout their studies and will be given a user ID and a password for our ATLA access during the first week of the year.

On the Chester Moodle page, students will also have limited access to archives of articles published by University of Chester staff.

7.2.2 Perlego

All students also receive access to Perlego, an online textbook subscription service which gives students access to over 500,000 books (across all subjects). This resource allows students to use many key resources with ease and in a more sustainable way and reduces the cost that they may have had to pay on textbooks.

Each student will receive their own account on this service and at the end of their studies with Missio Dei, they are able to contact Perlego to continue this subscription at their own cost if they wish.

7.3 Computer Services

Students should be aware that possession of a usable computer is a requirement of studying with the college. Please be aware that the minimum requirement is a suitable laptop or desktop computer since some mobile or handheld devices are not capable of doing all the things you will need to do. The college is unable to supply or repair computer hardware or provide computer instruction or other help. If you need training on the use of your machine or a particular application, you should find appropriate online guides or arrange to attend a course at a local FE college. The most important skills required are (i) the use of a web browser to search and navigate the internet and visit the college and University websites, (ii) the competent use of a standard word processing programme such as MSWord, (iii) the preparation of PDF files and the use of the Adobe PDF reader, (iv) the configuration and use of email facilities and the ability to send emails with attachments (the importance of both college and University of Chester emails has been mentioned above).

Students should back up their academic work frequently so that they can recover quickly from computer failure. Every student is provided with cloud storage space at Google.com as part of their college email facility (see below). Every time you submit a piece of work, you assent to a declaration that your work has been backed up. It is a University of Chester rule that computer problems will never constitute a mitigating circumstance in regard to the late submission of work.

7.3.1 College wireless system

The college is equipped with wireless broadband internet, which is available to students in most areas on campus.

You are expected to comply with the following rules for access to the internet:

- You should not attempt to view material on the internet that might reasonably be considered offensive or inappropriate. This includes visiting websites that might propagate hate or discrimination, as well as weapons-making and security sensitive sites. The College has a duty, under the Government's Prevent initiative to guard against extremism,

and this includes acceptable use of the internet. The college will filter access and will log visited websites to ensure these rules are observed.

- You must not attempt to access the college's administrative network or other such systems or copy any software from the networked PCs or fileserver for any purpose, or install any other programs (games in particular) without prior authorisation.
- You must not share your username and password with anyone – if you suspect someone knows your password, please change it.
- You must not alter the network or PC settings or cabling or tamper with any of the hardware. You must not attempt to access other users' data files without their permission. Please report any faults immediately – do not attempt to fix them yourself.

Failure to observe these requirements will result in the removal of your network account and serious breaches may result in college disciplinary measures.

7.3.2 College emails

Each student will be provided with a college email address of the form [firstnamesurname.pgstudent@missiodei.ac.uk](mailto:firstname.surname.pgstudent@missiodei.ac.uk). As noted above, students are expected to use their official college email for all communication with tutors and the college. The email accounts are provided by Google Apps for education, and can be accessed via Google's webmail interface (www.gmail.com), or any other preferred mail client. Details of how to configure such clients is provided within the Google Mail help system. The Google facilities extend beyond email and provide a calendar which can email you reminders about essay deadlines, 5Gb of cloud storage (called Google drive). This is a very useful place to make backups of your academic work which the academic regulations require you to keep and can be mapped to a folder on your desktop. There is also the capability of configuring personal web pages, setting up blogs etc.

7.3.3 University of Chester portal

After students have been officially registered with the University of Chester, they will be sent login details for the university student portal. Here you will be able to find all sorts of useful information, access the electronic library and your university emails. The service is managed by the University's Library and Information Services which has a comprehensive online help system as well as an interactive help desk.

8. Attendance at lectures

For all students, attendance at scheduled sessions (lectures [not distance learners] and webinars) and placement is necessary, important and expected by Missio Dei, the University of Chester and various official UK inspectorates. A register will be taken for each scheduled session. Any student arriving up to 15 minutes after the start will be marked “late”, and beyond this, will be logged as absent. This will count as an unauthorised absence unless the student has sought permission for the absence in accordance with the procedure below.

If a student knows that he or she is likely to miss (or be late for) a scheduled session or placement for a legitimate cause (for example doctor’s or hospital appointments that cannot be arranged at any other time, interviews, etc.), he or she should seek permission from the lecturer or placement host and the Vice Principal (Academic) or the Academic Manager.

