



Missio Dei
Leadership & Theological College

Programme Handbook 2023–2024

**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

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 web page 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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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

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>

expectations are not being met, please contact the Vice Principal (Academic), Mark Button.

This Handbook sets out details of the undergraduate academic programmes. It includes important information, and also notes our commitment in terms of the programmes to be delivered, assessment, a timetable for feedback, what to do to appeal a mark, etc. As part of our commitment to our students we will adhere, insofar as it is in our power to do so, and within the regulations set out by the University of Chester, to the processes set out here. If for any reason anything set out here needs to be changed, we undertake to inform students in good time. At the same time, and as part of a mutual commitment, we have expectations of students. We expect students to:

- Read and to pay serious regard to the content of this handbook, to comply with its requirements
- Adopt a good attitude towards learning and assessment processes
- Meet their financial commitment to the College – which includes meeting all deadlines for the payment of fees and fines
- Check, regularly and frequently, their College email addresses and their University of Chester email addresses, and to respond appropriately to communications from the College and the University
- Fulfil all requirements of the University of Chester – some of which (e.g. enrolment, module registration) may be communicated directly to the student by the University.

Further aspects of students' responsibilities are found in the Student Charter.

1. Contacts and Communication

1.1 Contacts

Vice Principal (Academic)	Mark Button	mark.button@missiodei.ac.uk
Academic Dean	Andy Hardy	andy.hardy@missiodei.ac.uk
Operations & Admissions Officer	Caroline Balfour	caroline.balfour@missiodei.ac.uk
Student Liaison Officer	Nav Sahota	nav.sahota@missiodei.ac.uk

External Quality Advisor - Dr Minna Shkul, University of Sheffield

The University engages External Examiners (EEs) and External Quality Advisors (EQAs) to both assure the quality and standards of our provision and enhance academic activity.

Under no circumstances are students permitted to independently contact an EE or EQA. If the student wishes to engage formally with the quality management process, there are appropriate mechanisms in place at the University of Chester, further guidance on which can be obtained from the AS section on Portal.

From September 2023 the University is creating a new role of External Quality Advisor (EQA) as an additional form of external scrutiny. Whilst External Examiners will continue to be utilised where there is a professional body requirement the rest of our provision will be covered by EQAs.

EQAs provide an alternative but still rigorous approach to ensuring the University's assessment processes are fit for purpose with an emphasis on enhancement. EQAs submit an annual report in a similar way to our external examiners.

University of Chester:

Principal Academic Contact - Dr Steve Knowles, Department of Theology and Religious Studies

Students should generally not make contact with the Principal Academic Contact at the University for advice on modules, assessment, progression or other aspects of their programme. 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 Learning & Information Services Helpdesk can be contacted at lis.helpdesk@chester.ac.uk for help with difficulties accessing University Portal (e.g. forgotten password).

1.2 Communication

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

1.2.1 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 the College calendars, timetables, staff profiles etc.), as well as useful links and pointers to information held at Chester.

1.2.2 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.

⁴ Information for Students at Partner Organisations:

<https://portal.chester.ac.uk/agss/Pages/agss-collab-key-contacts.aspx>

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.

1.3 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.

2. Academic Management Structure

2.1 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

2.2 Operational Management

At Missio Dei we have three Vice Principals, Lilly Brightwell, who is Vice Principal (Leadership and Pastoral), 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 and Pastoral), Vice Principal (Academic), the General Manager for the Assemblies of God 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.

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

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 Dean, Andy Hardy.

2.3 Staff Meeting

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

2.4 Board of Studies (BoS)

The Board of Studies (BoS) meets weekly and comprises the Vice Principals, the Academic Dean and Academic Administration team. Periodically there is representation from the student body. It is chaired by the Vice Principal (Academic). The purpose of the BoS is to monitor the relevance and effectiveness of programme content, consider management data (including results and student feedback), and a range of other issues relating to the maintenance and enhancement of the quality of our academic provision. This includes (but is not limited to):

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).

2.5 Senior Leadership Team

The Senior Leadership Team comprises the Vice Principal (Leadership Development), Vice Principal (Academic) and the Academic Dean. The purpose of the SLT is to serve the BoS by monitoring the day-to-day running of the College, including both the academic provision, and wider activities, such as venue, Chapel services, resources etc.

2.6 Module Assessment Boards (MABs)

The College hosts a University of Chester Module Assessment Board (MAB) 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 (AAB) 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 via email.

2.7 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), and Academic team.

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

2.8 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 regularly in our ATMs, 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.

2.9 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.⁸

3. The Courses

3.1 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

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

- 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:⁹

[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](#)

3.2 Levels and Exit Awards

The BA programmes are organised as a progression through UK Higher Education Levels 4, 5 and 6.¹⁰ 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.

3.3 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.

⁹ 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/>.

¹⁰ 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/aqss/Pages/aqss-handbook-a.aspx>

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.

3.3.1 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 extenuating circumstances for late submission of coursework by a full-time student.

3.3.2 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 extenuating circumstances for late submission of coursework by a full-time student.

