



Missio Dei
Leadership & Theological College

**Certificate in Higher Education in
Theology and Christian Leadership**

**Bachelor of Arts in
Theology and Christian Leadership**

**Bachelor of Arts in
Biblical Studies and Theology**

Graduate Diploma in Theological Studies

Validated by the University of Chester

**Programme Handbook
2021–2022**

Preface

This Programme Handbook for the College's University of Chester CertHE in Theology and Christian Leadership, BA in Theology and Christian Leadership, BA in Biblical Studies and Theology and Graduate Diploma in Theological Studies 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.

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/>. For specifically academic complaints and appeals, see section 5.4 below.

² <https://www.qaa.ac.uk/quality-code/qualifications-frameworks>

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

Normally the Principal Academic Contact will be approached by a member of Missio Dei's academic staff when their advice is needed. There will be opportunities during the academic year for Student Representatives to engage with the Principal Academic Contact.

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.ugstudent@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 email account, which can be accessed through the portal. 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.

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

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 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 Arrangements*.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.

⁵ Available at <https://portal.chester.ac.uk/aqss/Pages/aqss-handbook-c.aspx>

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:

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 Vice Principals 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 the Vice Principal (Leadership Development), Vice Principal (Academic), Academic Manager.

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 four undergraduate programmes validated by Chester University:

- a one-year full-time (two/three years part-time) Certificate in Higher Education (CertHE) in Theology and Christian Leadership,
- a three-year full-time (six-year part-time) BA (Hons) in Theology and Christian Leadership,
- a three-year full-time (six-year part-time) BA (Hons) in Biblical Studies and Theology (BA-BST) and,
- a one-year full-time (two-year part-time) Graduate Diploma (GradDip) in Theological Studies.

The main purpose of these programmes is to prepare students intellectually and practically for a variety of forms of Christian ministry (understood in the broadest sense). They will also equip students for further study at Master's level, if desired. The GradDip serves as a conversion course for graduates of other disciplines who want to pursue studies in Theology. It allows an open choice across a range of advanced modules. The aims, objectives and structures of the programmes are described in more detail in the University of Chester Programme Specifications available at the following links:⁸

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

⁷ Information regarding Evaluation, Monitoring and Review of the programmes can be found at: <https://portal.chester.ac.uk/aqss/Pages/aqss-handbook-d.aspx>

⁸ Students will be prompted to enter their login details for the Chester Portal in order to view the Programme Specifications. Alternatively, Programme Specifications can be downloaded as PDF files from the Missio Dei website here: <https://www.missiodei.ac.uk/courses/ug-courses/>.

Certificate in Higher Education in Theology and Christian Leadership

BA in Theology and Christian Leadership

[BA in Biblical Studies and Theology](#)

[Graduate Diploma in Theological Studies](#)

4.2 Levels and Exit Awards

The BA programmes are organised as a progression through UK Higher Education Levels 4, 5 and 6.⁹ Levels 4, or 4 and 5 also function as exit awards – a Certificate of Higher Education (CertHE) and Diploma of Higher Education (DipHE) respectively. The Graduate Diploma is a Level 6 award and functions as a ‘degree equivalent’ conversion course.

The CertHE is a stand-alone entrance award at level 4 with the potential to progress to level 5 of the BA in Theology and Christian Leadership. If a student withdraws part-way through the CertHE and has passed 60 credits, they will receive an exit award – a Church Universities Certificate.

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. TH5375), which include details of the level of study (so TH4*** refer to L4 modules, TH5*** to L5 modules and TH6*** to L6 modules). Modules are also of different ‘sizes’, depending on the content and the amount of work involved. This is measured by different numbers of ‘credits’, typically 10, 20 or occasionally 40.

Each module is assessed separately with one or more components that might include essays, exams and/or media presentations. The requirements in each case are set out in the module descriptor (links are included below). The grade for the whole year is calculated from the modular results, weighted by their relative credit ratings. There are various rules governing what happens when students fail one component or all of an assessment and these are outlined in the ‘Assessment’ section below.

4.3.1 BA in Biblical Studies and Theology; Graduate Diploma in Theological Studies

The study time required for each 10 credits is reckoned at 100 hours, divided roughly between attendance at lectures, seminars or webinars (20 hours for On Campus students; 0 hours for Distance Learning students), private study (40 hours for On Campus students; 60 hours for Distance Learning students) and completion of coursework or revising for exams (40 hours). Students must achieve 120 credits in each year of full-time study or 60 credits in each year of part-time study. Those who have responsibilities outside college 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.

⁹ For the framework documents on which all UK HE provision and the Chester degree programmes are based, please see *UoC Handbook A* available at <https://portal.chester.ac.uk/agss/Pages/agss-handbook-a.aspx>

4.3.2 BA in Theology and Christian Leadership; CertHE in Theology and Christian Leadership

The study time required for each 10 credits is reckoned at 100 hours. For classroom-based modules, this is divided roughly between attendance at lectures and webinars (20 hours for On Campus students; 10 hours for Distance Learning students), private study (40 hours for On Campus students; 50 hours for Distance Learning students) and completion of coursework or revising for exams (40 hours).

For placement-based modules, this is divided roughly between attendance at lectures and webinars (10 hours for On Campus students; 0 hours for Distance Learning students), ministry placements (40 hours), private study and completion of coursework or revising for exams (50 hours for On Campus students; 60 hours for Distance Learning students).

For the BA in Theology and Christian Leadership, students must achieve 120 credits in each year of full-time study or 60 credits in each year of part-time study.

For the CertHE in Theology and Christian Leadership, students must achieve 120 credits in one year of full-time study; 60 credits in each year of part-time study of the two-year course; or 40 credits in each year of part-time study of the three-year course.

Those who have responsibilities outside college 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.