Where an absence cannot be anticipated in advance, for example due to an accident or illness, the student should contact lecturer or placement host and the Vice Principal (Academic) or the Academic Manager with an explanation as soon as possible.

Persistent lateness or unauthorised absence from scheduled sessions or placement will be reported to the Vice Principal (Academic), the Academic Manager and the Board of Studies.

9. Health & Safety / First Aid

Whilst Health & Safety is everyone’s responsibility, the College has a legal responsibility to protect the health and safety of staff and others who may be affected by their work. We take our obligations very seriously and our overall objective is to provide staff, students and visitors with a safe environment in order to prevent accidents etc. Our general policy is to:

- Provide adequate control of the health and safety risks arising from our activities
- Consult on matters affecting health and safety
- Provide information, instruction and supervision where appropriate
- Ensure everyone is competent to do their task, and to give them adequate training if needed
- Prevent accidents
- Maintain safe and healthy conditions

Requirement of students – we expect students to take reasonable care for their own safety and the safety of others who could be affected by their actions. We expect students not to interfere with anything provided to safeguard their health and safety and to co-operate fully with any arrangements made in relation to health and safety issues. Finally, we ask that they report such concerns.

Reporting accidents and near-misses – all accidents and near miss accidents must be reported through accident forms (located in the Reception and the Health & Safety Officer’s office). Where appropriate the H & S Officer may undertake an investigation to identify the cause of the accident, incident or near-miss. By investigating adverse events and understanding what went wrong, we may prevent future issues.

First Aid – The purpose of a First Aider is to give first assistance until the casualty is passed on to either an ambulance, medical staff or appropriate person.

Guidance – On discovering an accident or injured person, make the area safe and send for first aid assistance. Do not hesitate to call an ambulance if you feel one is required. Do not move the casualty unless the area is unsafe. Keep the casualty calm and warm until the First Aider arrives and then let this person take charge. The First Aider will assess the situation, administer first aid and decide what further action is required. The First Aider will report the incident ASAP.

For further details regarding Missio Dei's Health & Safety Procedures please refer to the Policy which can be found on our website.⁴¹

⁴¹ <https://www.missiodei.ac.uk/student-life/policies/>.

10. Appendices

10.1 *Style Guide for essay writing*

The following gives general instructions for setting out essays. The guide is not comprehensive. It is based on the *MHRA (Modern Humanities Research Association) Style Guide*, 3rd edn (London: Modern Humanities Research Association, 2013) (<http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf>). We expect students to follow the in-house guidelines set out below. However, where there are things that they do not cover, the main thing we look for is consistency.

10.1.1 General layout

Text must be in black ink, using Arial, Cardo or Times New Roman fonts (or any relevant language fonts). Arial or Times are most common, though Cardo is useful where the essay contains Greek or Hebrew or transliterated text. Font size should be 12 or 14 points, and text should be 1.5 or double spaced with a margin of not less than 30mm. Files are submitted via the Moodle page and can be in Word or pdf format. Please do not use Pages files

Titles and sub-headings can be used, where this helps the structure of the essay. Where used, these should be clear and consistent. The first line of paragraphs should be indented unless it is part of a list, or immediately follows a heading or sub-heading, in which case there is no indent.

Referencing is done using footnotes, rather than endnotes or in-text referencing. Footnotes should be referenced by superscript numbers (not symbols), which run consecutively throughout the essay. MS Word can be set up to produce automatic footnotes in this form.

All essays should include a bibliography (not a reference list), which is made up of all of the sources that have been consulted and that have made a contribution to the essay, even though they may not be referred to, specifically, in footnotes.

10.1.2 Abbreviations

10.1.2.1 Bible books

OT

Gen., Exod., Lev., Num., Deut., Josh., Judg., Ruth, 1 Sam., 2 Sam., 1 Kgs, 2 Kgs, 1 Chron., 2 Chron., Ezra, Neh., Esth., Job, Ps./Pss., Prov., Eccl. (or Qoh.), Song (or Cant.), Isa., Jer., Lam., Ezek., Dan., Hos., Joel, Amos, Obad., Jon., Mic., Nah., Hab., Zeph., Hag., Zech., Mal.

NT

Mt., Mk. Lk., Jn, Acts, Rom., 1 Cor., 2 Cor., Gal., Eph., Phil., Col., 1 Thess., 2 Thess., 1 Tim., 2 Tim., Tit., Phlm., Heb., Jas, 1 Pet., 2 Pet., 1 Jn, 2 Jn, 3 Jn, Jude, Rev.