3.4 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.

3.5 Semesters and assessment periods

The academic year is divided into two semesters, September–January and 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.

3.6 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.

3.6.1 BA in Theology and Christian Leadership

3.6.1.1 Level 4

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

- 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)
- TH4379 Movement Leaders in Church History (20) (Optional)
- TH4380 Youth Ministry (20) (Optional)

3.6.1.2 Level 5

Students are required to take TH5375 New Testament Studies (A), TH5386 Ministerial Ethics, TH5387 Organisational Management in Christian Leadership and TH5388 Introduction to Missional Leadership. The remaining 40 credits may be chosen from any of the remaining modules. However, those wishing to take TH5385 Introductory New Testament Greek 2 must have successfully completed TH5384 Introductory New Testament 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
- TH5358 Introductory Biblical Hebrew (1)
- TH5359 Introductory Biblical Hebrew (2)
- TH5373 Pentecostal and Charismatic Studies
- TH5375 New Testament Studies (A)
- TH5381 Independent Study Unit
- TH5383 Christian Doctrine: Faith and Praxis
- TH5384 Introductory New Testament Greek 1
- TH5385 Introductory New Testament Greek 2
- TH5386 Ministerial Ethics
- TH5387 Organisational Management in Christian Leadership
- TH5388 Introduction to Missional Leadership

3.6.1.3 Level 6

Students are required to take either TH6324 Missional Theology and Ministry in the Market Place or TH6325 Missional Theology and Church Planting, as well as TH6326 Dissertation (40 credits). Students then choose 60 credits from the following options:

- TH6327 New Testament Pneumatology
- TH6328 Apologetics
- TH6329 Exegetical Studies
- TH6330 Continual Leadership Development
- TH6333 Intermediate Biblical Hebrew
- TH6334 Intermediate New Testament Greek

3.6.2 CertHE in Theology and Christian Leadership

All students are required to take all modules. With the exception of Distance Learners, 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)

- TH4379 Movement Leaders in Church History (20) (Optional)
- TH4380 Youth Ministry (20) (Optional)

3.6.3 BA in Biblical Studies and Theology

3.6.3.1 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) (Not DL students)
- TH6356 Intermediate Biblical Hebrew (1) (10)
- TH6362 Dissertation (40)

3.6.4 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).¹¹ 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)

¹¹ 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.

3.7 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.

4. Assessment

4.1 Introduction

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

4.1.1 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.

4.1.2 Principles of Assessment

All modules have stated learning outcomes, provided in the module descriptors. Assessments, whether coursework, examinations or a mixture of the two, are based around these outcomes as well as the level at which the modules are defined.¹³ All assignment and exam questions are available for scrutiny by external examiners and moderators, as are student scripts. The assessment (essay word count, length of exams, etc.) is matched to the number of credits associated with a module. 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	15 minutes	20 minutes

¹² Academic assessment regulations and processes for levels 4-7 are found on <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

¹³ 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.

4.1.3 Assessment Criteria

The criteria used by the College for grading assessed work are based on the generic criteria for these levels set out by the University of Chester.¹⁴ A 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.

4.1.4 Modular Assessment, Monitoring and Feedback

All work is initially marked by the tutor who taught or supervised the module. This tutor is responsible not only for giving your initial grade but also providing sufficient feedback for you to understand how you might improve performance in the future.¹⁵ All assignments will be assessed anonymously except those that cannot be submitted electronically (e.g. presentations).

In line with University of Chester guidelines, all coursework and examinations are subject to 'monitoring' or second-marking by another staff member. At level 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.¹⁶ All marks and first-markers' comments should be available to students within four working weeks of the submission deadline. If, due to unforeseen circumstances that is not possible, the Academic Department will inform students and set a new date.

The pass mark for 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

¹⁴ 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/agss/Pages/agss-handbook-a.aspx>.

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

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

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.

4.1.5 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]L¹⁷) 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.¹⁸

4.1.5.1 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.¹⁹ 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.

4.1.5.2 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.²⁰

4.1.5.3 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)²¹, 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).

¹⁷ Accreditation of Prior [Experiential] Learning

¹⁸ Regulations governing the Calculation of Degree Classification are found at <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

¹⁹ For details of Regulations governing Progression including the Condonement of failure in assessment, see <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

²⁰ 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>.

²¹ 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.

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.²²

4.2 Assessment Practicalities

4.2.1 Coursework

4.2.1.1 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 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.

²² Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

N.B. Students must ensure that their work is submitted to the correct link. Submitting to an incorrect link can result in the marker not marking the assignment, and it can also cause problems when recording marks on eVision ready for approval at the MAB.

Guidance on presentation assignments will be given by the module tutor. Whether the presentation is given live, or submitted as a recording, it is also necessary to submit notes/PowerPoint to Moodle as with other assignments so that there is something against which to record a mark.

Further details relating to the process of submitting coursework is available on the Chester Portal.²³

4.2.1.2 Return of Marked Assignments

Marked assignments should be available to view via Moodle within four working weeks of the essay deadline.²⁴ 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.