4.4 Module choices

All of the undergraduate courses involve some element of choice. This process is formalised within the University of Chester for QAA related reasons. 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 the forms 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 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 Semesters and assessment periods

The academic year is divided into two semesters, September–January, January–May. Modules are usually taught and assessed within the same semester. Students will be notified of any exceptions to this. Deadlines for the submission of coursework are available on the Programme Assessment Grid below. Students should expect marks to be returned within four working weeks of the deadline for coursework submission or examination. At the end of Semester 2, all the modular marks are submitted to a University of Chester MAB, where they are confirmed. Then in early June, 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 period running in early July, and will be submitted to a further MAB in late July. Students with more than 60 credits of work to complete in the July resubmission period

may be able to choose to bypass the July Board and undertake the reassessment in the following academic year. Note, though, the following: a) students will need to inform the University Registry of their intention by a particular date (usually the near the end of June); b) all resubmissions will still be capped at 40%; c) there may be financial implications. Further information on this can be obtained from the Academic Department.

4.6 Programme requirements and structure

All awards require the completion of 120 credits at each level according to the criteria detailed below. Please note that only the modules that are currently available for students are listed below. This will be subject to change as new modules are added and 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. Please consult the timetable for details of when these modules will be taught.

4.6.1 BA in Theology and Christian Leadership

4.6.1.1 Level 4

At Level 4 students are introduced to a broad range of subjects (see below).

All students are required to take all modules. On Campus students are expected to attend lectures, webinars, ministry placements relating to all of the modules and to take part in a Missions Trip.

- [TH4370 Bible Survey \(20\)](#)
- [TH4374 Introduction to Christian Doctrine \(20\)](#)
- [TH4375 Introduction to Christian Worldview \(20\)](#)
- [TH4376 Introduction to Christian Leadership \(20\)](#)
- [TH4377 Foundations for Ministry: Team Formation and Dynamics \(20\)](#)
- [TH4378 Introduction to Leading Christian Organisations \(20\)](#)

4.6.2 CertHE in Theology and Christian Leadership

All students are required to take all modules. On Campus students are expected to attend lectures, webinar, ministry placements relating to all of the modules and to take part in a Missions Trip.

- [TH4370 Bible Survey \(20\)](#)
- [TH4374 Introduction to Christian Doctrine \(20\)](#)
- [TH4375 Introduction to Christian Worldview \(20\)](#)
- [TH4376 Introduction to Christian Leadership \(20\)](#)
- [TH4377 Foundations for Ministry: Team Formation and Dynamics \(20\)](#)
- [TH4378 Introduction to Leading Christian Organisations \(20\)](#)

4.6.3 BA in Biblical Studies and Theology

4.6.3.1 Level 5

Students are required to take TH5350 Old Testament Studies and TH5375 New Testament Studies (A). Students must also choose at least one of TH5360 Early Church History, TH5373 Pentecostal and Charismatic Studies, and TH5379 Encountering God in Christ: Salvation, Christology, Trinity. The remaining credits may be chosen from any of the remaining modules. However, those wishing to take TH5356 Intermediate NT Greek (1) must have successfully completed TH4369 Introductory NT Greek. Similarly, those wishing to take TH5357 Intermediate NT Greek (2) must have successfully completed TH5356 Intermediate NT Greek (1). Also, those wishing to take TH5359 Introductory Biblical Hebrew (2) must have successfully completed TH5358 Introductory Biblical Hebrew (1). Students will need to fill in option forms to indicate which modules they intend to take for credit.

- [TH5350 Old Testament Studies \(20\)](#)
- [TH5356 Intermediate NT Greek \(1\) \(10\)](#)
- [TH5357 Intermediate NT Greek \(2\) \(10\)](#)
- [TH5358 Introductory Biblical Hebrew \(1\) \(10\)](#)
- [TH5359 Introductory Biblical Hebrew \(2\) \(10\)](#)
- [TH5360 Early Church History \(20\)](#)
- [TH5370 Pauline Studies \(20\)](#)
- [TH5373 Pentecostal and Charismatic Studies \(20\)](#)
- [TH5375 New Testament Studies \(A\) \(20\)](#)
- [TH5379 Encountering God: Salvation, Christology, Trinity \(20\)](#)
- [TH5380 Biblical Perspectives on the Local Church \(20\)](#)

4.6.3.2 Level 6

Students are required to take TH6362 Dissertation (40 credits) and 40 credits from TH6350 Old Testament Theology, TH6351 The Book of Isaiah (in English), TH6352 New Testament Theology and TH6354 Mark's Gospel in Greek (not available for DL students). The remaining 40 credits can be taken from any of the remaining modules. However, students wishing to take TH6354 Mark's Gospel in Greek must have successfully completed TH5357 Intermediate NT Greek (2) or equivalent. Students wishing to take TH6385 Introductory Biblical Hebrew (2) must have successfully completed TH5358 Introductory Biblical Hebrew (1). Similarly, those wishing to take TH6356 Intermediate Biblical Hebrew (1) must have successfully completed TH6385 Introductory Biblical Hebrew (2). Students will need to fill in option forms to indicate which modules they intend to take for credit.

- [TH6341 Contemporary Christian Leadership \(20\)](#)
- [TH6350 Old Testament Theology \(20\)](#)
- [TH6351 The Book of Isaiah \(in English\) \(20\)](#)
- [TH6352 New Testament Theology \(20\)](#)
- [TH6354 Mark's Gospel in Greek \(20\) \(OC students only\)](#)
- [TH6356 Intermediate Biblical Hebrew \(1\) \(10\)](#)
- [TH6362 Dissertation \(40\)](#)

4.6.4 Graduate Diploma in Theological Studies

Graduate Diploma students may choose 120 credits from any of the modules listed above at Level 6, as well as from a number of additional modules which are co-taught with Level 5 students, but which are assessed at Level 6 (see below).¹⁰ This may mean that some combinations may not be possible for On Campus students for timetabling reasons.

Additional GradDip modules:

- [TH6344 Biblical Perspectives on the Local Church \(20\)](#)
- [TH6347 Introductory NT Greek \(10\)](#)
- [TH6348 New Testament Studies \(A\) \(20\)](#)
- [TH6363 Intermediate NT Greek \(1\) \(10\)](#)
- [TH6364 Intermediate NT Greek \(2\) \(10\)](#)
- [TH6374 Pauline Studies \(20\)](#)
- [TH6376 Old Testament Studies \(20\)](#)
- [TH6384 Introductory Biblical Hebrew \(1\) \(10\)](#)
- [TH6386 Early Church History \(20\)](#)
- [TH6395 Pentecostal and Charismatic Studies \(A\) \(20\)](#)

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 in order to aid with their studies and prior to any 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.¹¹ Please refer, too, to the College's *Assessment Strategy*, available through the Missio Dei website.