Apocrypha

Add. Esth., Bar., Bel, 1 Esd., 2 Esd., Jdt., Let. Jer., 1 Macc., 2 Macc., Pr. Azar., Pr. Man., Sir., Sus., Tob., Wis.

When used in the main body of the text, the name of the biblical book should be written out in full. In parentheses in the main text and in footnotes, names should be abbreviated.

Between chapter and verse use a colon; between successive verse numbers use a comma; between successive chapter references use a semi-colon: e.g., Rom. 8:1; 1 Cor. 3:1, 4, 7; 2 Cor. 1:2, etc. You should also follow this pattern in citing other ancient sources: 1QpHab 1:2, 3; 1QS 3:4–11; Jos. Ant. 20:245, etc.

10.1.2.2 Other Abbreviations

- Edition – edn; Editor/s – ed./eds.; Page/s – p./pp. Numbers – no./nos.; Second – 2nd; Third – 3rd, etc. Verse/s – v./vv.; Chapter/s – ch./chs. Note/s – n./nn. (there should be a space between p., v. and n. and the following numeral).
- BC, BCE, AD, CE and Bible versions (e.g. AV, ESV, NIV, NRSV) in small capitals. Note that BC comes after the date, AD comes before the date; BCE and CE both follow the date.
- Latinisms, for example, c. (*circa*, about), cf. (compare with), e.g., et al., etc., should not be italicised. Avoid using *op. cit.* and *ibid.* to refer to material in previous footnotes.
- Use standard abbreviations for periodicals, series and reference works in footnotes; though these should be written out in full in the bibliography.

10.1.3 Quotations

Quotations need to be clearly identified and accurately referenced, using a footnote. Shorter quotations (four lines or less) should be included in line with the main text. And it should be clearly indicated where the quotation begins and ends. Use single quotation marks for the first level of quotation and double quotation marks for quotations within quotations. Quotations should not be italicised. Punctuation generally should be outside the quotation marks.

Quotations of more than four lines (block quotations) should be set as (left) indented text in smaller type. Block quotations do not require quotation marks (it will be clear enough from the formatting where they begin and end) and do not need to be double-spaced. There is no need to indent both margins, but if this is done it needs to be done consistently throughout.

Where text is omitted from a quotation (ellipsis), three dots (...) replace the omitted text. **Note:** MHRA style normally places the three dots in square brackets [...]. We do not require that, but there will be no penalty if students choose to use that style.

10.1.3.1 In-text quotations (quotation marks, no italics)

Example

Luther describes allegory as ‘empty speculations and the froth ... of the Holy Scriptures. It is the historical sense alone which supplies the true and sound doctrine’.¹⁶

10.1.3.2 *Block quotations (indented, no quotation marks, smaller font, single spacing)*

Example

Later story-tellers ... make capital of experiences which, although they are invariably brought in on the basis of the ancient event in question, still reach forward into the story-teller’s own day ... What is historical here? Certainly, some definite but very elusive particular event which stands at the primal obscure origin of the tradition in question – but what is also historical is the experience that Jaweh turns the enemy’s curse into a blessing, and that he safeguards the promise in spite of all failure on the part of its recipient, etc.¹⁷

10.1.4 Non-Roman Scripts and Non-English Accents

In a non-language module, it may be helpful to transliterate Greek and Hebrew words. Where a word is transliterated, it should be written in italics.

Several Greek and Hebrew fonts are available for free download. We recommend: SBL Hebrew, SP Tiberian (Hebrew) and SP Ionic (Greek) – all available from SBL. The Unicode font, Cardo, also supports Hebrew and Greek characters, and avoids including several different fonts in the piece of writing (though it may be necessary to write the text using a language font, or cut and paste from a programme such as Logos, and then change the font to Cardo).

Accents should be used as appropriate (e.g. in German, umlauts should be used where required, rather than spelling with an extra ‘e’, though the ‘sharp s’ (ß) may be rendered by ‘ss’. Capitalised letters in French should not be accented. In Greek and Hebrew text, use accents where necessary. Where biblical text is quoted, retain all relevant accents. Where using individual words, include only accents that relate to that word.

10.1.5 Gender Inclusive Language

Use gender-inclusive language. Where appropriate, use the term ‘he or she’ or ‘she or he’ (not ‘he/she’ or ‘she/he’). Avoid using ‘man’ or ‘mankind’ as a generic term, and instead refer to ‘humanity’, ‘people’, ‘humankind’, etc.