¹⁰ For timetabling, students should look for level 5 BA modules of the same name. GradDip students should use Level 6 codes in all coursework submissions.

¹¹ Academic assessment regulations and processes for levels 4-7 are found on <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

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.¹² 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. The length of assessment for a typical 10 credit module will be as follows:

Type of Assessment	Level 4	Level 5 and Level 6
Written coursework	1500 words	2000 words
Exam	1 hour	1 hour 30 minutes
Presentation	30 minutes	30 minutes

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.¹³ A version showing how these expectations are differentiated across the three undergraduate levels 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.¹⁴ All assignments will be assessed anonymously except those that cannot be submitted electronically (e.g. presentations).

¹² Thus, for instance, the level of critical engagement and analysis expected at Level 6 will be higher than that expected at Levels 5 or 4.

¹³ For the generic UoC assessment criteria for Levels 4-7, see Handbook A, The Design of Approved Academic Provision and structures, available at <https://portal.chester.ac.uk/aqss/Pages/aqss-handbook-a.aspx>.

¹⁴ 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 Dean.

In line with University of Chester guidelines, all coursework and examinations are subject to 'monitoring' or second-marking by another staff member. At level 4, only assignments first-marked as fails are second-marked. At levels 5 and 6, most modules are monitored. Monitoring involves looking at a sample of assignments, including all assignments first-marked at 40% or below and at least five assignments spread among the rest. Assignments first-marked at 40% or below 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) 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.¹⁵ 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 modules 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 over 40%. For details about re-assessment, see the section further below.

5.1.5 Progression, Re-Assessment and Classification

The BA programmes move through three levels, 4 (Certificate), 5 (Diploma) and 6 (Hons Degree). BA students must satisfy the requirements at each level in turn (or gain exemptions through AP[E]L¹⁶) to be allowed onto the next level. Each level comprises 120 credits of study. The CertHE is all at Level 4 and the Graduate Diploma is all at Level 6. The satisfactory completion of one level within a multi-level course is called progression. The band within which the overall result at the end of the course lies is known as classification. The rules governing progression and classification, including all the details noted below are set out in the University of Chester's Assessment Handbook.¹⁷

5.1.5.1 Progression

In order to progress from one level to the next, a student shall normally be required to have obtained 120 credits at the lower level. This is subject to rules about 'condonement of failure in assessment', which allow some failed credits, where the average mark was 30–39%, to be offset against overall performance.¹⁸ Students with resits or deferred assessments pending in one or two modules may, at the discretion of the Awards Assessment Board, be allowed to progress conditionally to the next level of study.

¹⁵ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

¹⁶ Accreditation of Prior [Experiential] Learning

¹⁷ Regulations governing the Calculation of Degree Classification are found at <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

¹⁸ For details of Regulations governing Progression including the Condonement of failure in assessment, see <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

5.1.5.2 Re-assessment

If a student is unable to progress, they will be required to resubmit one or more pieces of work. The student will be notified of such requirements at the end of each academic year. Such retakes are normally completed in mid-July and ratified at a special Assessment Board at the end of July. The results for such retaken modules are always capped at 40%, which will certainly affect a student's overall result for the year. 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.¹⁹

5.1.5.3 Classification

The CertHE, DipHE and GradDip are awarded at Pass and Fail levels only. BA degree results are classified according to the traditional scheme, class 3, 2:2, 2:1, 1. These outcomes are determined by a weighted average mark from study at Level 6 (2/3 contribution) and Level 5 (1/3 contribution)²⁰, with averages at each level calculated from the best 100 credits in each case (unless the University has ruled that a low scoring module cannot be excluded from the calculation).

The degree class is determined as follows (after rounding):

Weighted average mark	Degree classification
70+	First Class (Honours)
60-69	Second Class, Upper Division (Honours)
50-59	Second Class, Lower Division (Honours)
40-49	Third Class (Honours)
35-39	Fail

If a student's mark (calculated to two decimal places) falls within 3% short of the next level, the higher level can be awarded if at least half of the modular credits achieve the higher level. For further details of the adjustment rules, see the Handbook.²¹

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 Missio Dei 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

¹⁹ 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>.

²⁰ This is only the case if Level 5 was done at Chester. For others (e.g. those arriving with APL from a previous university), degree classes are calculated from Level 6 only.

²¹ *Handbook F - Requirements Governing the Assessment of Students* available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

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.²²

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.²³ 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/monitoring. The comments will be those of the first-marker.

5.2.2 Examinations

5.2.2.1 Attendance and Conduct

These form part of the assessment for only very few modules, mainly biblical languages. Dates, times and locations of examinations will be communicated to students well in advance. It is the responsibility of each student to find out when and where he or she should be attending examinations.

Except where prevented by illness or by other sufficient causes (please see Mitigating Circumstances procedures detailed below), a student who fails to present herself or himself for a written examination shall be deemed to have failed in that part of the assessment.

²² <https://portal.chester.ac.uk/registryservices/Pages/students-docs.aspx>

²³ See the Chester Portal for further details at <https://portal.chester.ac.uk/registryservices/Pages/results.aspx>

Guidance notes about conduct in examinations is provided in the Chester Portal.²⁴

5.2.2.2 Examination Results

Results of examinations will be emailed to students from the tutorial department after the conclusion of any monitoring process.

5.2.3 Assessment and Disability

The College has a Disability Policy²⁵ 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 website²⁶. Very specific requirements may arise for exams, such as the provision of large print question papers, extra time and/or amanuenses as appropriate. 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.

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

²⁴ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

²⁵ Available on the Missio Dei website here: <https://www.missiodei.ac.uk/student-life/policies/>

²⁶ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

Support Departments, Registry, Information for Students, Mitigating Circumstances.²⁷ 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.²⁸ 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.

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.²⁹ 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.

²⁷ [Mitigating Circumstances \(Chester Portal Page\)](#)

²⁸ [Mitigating Circumstances \(Chester Portal Page\)](#)

²⁹ [Mitigating Circumstances \(Chester Portal Page\)](#)

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,³⁰ 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.³¹

NOTE: misreading deadlines, computer failure or travel problems are not acceptable³². Also, a letter from a minister for students undergoing ministry training will not be accepted.³³

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 student³⁴ 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.³⁵ 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.