10.1.6 Footnotes and word count

The total word count of the essay will exclude ‘genuine’ footnotes (i.e. footnotes that contain only references to source material used in the main body of the text, or brief explanations). Sometimes discussion that is thought to be significant but is only

indirectly related to the subject of the essay might also be included in a footnote. This will be comparatively rare at undergraduate level, though may be more common at postgraduate level. Such footnotes, which continue the argument or discussion, must be included in the word-count of the essay.

10.1.7 Spelling

Use standard English (UK) spellings. If using MS Word, set the Language to English (UK). In general, the English form of words ending ‘-ise’ is preferred to ‘-ize’, though the latter is increasingly common and is acceptable. Use English versions of words such as ‘centre’, ‘favour’, etc.

10.1.8 Bibliographic References

10.1.8.1 *References in footnotes*

In footnotes, the first reference to a publication will normally include full bibliographical details. Subsequent references to the same publication should be in an easily identifiable shortened form. Examples of shortened forms are included in the examples below. Although the MHRA style guide uses the shortest form – often just author surname and page number(s) – we ask students to include, too, a shortened form of the title.

10.1.8.2 *Books*

General format: author’s name (or names in the case of joint authors), *book title* (italicised), series name and number, edition (edn), number of volumes (place of publication: publisher, date of publication), volume number (roman numerals), pp. page number or range.

If there are two places of publication, include both, separated by a semi-colon. If the reference includes a range of page numbers, where these are within the same hundred, only repeat the second two figures, including any zeros (e.g. 471–93, rather than 471–493; 401–09, rather than 401–409). Where the numbers are not in the same hundred write the numbers out in full (e.g. 91–103; 288–301). Where volumes have been published over several years, include the full range in the date of publication.

- *Examples:*

²⁷ John Bright, *A History of Israel*, 4th edn (Louisville: Westminster John Knox, 2000), pp. 56–69.

²⁹ Bright, *History*, p. 97

⁴⁴ B. T. Arnold and B. E. Beyer, *Readings from the Ancient Near East: Primary Sources for Old Testament Study* (Grand Rapids: Baker Book House, 2002), pp. 187–201.

⁵⁰ Arnold and Beyer, *Readings*, p. 121.

⁵¹ G. Von Rad, *Old Testament Theology*, 2 vols. (London: SCM, 1962-65), I, pp. 95–101.

⁵⁶ Von Rad, *OT Theology*, I, pp. 82–85.

⁷² G. Wenham, G., *Genesis 16-50*, Word Biblical Commentaries 2 (Dallas: Word Books, 1994), pp. 153–64.

⁷⁵ Wenham, *Genesis 16–50*, p. 25.

⁹⁸ Robin Routledge, *Old Testament Theology: A Thematic Approach* (Nottingham: Apollos; Downers Grove: IVP Academic, 2008), p. 72.

¹⁰¹ Routledge, *OT Theology*, p. 22.

10.1.8.3 *Articles from Journals*

General format: author's name, 'title of the article' (in single quotation marks, *not* italics), *journal name* (italicized), volume. issue number (year of publication), pp. page numbers of the article (p. specific reference within the article).

Note that in repeated references, the page range of the article is not included.

Examples:

⁴⁹ J. Dewey, 'Oral Methods of Structuring Narrative in Mark', *Interpretation* 43 (1989), pp. 1-30 (p. 26).

⁶² Dewey, 'Structuring Narrative', p. 27.

⁷³ R. Routledge, 'Hesed as Obligation: A Re-examination', *Tyndale Bulletin* 46.1 (1995), pp. 179-96 (p. 185)

⁸⁴ Routledge, 'Hesed as Obligation', p. 187

Standard abbreviations for journals may be used: e.g. *Int*, *TynBul*, *JSOT*, *JSNT*, etc.

10.1.8.4 *Articles, essays or chapters from an edited volume*

General format: article author's name, 'title of the article' (in single quotation marks, *not* italics), in *title of the volume*, ed. by editor's name (or names in the case of joint editors) + bibliographical details of the book, as above, pp. page numbers of the essay, article or chapter (p. reference within the essay).

As with journal articles, repeated references to the same work, the page range of the article is not included.

In repeated references, bibliographical details for both the essay/article and the edited volume are abbreviated. If there is reference to a different essay/article from an edited volume that has already been referred to, include full details of the essay/article, but use the abbreviated version of the edited volume.

Examples:

⁸¹ Elmer A. Martens, 'The People of God', in *Central Themes in Biblical Theology: Mapping Unity in Diversity*, ed. by Scott J. Hafemann and Paul R. House (Leicester: Apollos; Grand Rapids: Baker Academic, 2007), pp. 225-53 (p. 230).