³⁰ This does NOT include headaches, upset stomachs, coughs and colds, which affect everyone.

³¹ [Mitigating Circumstances - Types of Evidence](#)

³² 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.

³³ Please note: - a letter of support from supervisors of students undergoing ministry training is not admissible as evidence from an employer.

³⁴ with the exception of those who are deceased or are dependents of the student under the age of 14.

³⁵ [Mitigating Circumstances \(Chester Portal Page\)](#).

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.³⁶ 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 any penalty is imposed. After this, the penalty will be 5 marks per 1000 words excess or part thereof.³⁷

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.³⁸ 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'.³⁹

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

³⁶ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

³⁷ See Appendix 5C of Handbook F - Requirements Governing the Assessment of Students available at, <https://portal.chester.ac.uk/aqss/Pages/aqss-Handbook-F-Section-5.aspx>

³⁸ The Academic Integrity Policy and Section 6 of Handbook F - Requirements Governing the Assessment of Students (the Full Procedure) are available at: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx>

³⁹ The UoC Academic Integrity Policy available at: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx>

assessment; produce work that is the product of their own, individual effort; declare when they have used work before in a previous assessment'.⁴⁰

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 documents⁴¹), 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 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

⁴⁰ This list is not exhaustive. For further information please see the UoC Academic Integrity Policy available at: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx>

⁴¹ This includes the submission of false evidence in an application to the Mitigating Circumstances Board or to the Academic Appeals Board.

passed, in which case, the formal Appeals Procedure must be used. Full guidance notes are provided on the Chester Portal and website⁴².

⁴² Help and Guidance on Academic Appeals is available at, <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-appeals.aspx>.

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. Dates and times of language exams at any level will be communicated to students by the module leader at the beginning of teaching for each module. The submission time is 12 noon on the dates listed below:

Assignment due dates for students studying <u>Level 4 of the BA and CertHE, Full Time</u>		
	Date	Modules
Submission date 1	Wednesday 13 th October 2021	TH4376 - Intro to Christian Leadership (Assignment 2)*
Submission date 2	Wednesday 27 th October 2021	TH4376 - Intro to Christian Leadership (Assignment 1)
Submission date 3	Wednesday 24 th November 2021	TH4370 - Bible Survey (Assignment 1)
Submission date 4	Wednesday 12 th January 2022	TH4370 - Bible Survey (Assignment 2) TH4374 - Intro to Christian Doctrine (Assignment 1)
Submission date 5	Wednesday 16 th February 2022	TH4375 - Intro to Christian Worldview (Assignment 1)*
Submission date 6	Wednesday 9 th March 2022	TH4377 - Foundations for Ministry: Team Formation and Dynamics (Assignment 1) TH4377 - Foundations for Ministry: Team Formation and Dynamics (Assignment 2)
Submission date 7	Wednesday 13 th April 2022	TH4374 - Intro to Christian Doctrine (Assignment 2) TH4375 - Intro to Christian Worldview (Assignment 2) TH4378 – Intro to Leading Christian Organisations (Assignment 1) TH4378 – Intro to Leading Christian Organisations (Assignment 2)
Module Assessment Board		May 2022 (Date to be confirmed)
Deferral and Reassessment Submission date		June 2022 (Date to be confirmed)
Reassessment Module Assessment Board		July 2022 (Date to be confirmed)

* These assignments are presentations

Assignment due dates for students studying <u>Level 4 of the BA and the CertHE, Part Time</u> in Theology and Christian Leadership		
	Date	Modules
Submission date 1	Wednesday 13 th October 2021	TH4376 - Intro to Christian Leadership (Assignment 2)*
Submission date 2	Wednesday 24 th November 2021	TH4376 - Intro to Christian Leadership (Assignment 1)
Submission date 3	Wednesday 16 th February 2022	TH4374 - Intro to Christian Doctrine (Assignment 1)
Submission date 4	Wednesday 9 th March 2022	TH4375 - Intro to Christian Worldview (Assignment 1)*
Submission date 5	Wednesday 6 th April 2022	TH4374 - Intro to Christian Doctrine (Assignment 2) TH4375 - Intro to Christian Worldview (Assignment 2)
Module Assessment Board		May 2022 (Date to be confirmed)
Deferral and Reassessment Submission date		June 2022 (Date to be confirmed)
Reassessment Module Assessment Board		July 2022 (Date to be confirmed)

* These assignments are presentations

Assignment due dates for students studying Level 5 of the BA in Biblical Studies and Theology.

	Date	Modules
Submission date 1	Wednesday 24 th November 2021	TH5370 Pauline Studies (Assignment 1) TH5373 Pentecostal and Charismatic Studies (A) (Assignment 1)
Submission date 2	Wednesday 12 th January 2022	TH5370 Pauline Studies (Assignment 2) TH5373 Pentecostal and Charismatic Studies (A) (Assignment 2)
Submission date 3	Wednesday 9 th March 2022	TH5382 Christian Ethics (Assignment 1)
Submission date 4	Wednesday 6 th April 2022	TH5382 Christian Ethics (Assignment 2)*
Module Assessment Board		May 2022 (Date to be confirmed)
Deferral and Reassessment Submission date		June 2022 (Date to be confirmed)
Reassessment Module Assessment Board		July 2022 (Date to be confirmed)

*This assignment is a presentation

Assignment due dates for students studying Level 6 of the BA in Biblical Studies and Theology.

	Date	Modules
Submission date 1	Wednesday 24 th November 2021	TH6352 New Testament Theology (Assignment 1) TH6341 Contemporary Christian Leadership (Assignment 2)* TH6343 Encountering God in Christ (Assignment 1)
Submission date 2	Wednesday 12 th January 2022	TH6352 New Testament Theology (Assignment 2) TH6341 Contemporary Christian Leadership (Assignment 1) TH6343 Encountering God in Christ (Assignment 2)
Submission date 3	Wednesday 9 th March 2022	TH6350 Old Testament Theology (Assignment 1 and Assignment 2) TH6351 The Book of Isaiah (Assignment 1)
Submission date 4	Wednesday 6 th April 2022	TH6351 The Book of Isaiah (Assignment 2) TH6362 Dissertation
Module Assessment Board		May 2022 (Date to be confirmed)
Deferral and Reassessment Submission date		June 2022 (Date to be confirmed)
Reassessment Module Assessment Board		July 2022 (Date to be confirmed)

- Assignment 2 for TH6341 Contemporary Christian Leadership is a presentation. The date and time of these presentations will be arranged by the module tutor.

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 necessary to obtain the highest grades at Level 4 and good grades at Levels 5 and 6). 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.

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 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.ugstudent@missiodei.ac.uk](mailto:firstname.surname.ugstudent@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. Student Learning Activity

8.1 Attendance

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.

8.2 Placements

Church placements are an integral part of the course and are linked to assessments in several of the modules. As such, the partnership between the student, the college, and the placement church is an important one. The placement church should be aware that a student needs to be given dedicated time to work within the church. Ordinarily we would expect that students use their home church as their placement and, in most cases, there will already be some form of ministry which the student is involved in e.g. youth ministry, children's ministry, worship, preaching etc. Where a student does not have a 'home church' placement, the College's Placement Co-ordinator will work with them to find a suitable context.

An agreement will be signed by the student, the college, and the placement church which will outline expectations of each of the parties. The Placement Co-ordinator will then keep in regular contact with the church and the student to ensure that expectations are being fulfilled, as well as to address any problems that may arise. Students should understand that regular conversation between the College and the Church is necessary for ensuring adequate academic performance, and to give pastoral oversight and care. This will be explained in further detail in the Placement Agreement.

8.3 Webinars

As well as face-to-face teaching during the intensive weeks, students are also expected to engage with regular webinars as these make up a significant part of the contact hours for each module. The College uses 'Zoom' or Google Hangouts (online group meeting software) to host these and induction will be given on to how to use this during the first week of the course. The webinars will be given by the tutor for the module being taught and, in some cases, the webinar time may be split between two (or more) modules. These will usually take place on Monday morning but there may, in consultation with students and when appropriate, be times where this is changed. Students will also be given a document outlining the protocols for being part of a webinar session.

8.4 Mission Trips

The mission trips provide an invaluable opportunity for students to apply their learning in a fresh or unfamiliar cultural context, while working under the supervision of experienced practitioners. Each student will be required to undertake a short-term mission trip as a component part of Level 4 course: *Foundations for Ministry: Team Formation and Dynamics*. The mission trips will be assessed by means of a critical reflective report.

The mission trips will be for a minimum of one week (40 hours). Missio Dei will take central responsibility for the organisation and co-ordination of these mission trips, that are designed to expose students to different ministry and leadership contexts. The mission trips will be budgeted for within the structure of the course fees.

Mission trip orientation is an essential part of the short-term mission programme and will be arranged by Missio Dei for every student to participate in. This will be undertaken as part of the students intensive teaching weeks and supplemented by remote meetings such as Zoom, Google Hangouts or Skype.

If students wish to participate in a short-term mission trip arranged by their placement church as an alternative to those arranged by Missio Dei, a proposal would need to be submitted to Missio Dei to ensure that this alternative is compliant with Missio Dei's academic and practical requirements.

9. Distance Learning

Distance Learning students will be expected to attend webinars, placement hours and a Mission Trip as required by the modules taken.

Assignment questions, electronic versions of the lecture notes and other useful resources for each module can be found on the module Moodle page.

Module tutors will provide the student with tutorial support for a specific module. Module tutors will be made aware of the details of each student registered for their module and contact each student via email.

10. Personal Tutors

In addition to module-specific tutors, students will also be assigned a personal tutor. Personal tutors will provide general academic support and advice (for example: advice on writing essays, formatting or time management). Personal tutors cannot provide support for module-

related issues and these must be directed to the module tutor. Personal tutors will consult with the Placement Coordinator should any pastoral issues arise regarding their students and signpost any serious matters. Under normal circumstances a student will keep the same personal tutor throughout their studies.

11. 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.⁴³

⁴³ <https://www.missiodei.ac.uk/student-life/policies/>.

12. Appendices

12.1 *Conduct in Examinations*

- All bags, cases and coats etc. must be placed at the front of the examination room as instructed by the invigilator.
- Candidates are forbidden to take into the examination room any unauthorised book, manuscript, or other unauthorised material.
- The use of English language or bilingual dictionaries is prohibited unless specified in the rubric of the examination.
- All electronic devices (including mobile phones) should be switched off and stored at the front of the examination room.
- Strict silence must be observed at all times in the examination room and candidates are forbidden to communicate with each other. All enquiries must be addressed to an invigilator by raising a hand.
- No candidate shall be permitted to enter the examination room after the lapse of half an hour from the commencement of the written examination, nor leave until after half-an-hour from the commencement of the examination, irrespective of the length of the examination paper. No candidate is normally permitted to leave the examination room in the last fifteen minutes of an examination. For examinations of one hour or less, students must remain in their seats throughout. When time is called, all writing must cease immediately. Candidates must not leave the examination room until all their work has been collected and they have been given permission to do so.
- All rough work must be done in the answer books provided. It is the responsibility of the candidate to ensure that any loose or separate sheets are securely fixed to the examination answer book.
- If the fire alarm sounds during the assessment, candidates must follow the instructions of the chief invigilator. Candidates must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of urgent necessity, prior to their return to the examination room.

12.2 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.

12.2.1 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.

12.2.2 Abbreviations

12.2.2.1 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.

12.2.2.2 *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.

12.2.3 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.

12.2.3.1 *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

12.2.3.2 *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

12.2.4 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.

12.2.5 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.

12.2.6 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.

12.2.7 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.

12.2.8 Bibliographic References

12.2.8.1 *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.

12.2.8.2 *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.

12.2.8.3 *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.

12.2.8.4 *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.

12.2.8.5 *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

12.2.8.6 *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

12.2.8.7 *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).