⁸⁷ Martens, 'People of God', in *Central Themes*, ed. by Hafemann and House, p. 230.

⁹³ Scott J. Hafemann, 'The Covenant Relationship', in *Central Themes* ed. by Hafemann and House, pp. 20–65 (p. 31).

⁹⁷ Hafemann, 'Covenant', in *Central Themes*, ed. by Hafemann and House, p. 30.

10.1.8.5 *Articles from standard theological dictionaries*

Use the same format as for articles from an edited volume, though in this case there is no need to note the editor(s), and it is enough to include the standard abbreviation for the dictionary. Where there is a volume number (as in most cases), include this, followed by a colon and the page range (or number). Do not include p. or pp.

Examples

⁴⁵ J. D. G. Dunn, 'Spirit, Holy Spirit', in *IBD* 3:1478-83

⁴⁷ Dunn, 'Spirit', *IBD* 3:1479

⁴⁹ H. Seebass and C. Brown, 'Holy, etc.', in *DNTT* 2:223-28

⁵¹ Seebass and Brown, 'Holy', *DNTT* 2:225-26

⁶⁴ Gary A. Anderson, 'Sacrifice and Sacrificial Offerings: Old Testament', in *ABD* 5:870-86

⁶⁶ Anderson, 'Sacrifice', *ABD* 5:880

⁸² Richard E. Averbeck, 'Offerings and Sacrifices', in *NIDOTTE* 4:996-1022

⁸⁸ Averbeck, 'Offerings', *NIDOTTE* 4:1000

⁸⁹ Frank M. Cross, 'לך', in *TDOT* 1:242-61

⁹⁵ Cross, 'לך', *TDOT* 1:245

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10.1.8.6 *Material from Kindle and other e-books*

Library-based research and research using electronic sources is not identical, and we encourage students to engage in both. However, once a source has been located, or if a student is using an electronic book that he or she owns, there is little difference between reading the text on a computer screen or in printed form. Consequently, where an e-book includes the same page numbers and other bibliographical details, etc. as a print version, and these can be readily accessed, treat the book as a printed version, using the referencing style set out above.

Where the details of a print version are not available, use the same referencing style as above, but instead of the page number(s), include (Kindle) E-book, Location no.

Where material is from Google Books via Google Play (i.e. the full text versions, rather than the limited preview that appears on Google Books) the page referencing may be different from the print version. In that case, use, either print referencing,

throughout (where that is possible) or use the referencing as it appears on Google Play, and note the reference there.

Where software packages (e.g. Logos) include sources that do not show page numbers, give as much information as possible.

Examples:

⁸⁹ Leslie C. Allen, *A Theological Approach to the Old Testament: Major Themes and New Testament Connections* (Eugene: Cascade, 2014), Kindle E-book, location 384.

⁹³ Grace I. Emmerson, *Hosea: An Israelite Prophet in Judean Perspective*, JSOTSup 28 (Sheffield: JSOT Press, 1984), Google Play, p. 19.

⁹⁵ Jacob Neusner, *The Babylonian Talmud: A Translation and Commentary* (Peabody: Hendrickson, 2008), Logos version, y. Ber. 1:1, l.8.C

10.1.8.7 *Material from the internet*

Material from web sites where authors are not known and whose scholarly authority cannot be verified should generally be avoided as source material for essays. However, articles by serious scholars are available online, and may be used provided they are referenced correctly.

Where an article from the internet also exists as a print version, and the page numbers and other bibliographical details of the online version are the same as the print version, use the style, above, appropriate to the print version. This will apply to most articles from online libraries.

In other cases, the bibliographical information provided should be sufficient to allow a reader to access the material, and should include: author, article title, any other publication details, <the full web address of the material> (in angle brackets) and [the date the web address was accessed] (in square brackets).

10.1.8.8 *References in bibliographies*

As noted, all essays should have a bibliography (not a reference list), which includes all the relevant sources that have been consulted when writing the essay. The size of a bibliography will depend on the nature of the essay and on the substance of the books. Sources should be substantial and academically credible. The bibliography should include any standard texts for the subject, recent, up to date, titles, and relevant journal articles.

In bibliographies, works should be listed in alphabetical order of the primary author's or editor's surname (or where there are several authors or editors, the first to appear). In general, books and journal or other articles will be included in a single alphabetical list. Do not list books, journals, etc. separately. And do not number the items in a bibliography.