12.2.8.8 *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

12.3 Assessment criteria

The following pages set out the general requirements at each Undergraduate level of study. As will be noted from the criteria, the main differences between the levels is the degree of critical engagement. At Level 4, students are expected to understand source material, but critical analysis and evaluation is only expected at the higher levels. At Levels 5 and 6 some critical engagement is expected at lower levels of attainment. Marks for failing grades is generally the same at all three levels.⁴⁴

Marking criteria focus on five key areas:

- **Knowledge and Understanding**
 - Range and relevance of reading and research; breadth and depth of knowledge; understanding of subject area; textual and contextual studies.
- **Cognitive Skills: Critical Engagement with Sources**
 - Selection and use of sources; interpretation of sources; critical analysis and evaluation of source information
- **Cognitive Skills: Structure and Argument**
 - Identification and application of appropriate approaches; structure and development of argument; application of theory to practical situations (where relevant)
- **Professional/Practical Skills**
 - Application of theory to practice; taking personal responsibility for learning; learning and developing new skills.
- **Communication Skills**
 - Clarity of writing; fluency; use of vocabulary; spelling and grammar; style; referencing; presentational skills (where relevant)

⁴⁴ Marking criteria taken from University of Chester, Quality and Standards Manual: Handbook F - Requirements Governing the Assessment of Students 2016/17 (Appendix 5E)

Level 4

	Knowledge and Understanding	Cognitive Skills: Critical Engagement with Sources	Cognitive Skills: Structure and Argument	Professional/Practical Skills	Communication Skills
90+	As 70–79: Outstanding understanding and engagement with texts. Far-reaching investigation and insight. New knowledge or perspectives that go beyond the literature. Could hardly be bettered under parallel conditions.	As 70–79: outstanding level of original synthesis analysis, argument and evaluation, which could hardly be bettered under parallel conditions	As 70-79: could hardly be bettered under parallel conditions	As 70-79: could hardly be bettered under parallel conditions	As 70–79: exceptionally well-written; highly sophisticated fluent, persuasive expression of ideas; could hardly be bettered under parallel conditions.
80-89	As 70–79: comprehensive research and coverage.	As 70–79: creative, innovative synthesis of ideas.	As 70–79: authoritative and persuasive argument	Very skilled integration of theory and practice	As 70–79: extremely well-written; sophisticated, fluent, persuasive expression of ideas.
70-79	Excellent command of a good range of relevant material; very good coverage of topic; excellent understanding of key issues; good understanding of complexities of theoretical models, concepts and arguments; excellent engagement with key texts; comprehensive understanding of context.	Excellent ability to set out a range of views from sources; excellent insight and interpretation; very good, sustained analysis and evaluation of current views.	Excellent identification of appropriate approaches to key issues; excellent organisation of ideas, clear coherent structure and clear development of argument..	Skilled integration of theory and practice, including analysis and criticism of social practices, religious and theological traditions and historical data; clear evidence of ability to learn new skills and to take responsibility for personal learning and development.	Very clear, fluent, confident expression of ideas; effective vocabulary and style; near perfect spelling, punctuation and syntax; all sources acknowledged and referenced; very good presentation, planning and organisation.
60-69	Wide range of core and background reading, used effectively; coverage accurate and relevant; good understanding of subject matter and key issues; good, careful engagement with text; good understanding of context.	Good ability to synthesise a range of views from sources; good insight and interpretation; good, sustained, analysis and evaluation of current views.	Good identification of appropriate approaches to key issues; good organisation of ideas, coherent structure and clear development of argument.	Good integration of theory and practice, including analysis and criticism of social practices, religious and theological traditions and historical data; evidence of ability to learn new skills and to take responsibility for personal learning and development.	Clear, fluent expression; appropriate vocabulary and style; good spelling punctuation and syntax; clear identification, acknowledgement and referencing of sources; good presentation, planning and organisation.

50-59	Reasonable range of relevant sources; most central issues identified and understood; basic knowledge sound, but may be patchy; reasonable understanding of subject area; reasonable engagement with text; sound but limited understanding of context.	Evidence of engagement with sources and drawing information together; may be largely descriptive; ideas may be stated but not developed.	Understanding of appropriate approaches to key issues; reasonable organisation of ideas, coherent structure and clear development of argument.	Reasonable integration of theory and practice, including analysis and criticism of social practices, religious and theological traditions and historical data; some evidence of ability to learn new skills and to take responsibility for personal learning and development.	Clearly written, coherent expression; reasonable range of vocabulary and adequate style; competent spelling, punctuation and syntax (with some errors); sources identified and acknowledged; mostly accurate referencing; reasonable standard of presentation, planning and organisation.
40-49	Limited range of relevant sources and over-reliance on a few; limited consistency of depth and accuracy of detail; partial understanding of subject area and key issues with some omissions; some engagement with text; some knowledge of context.	Limited evidence of engagement with sources; limited consideration of alternate views; may be largely descriptive with little attempt to analyse arguments.	Limited understanding of appropriate approaches to key issues ; some organisation of ideas, basic structure and development of argument, may be with deviation and repetition.	Limited integration of theory and practice; limited evidence of ability to learn new skills and to take responsibility for personal learning and development.	Expression of ideas, vocabulary and style reasonably clear, but lacking sophistication; inaccuracies in spelling, punctuation and syntax; sources identified and acknowledged but referencing not always accurate; adequate standard of presentation, planning and organisation.
30-39	Little evidence of background reading; very little detail, with issues poorly identified; little understanding of subject area; little understanding of text and context.	Superficial use of information; muddled explanations; little attempt to interpret material.	Minimal understanding of appropriate approaches to key issues; poor organisation of ideas, little structure and development of argument.	Poor integration of theory and practice; little evidence of ability to learn new skills and to take responsibility for personal learning and development.	Expression insufficient to convey clear meaning; poor style; many errors in spelling, punctuation and syntax; sources acknowledged but referencing incomplete or inadequate; poor presentation; weak planning and organisation.
<30	No relevant reading; scant knowledge and understanding of the subject area, key issues, text and context.	Incorrect or no use of information; purely descriptive, with no interpretation or evaluation.	Little or no understanding of appropriate approaches to key issues; little or no recognisable structure and development of argument.	Little or no integration of theory and practice, scant evidence of ability to learn new skills and to take responsibility for personal learning and development.	Lack of clarity; poor expression of ideas; inadequate or inappropriate style; many serious errors in spelling punctuation and syntax; sources acknowledged, but referencing inaccurate or absent; weak presentation; little or no planning and organisation.