Sources in the bibliography should be formatted in the same way as the first reference to a source in the footnotes, with the exception that the primary author's (or

editor's) name appears surname first, followed by a comma and then first name and/or initials. The names of additional authors or editors are written in normal order, first name or initial then surname. It is usual, too, to use a hanging indent for clarity.

If only one essay/article from an edited volume has been used, the bibliography should contain the details relating to that essay/article. If several articles are used from the *same* edited volume, the bibliography will usually contain only the bibliographical details of that volume (rather than the individual details of each essay/article).

Examples:

Allen, Leslie C., *A Theological Approach to the Old Testament: Major Themes and New Testament Connections* (Eugene: Cascade, 2014), Kindle E-book

Arnold, B. T. and B. E. Beyer, *Readings from the Ancient Near East: Primary Sources for Old Testament Study* (Grand Rapids: Baker Book House, 2002) [note the second name is not surname first]

Bright, John, *A History of Israel*, 4th edn (Louisville: Westminster John Knox, 2000)

Hafemann, Scott J., 'The Covenant Relationship', in *Central Themes in Biblical Theology: Mapping Unity in Diversity*, ed. by Scott J. Hafemann and Paul R. House (Leicester: Apollos; Grand Rapids: Baker Academic, 2007), pp. 20–65 [if this is the only reference to *Central Themes*; otherwise as below:]

Hafemann, Scott J. and Paul R. House (eds.), *Central Themes in Biblical Theology: Mapping Unity in Diversity* (Leicester: Apollos; Grand Rapids: Baker Academic, 2007)

Rad, Gerhard von, *Old Testament Theology*, 2 vols. (London: SCM, 1962-65)

Routledge, Robin, 'Hesed as Obligation: A Re-examination', *Tyndale Bulletin* 46.1 (1995), pp. 179-96

Wenham, G., *Genesis 16-50*, Word Biblical Commentaries 2 (Dallas: Word Books, 1994)

Note that in the above, *Tyndale Bulletin* may be abbreviated to *TynBul*, and Word Biblical Commentaries may be abbreviated to WB

10.2 Assessment Criteria

The following pages set out the general requirements at Postgraduate level of study.⁴²

⁴² Marking criteria taken from University of Chester, Quality and Standards Manual: Handbook F - Requirements Governing the Assessment of Students 2016/17 (Appendix 5E)

Level 7 – Marking Criteria for Modules registered before September 2019 ONLY

	70+ Distinction	60–69 Merit	50–59 Pass (strong)	40–49 Pass (threshold)	20–39 Fail	0–19 Fail
KNOWLEDGE AND UNDERSTANDING of the academic discipline or field of study	<i>As 60–69 - and:</i> Excellent coverage, offering sophisticated or original insights; a synthesis of possibly disparate material; extensive reading.	<i>As 50–59 - and:</i> Awareness of problems and insights much of which is at, or informed by, the forefront of the discipline; wide range of reading.	Systematic understanding of relevant knowledge including research at the forefront of the discipline; good identification, selection and sound understanding of key issues; conceptual awareness enabling critical analysis; accurate knowledge and detail;.	Adequate systematic understanding of relevant knowledge, including research at the forefront of the discipline; identification, selection and moderate understanding of key issues; some conceptual awareness enabling critical analysis; accurate knowledge, but may lack sustained depth or detail.	Poor coverage of relevant issues; limited understanding; identification of some issues but with many omissions.	Little relevant material; inadequate reading and use of sources; sources insufficiently acknowledged.
CRITICAL ENGAGEMENT WITH SCHOLARSHIP AND SOURCES	<i>As 60–69 - and:</i> Imaginative, insightful, original or creative interpretations; sustained level of analysis and evaluation.	<i>As 50–59 - and:</i> A convincing command of accepted critical positions; a conceptual understanding that enables the student to propose new hypotheses.	Good range of reading beyond core and basic texts, with reasonably wide reference to research at the forefront of the discipline; critical awareness of advanced scholarship, current problems and/or new insights in the discipline.	Reading beyond core and basic texts with some reference to research at the forefront of the discipline; adequate critical awareness of advanced scholarship, current problems and/or new insights in the discipline.	Reading range limited to core and basic texts; very limited critical evaluation of research and scholarship.	Very limited analysis from limited sources.
STRUCTURE, ARGUMENT, METHODOLOGY	<i>As 60–69 - and:</i> Excellent structure and development of argument, with awareness of limitations; sophisticated use and evaluation of possibilities and limitations of the methodologies used by the student.	<i>As 50–59 - and:</i> A very good, coherent structure and sustained development of argument; critical use and interpretation of applicable methodologies and methods.	Good, coherent structure and development of argument, supported by evidence; critical awareness of techniques of research and enquiry and their use to create and interpret knowledge in the discipline; ability to critique methodologies and plan, appropriately, to allow gathering of adequate evidence; ability to deal with complex issues both systematically and creatively, and to make sound	Some coherent structure and development of argument, supported by evidence; some critical awareness of techniques of research and enquiry and their use to create and interpret knowledge in the discipline; moderate ability to critique methodologies and plan, appropriately, to allow gathering of adequate evidence; some ability to deal with complex issues both systematically and	Lack of structure and limited development of argument; some understanding of methodologies, but applied ineffectively; lack of ability to deal with complex issues; judgements not always well substantiated	Little or no structure and unclear or contradictory argument; very limited understanding of methodologies and approaches to the subject.