Level 5					
	Knowledge and Understanding	Cognitive Skills: Critical Engagement with Sources	Cognitive Skills: Structure and Argument	Professional/Practical Skills	Communication Skills
90+	As 70–79: Outstanding understanding and engagement with texts. Far-reaching investigation and insight. New knowledge or perspectives that go beyond the literature. Could hardly be bettered under parallel conditions.	As 70-79.: outstanding level of original synthesis analysis, argument and evaluation, which could hardly be bettered under parallel conditions	As 70-79: could hardly be bettered under parallel conditions	Very skilled integration of theory and practice	As 70–79: exceptionally well-written; highly sophisticated fluent, persuasive expression of ideas; could hardly be bettered under parallel conditions.
80-89	As 70–79: comprehensive research and coverage.	As 70–79: creative, innovative synthesis of ideas.	As 70–79: authoritative and persuasive argument	Skilled integration of theory and practice, including the ability to apply principles to different contexts; clear evidence of ability to learn new skills and to take responsibility for personal learning and development.	As 70–79: extremely well-written; sophisticated, fluent, persuasive expression of ideas.
70-79	Excellent command of relevant, extensively-researched material; extensive coverage of topic; excellent critical understanding of key issues; very sound understanding of complexities of theoretical models, concepts and arguments; consistent critical engagement with text; comprehensive understanding of context.	Excellent ability to set out and synthesise, critically, a range of views from sources; excellent critical insight and interpretation; very good, sustained, critical analysis and evaluation of current views; excellent recognition of the complexity of issues and limitations of knowledge and its impact on interpretation.	Excellent knowledge of the main methods of enquiry in the subject area and the ability to adapt and apply approaches to solve problems; excellent organisation of ideas, coherent structure and logical, cogent development of argument.	Good integration of theory and practice, including the ability to apply principles to different contexts; evidence of ability to learn new skills and to take responsibility for personal learning and development.	Very clear, fluent, confident expression of ideas; effective vocabulary and style; near perfect spelling, punctuation and syntax; all sources acknowledged and referenced; very good presentation, planning and organisation.

60-69	Wide range of core and background reading used effectively; coverage accurate and relevant; clear, sound critical understanding of subject matter and key issues; good, careful, critical engagement with text; good critical understanding of context.	Good ability to synthesise a range of views from sources; good critical insight and interpretation; good, sustained, critical analysis and evaluation of current views; good recognition of the complexity of issues and the limitations of knowledge and its impact on interpretation.	Good knowledge of the main methods of enquiry in the subject area and the ability to adapt and apply approaches to solve problems; good organisation of ideas, coherent structure and clear development of argument.	Reasonable integration of theory and practice, including the ability to apply principles to different contexts; some evidence of ability to learn new skills and to take responsibility for personal learning and development.	Clear, fluent expression; appropriate vocabulary and style; good spelling punctuation and syntax; accurate identification, acknowledgement and referencing of sources; good presentation, planning and organisation.
50-59	Reasonable range of relevant sources; most central issues identified and understood; basic knowledge sound, but may be patchy; reasonable critical understanding of subject area; reasonable critical engagement with text; sound but limited critical understanding of context.	Evidence of critical engagement with sources and drawing information together; may be partly descriptive, with some critical analysis; ideas may be stated but not developed; some recognition of the limitations of knowledge and its impact on interpretation.	Reasonable knowledge of the main methods of enquiry in the subject area and the ability to adapt and apply approaches to solve problems; reasonable organisation of ideas, structure and development of argument.	Limited integration of theory and practice, including the ability to apply principles to different contexts; limited evidence of ability to learn new skills and to take responsibility for personal learning and development.	Clearly written, coherent expression; reasonable range of vocabulary and adequate style; competent spelling, punctuation and syntax (with some errors); sources identified and acknowledged; mostly accurate referencing; reasonable standard of presentation, planning and organisation.
40-49	Limited range of relevant sources and over-reliance on a few; limited consistency of depth and accuracy of detail; partial critical understanding of subject area and key issues with some omissions; some critical engagement with text; some knowledge of context.	Limited evidence of engagement with sources; limited consideration of alternate views; may be largely descriptive with some critical engagement, but little attempt to analyse arguments.	Limited knowledge of the main methods of enquiry in the subject area and limited ability to adapt and apply approaches to solve problems; some organisation of ideas, basic structure and development of argument.	Poor integration of theory and practice, little evidence of ability to learn new skills and to take responsibility for personal learning and development.	Expression of ideas, vocabulary and style reasonably clear, but lacking sophistication; inaccuracies in spelling, punctuation and syntax; sources identified and acknowledged but referencing not always accurate; adequate standard of presentation, planning and organisation.

30-39	Little evidence of background reading; very little detail, with issues poorly identified; little understanding of subject area; little understanding of text and context.	Superficial use of information; muddled explanations; little attempt to interpret material; little evidence of critical skills.	Little knowledge of the main methods of enquiry in the subject area; poor organisation of ideas, little structure and development of argument.	Little or no integration of theory and practice; scant evidence of ability to learn new skills and to take responsibility for personal learning and development.	Expression insufficient to convey clear meaning; poor style; many errors in spelling, punctuation and syntax; sources acknowledged but referencing incomplete or inadequate; poor presentation; weak planning and organisation.
<30	No relevant reading; scant knowledge and understanding of the subject area, key issues, text and context.	Incorrect or little or no use of information; purely descriptive, with little or no interpretation or evaluation.	Minimal knowledge of the main methods of enquiry in the subject area; little or no recognisable structure and development of argument.	Very skilled integration of theory and practice	Lack of clarity; poor expression of ideas; inadequate or inappropriate style; many serious errors in spelling punctuation and syntax; sources acknowledged, but referencing inaccurate or absent; weak presentation; little or no planning and organisation.