			judgements (sometimes in the absence of complete data).	creatively, and to make sound judgements (sometimes in the absence of complete data).		
COMMUNICATION AND PRESENTATION	<i>As 60–69 - and:</i> Authoritative, articulate communication demonstrating a balance of enthusiasm and control.	<i>As 50–59 - and:</i> Persuasive communication skills; the academic form largely matches that expected in published work	Clear expression, observing academic form; accurate in spelling and grammar; conclusions communicated clearly; sources fully and meticulously referenced using appropriately conventions.	Adequate expression, observing academic form; largely accurate in spelling and grammar; conclusions communicated satisfactorily to specialist and non-specialist audiences as appropriate; sources adequately referenced using appropriately conventions.	Some errors in academic form and/or in spelling and grammar; incomplete or inadequate referencing of sources.	Very poor observation of academic conventions; repeated deficiencies in spelling and grammar; sources inadequately referenced.
INDEPENDENT STUDY AND SELF-EVALUATION (primarily dissertation)	<i>As 60–69 - and:</i> A very sophisticated critical self-evaluation; new insights informing practical situations.	<i>As 50–59 - and:</i> Decision-making in complex situations; originality in addressing needs or specifications, and /or solving problems.	Evidence of collaborative or individual problem-solving, and of the exercise of initiative to plan and implement tasks appropriate to a professional context; evidence of the independent learning ability and self-evaluation required to continue to advance knowledge and understanding; evidence of taking personal responsibility for learning and ability to make decisions in complex situations and to learn and develop new skills.	Some evidence of collaborative or individual problem-solving; some evidence of the exercise of initiative to plan and implement tasks appropriate to a professional context; some independent learning ability and self-evaluation required to continue to advance knowledge and understanding; some evidence of taking personal responsibility for learning and ability to make decisions in complex situations; limited ability to learn and develop new skills.	Minimal initiative and personal or professional responsibility; limited self-evaluation	Clear weakness in independent learning, decision-making and/or self-evaluation.

Level 7 – Marking Criteria for Modules registered September 2019 onwards

	70+ Distinction	60–69 Merit	50–59 Pass	30–49 Fail	0–29 Fail
KNOWLEDGE AND UNDERSTANDING of the academic discipline or field of study	<i>As 60–69 - and:</i> Excellent coverage, offering sophisticated or original insights; a synthesis of possibly disparate material; extensive reading from across the field of study.	<i>As 50–59 - and:</i> Awareness of problems and insights much of which is at, or informed by, the forefront of the discipline; wide range of reading; shows the potential for new insights.	Engagement with relevant knowledge including research at the forefront of the discipline; good identification, selection and understanding of key issues; conceptual awareness enabling critical analysis; accurate knowledge, but may lack sustained depth or detail; response is appropriate and addresses the learning outcomes.	Inadequate coverage of relevant issues, while showing some awareness; identification of some issues but with many omissions; missing or inaccurate knowledge presented.	Little relevant material and understanding of the key issues; substandard reading and use of sources; sources insufficiently acknowledged.
CRITICAL ENGAGEMENT WITH SCHOLARSHIP AND SOURCES	<i>As 60–69 - and:</i> Imaginative, insightful, original or creative interpretations; sustained level of analysis and evaluation; a conceptual understanding that enables the student to propose new hypotheses.	<i>As 50–59 - and:</i> A convincing and sustained command of accepted critical positions; a conceptual understanding that enables the student to find new meanings in established hypotheses.	Range of reading beyond core and basic texts, with reasonable reference to research at the forefront of the discipline; a satisfactory evaluation of current research and insights in the discipline.	Reading range limited to core and basic texts; very limited critical evaluation of research and scholarship.	Very limited analysis from limited sources; engagement limited to a single source or perspective.
STRUCTURE, ARGUMENT, METHODOLOGY	<i>As 60–69 - and:</i> Excellent structure and development of argument; sophisticated evaluation of possibilities and limitations of the methodologies used by the student.	<i>As 50–59 - and:</i> A very good, coherent structure and sustained development of argument; critical use and interpretation of applicable methodologies and methods; fluent and persuasive expressions of ideas; evidence gathered and articulated in a clear and planned manner.	Good, coherent structure and development of argument, supported by evidence; critical awareness of techniques of research and enquiry that are used to create and interpret knowledge in the discipline; satisfactory ability to critique methodologies and plan, appropriately, to allow gathering of adequate evidence; ability to deal with complex issues systematically and creatively; to make sound	Lack of structure and limited development of argument; some understanding of methodologies, but applied ineffectively; lack of ability to deal with complex issues; judgements underdeveloped or unsubstantiated.	Little or no structure and unclear or contradictory argument; very limited understanding of methodologies and approaches to the subject; research shows little evidence of planning and understanding; may evidence self-contradiction.

			judgements (sometimes in the absence of complete data).		
COMMUNICATION AND PRESENTATION	<i>As 60–69 - and:</i> Authoritative, articulate communication demonstrating a balance of enthusiasm and control; high command of specialist language and concepts within the field of study.	<i>As 50–59 - and:</i> Secure and sustained expression; persuasive communication skills; the academic form largely matches that expected in published work; fully referenced using appropriately conventions	Clear expression, observing appropriate academic form; predominantly accurate in spelling and grammar; conclusions communicated satisfactorily to specialist and non-specialist audiences; sources appropriately referenced; may contain minor errors.	Some errors in academic form; weaknesses and recurring errors in spelling and grammar; incomplete or inadequate referencing of sources.	Very weak observation of academic conventions; repeated deficiencies in spelling and grammar; sources inadequately referenced.; potentially poor paraphrasing.
INDEPENDENT STUDY AND SELF-EVALUATION (primarily dissertation)	<i>As 60–69 - and:</i> A very sophisticated and insightful critical self-evaluation; new insights informing practical situations.	<i>As 50–59 - and:</i> Decision-making in complex situations; originality in addressing needs or specifications, and/or solving problems.	Evidence of collaborative or individual problem-solving; some evidence of the exercise of initiative to plan and implement tasks appropriate to a professional context; evidence of the independent learning ability and self-evaluation required to continue to advance knowledge and understanding; evidence of taking personal responsibility for learning and ability to make decisions in complex situations; may show a limited ability to learn and develop new skills.	Minimal initiative and personal or professional responsibility; limited self-evaluation of engagement and conduct.	Clear weakness in independent learning, decision-making and/or self-evaluation; inappropriate execution of key tasks.

Level 8

Key criteria	Strong Pass	Pass	Fail
Creation and interpretation of new knowledge	All of the qualities of pass with the addition of: clear evidence of original research and/or advanced scholarship; potentially extending the forefront of the discipline, and with the potential to be published.	The creation and interpretation of new knowledge; systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice; a good grasp of key ideas, debates and methods within the discipline; good conceptual awareness and sound academic scholarship.	An overall lack of knowledge and understanding, showing significant gaps and/or errors in scholarship. A tendency to express unsupported assertions with limited critical analysis and interpretation.
Systematic acquisition and understanding of a substantial body of knowledge	A level of understanding and knowledge which is at the forefront of an academic discipline or area of professional practice.	Rigorous and appropriate methodology; evidence of clear understanding, with scope for further research.	Inappropriate and/or unsystematic collation of data, with no evidence of a clear understanding of a body of knowledge.
Ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding.	A creatively inspired and exceptionally well- designed project, appropriate for implementation and application, and with requisite flexibility to accommodate unforeseen problems.	A well-conceived and well-designed project, appropriate for implementation and application, at the forefront of the discipline or area of professional practice.	Poorly conceived and/or poorly designed. Inappropriate for implementation and/or application.
Understanding of applicable techniques for research and advanced academic enquiry.	A very detailed understanding of the appropriate methods and methodologies in relation to the academic enquiry. Demonstrating an ability to manage any complex issues arising.	A competent understanding of the appropriate methods and methodologies in relation to the academic enquiry.	Poor understanding and/or inappropriate methods and methodologies with little relationship to the academic enquiry.