Level 6					
	Knowledge and Understanding	Cognitive Skills: Critical Engagement with Sources	Cognitive Skills: Structure and Argument	Professional/Practical Skills	Communication Skills
90+	As 70–79: Outstanding understanding and engagement with texts. Far-reaching investigation and insight. New knowledge or perspectives that go beyond the literature. Could hardly be bettered under parallel conditions.	As 70-79: outstanding level of original synthesis analysis, argument and evaluation, which could hardly be bettered under parallel conditions	As 70-79: could hardly be bettered under parallel conditions	Very skilled integration of theory and practice	As 70–79: exceptionally well-written; highly sophisticated fluent, persuasive expression of ideas; could hardly be bettered under parallel conditions.
80-89	As 70–79: comprehensive research and coverage.	As 70–79: creative, innovative synthesis of ideas.	As 70–79: authoritative and persuasive argument	Skilled integration of theory and practice; clear evidence of ability to learn new skills and to take responsibility for personal learning and decision-making in complex situations; excellent ability to manage independent learning and initiate and carry out projects.	As 70–79: extremely well-written; sophisticated, fluent, persuasive expression of ideas.
70-79	Excellent command of highly relevant, extensively-researched material, including some at the forefront of the discipline; extensive systematic coverage of topic; excellent understanding of key issues, concepts and arguments. Very sound understanding of complexities of theoretical models, concepts and arguments; excellent systematic critical engagement with text; comprehensive understanding of context.	Excellent ability to synthesise, critically and systematically, a range of views from sources; excellent critical insight and interpretation, sustained by questioning and informed by theory; very good, sustained, systematic critical analysis and evaluation of current views; excellent recognition of the complexity of issues, and the uncertainty, ambiguity and limitations of knowledge, and its impact on interpretation.	Excellent identification and critical evaluation of a range of approaches to key issues and ability to apply, accurately appropriate methods to solve problems.; excellent organisation of ideas, coherent structure and logical, cogent development of argument.	Good integration of theory and practice; evidence of ability to learn new skills and to take responsibility for personal learning and decision-making in complex situations; good ability to manage independent learning and initiate and carry out projects.	Very clear, fluent, confident expression of ideas; effective vocabulary and style; near perfect spelling, punctuation and syntax; all sources acknowledged and meticulously referenced; excellent presentation, planning and organisation.

60-69	Wide range of core and background reading, including some at the forefront of the discipline; systematic understanding and treatment of key issues; good, systematic engagement with text; good understanding of context.	Good ability to synthesise a range of views from sources; good critical insight and interpretation sustained by questioning and informed by theory; good, sustained, systematic critical analysis and evaluation of current views; good recognition of the complexity of issues, and the uncertainty, ambiguity and limitations of knowledge and its impact on interpretation.	Good identification and critical evaluation of a range of approaches to key issues and ability to identify and apply, accurately appropriate methods to solve problems; good organisation of ideas, coherent structure and clear development of argument.	Reasonable integration of theory and practice; some evidence of ability to learn new skills and to take responsibility for personal learning and decision-making in complex situations; reasonable ability to manage independent learning and initiate and carry out projects.	Clear, fluent expression; appropriate vocabulary and style; good spelling punctuation and syntax; accurate identification, acknowledgement and referencing of sources; good presentation, planning and organisation.
50-59	Reasonable range of relevant sources including some at the forefront of the discipline; most central issues identified and understood; basic knowledge sound, but may be patchy; reasonable systematic understanding of subject area ; reasonable systematic engagement with text; sound but limited understanding of context.	Evidence of engagement with sources and drawing information together; may be partly descriptive, with some critical analysis; ideas may be stated but not developed; some recognition of the complexity of issues and uncertainty or ambiguity of knowledge and its impact on interpretation.	Reasonable identification and critical evaluation of a range of approaches to key issues and ability to apply, accurately appropriate methods to solve problems; reasonable organisation of ideas, coherent structure and clear development of argument.	Limited integration of theory and practice; some evidence of ability to learn new skills and to take responsibility for personal learning and decision-making in complex situations; limited ability to manage independent learning and initiate and carry out projects.	Clearly written, coherent expression; reasonable range of vocabulary and adequate style; competent spelling, punctuation and syntax (with some errors); sources identified and acknowledged; mostly accurate referencing; reasonable standard of presentation, planning and organisation.
40-49	Limited range of relevant sources and over-reliance on a few sources; limited consistency of depth and accuracy of detail; partial understanding of subject area and key issues with some omissions; some engagement with text; some knowledge of context.	Limited evidence of engagement with sources; limited consideration of alternate views; may be largely descriptive with some critical engagement, but little attempt to analyse arguments.	Limited identification and critical evaluation of a range of approaches to key issues and limited ability to apply appropriate methods to solve problems; some organisation of ideas, some structure and development of argument.	Poor integration of theory and practice; little evidence of ability to learn new skills and to take responsibility for personal learning and decision-making; little evidence of ability to manage independent learning.	Expression of ideas, vocabulary and style reasonably clear, but lacking sophistication; inaccuracies in spelling, punctuation and syntax; sources identified and acknowledged but referencing not always accurate; adequate standard of presentation, planning and organisation.

30-39	Little evidence of background reading; very little detail, with issues poorly identified; little understanding of subject area; little understanding of text and context.	Superficial use of information; muddled explanations; little attempt to interpret material; little evidence of critical skills.	Minimal attempt to identify and evaluate approaches to key issues; poor organisation of ideas, little structure and development of argument; may include unsubstantiated, generalised conclusions.	Little or no integration of theory and practice; little or no evidence of ability to learn new skills and to take responsibility for personal learning and decision-making; scant evidence of ability to manage independent learning and initiate and carry out projects.	Expression insufficient to convey clear meaning; poor style; many errors in spelling, punctuation and syntax; sources acknowledged but referencing incomplete or inadequate; poor presentation; weak planning and organisation.
<30	No relevant reading; scant knowledge and understanding of the subject area, key issues, text and context.	Incorrect or little or no use of information; purely descriptive, with little or no interpretation or evaluation.	Little or no attempt to identify and evaluate approaches to key issues; little or no recognisable structure or development of argument.	Very skilled integration of theory and practice	Lack of clarity; poor expression of ideas; inadequate or inappropriate style; many serious errors in spelling punctuation and syntax; sources acknowledged, but referencing inaccurate or absent; weak presentation; little or no planning and organisation.