4.2.2 Examinations

4.2.2.1 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.

Guidance notes about conduct in examinations is provided in the Chester Portal.²⁵

4.2.2.2 Examination Results

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

²³ <https://portal.chester.ac.uk/registryservices/Pages/students-docs.aspx>

²⁴ See the Chester Portal for further details at <https://portal.chester.ac.uk/registryservices/Pages/results.aspx>

²⁵ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

4.2.3 Assessment and Disability

The College has a Disability Policy²⁶ 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 website²⁷. 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 for further information and support.

4.2.4 Exceptional Circumstances (Extensions and Deferrals)

1. Exceptional circumstances is the term used by the University to describe how we will make allowances for certain serious difficulties a student has experienced which were likely to have an impact on their ability to complete an assessment to the best of their ability and/or by the deadline.
2. The processes which fall under the umbrella term 'Exceptional Circumstances' are as follows:
 - extensions to the submission deadline
 - a deferral of the assessment, without penalty, to the next assessment point
 - the waiving or reduction of a late-work penalty
 - an extension to the maximum period of registration (the number of years a student has to complete their award)

More details on each of these may be found below.

3. With the exception of extensions to the registration period (see 7.6 below) the relevant Head of Department, in their capacity as Chair of the Module Assessment Board, has responsibility for taking decisions on requests made under this policy. The Head of Department may nominate other suitably experienced colleagues in their department to fulfil this function.

²⁶ Available on the Missio Dei website here: <https://www.missiodei.ac.uk/student-life/policies/>

²⁷ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

4.2.4.1 Categories of exceptional circumstances

Circumstances acceptable under this policy must be serious and exceptional relative to the normal daily challenges presented by academic study, and unpredictable in that the student could not reasonably have been expected either to avoid them, or to allow for them in planning the assessment work or preparation.

The Exceptional Circumstances policy recognises that the assessment process itself can cause students to feel more pressurised than at other times of the academic year, and this should be considered to be one of the normal challenges presented by academic study, including where a student has multiple assessments due in a short period of time. Except in a very small number of cases, where the impact is serious and incapacitating, this would not be considered as a valid reason for submitting a claim under this policy.

There are many different reasons why a student's performance may have been adversely affected by exceptional circumstances, meaning that it is not possible to provide an exhaustive list of everything the University is and is not able to take into account.

However, the following are some of the types of exceptional circumstances the University may consider:

- Exceptional medical circumstances, such as where the student is ill either at the point of assessment or immediately in advance. The University is unable to make allowances for minor illnesses such as headaches, upset stomachs, coughs and colds. These affect everyone and it would not be practical or sensible to take account of them all. Students are expected to plan their work and allow leeway to cope with minor ailments;
- Long term illness/medical conditions, particularly those which flare up close to the assessment deadline;
- Disabilities for which reasonable adjustments are not yet in place and where the delay is not the fault of student;
- Symptoms of an infectious disease that could be harmful if passed onto others; this will primarily be acceptable for assessments which require attendance such as exams or performances and not for assessments such as coursework, which can be worked on and submitted without the risk of harming others;
- Bereavement or serious illness of a close family member; this would include spouse/partner, parent, grandparent, brother/sister or child/dependent (including step-father, step-sister etc). This is not an exhaustive list and departments should consider individual family circumstances when taking decisions;
- Victim of or witness to a serious crime/incident;
- Domestic problems (including divorce, separation, parental divorce);
- Unexpected caring responsibilities for a family member or dependent;
- Serious and sudden accommodation crisis such as eviction or where the home becomes uninhabitable;
- Exceptional work commitments (part time students and those repeating modules on a part time basis only);
- For assessments which require attendance at a specific location at a specific time (eg an exam or class test), difficulties associated with travel, but only where these difficulties are exceptional, impossible to anticipate in advance, not a result of poor

planning or time management, and where there is clear independent evidence to substantiate the claim;

- Legal proceedings such as jury service or court cases requiring attendance;
- Unforeseeable financial difficulties such as the sudden withdrawal of funding by a student's sponsor;
- Competing in sport, or participation in other similar activities, with representation at national or international level. This does not include being part of a University sports team or society and will normally only be acceptable for timed assessments taking place at a particular time and date;
- Other personal factors which may reasonably be deemed to have had an adverse impact comparable with those above;

The following are **not** valid exceptional circumstances:

- Anything which could reasonably have been foreseen and/or prevented;
- Misreading the examination timetable or any other information relating to either timed assessments taking place at a particular point in time, or to submission deadlines;
- IT failure, including but not limited to computer failure/storage device failure/printer failure, unless the University's LIS department provide proof that the University was at fault;
- A minor illness such as a cough or cold;
- Having assessments scheduled close together;
- Normal anxiety resulting from taking assessments such as exams;
- Holidays or events such as weddings;
- Minor accommodation issues such as disturbances from other housemates;
- Submission of an incorrect document (eg a piece of work from another module or an incomplete draft of the assessment);
- Submission of the wrong file type or a corrupted file;
- English not being the student's first language;
- The death of a pet, or a person the student does not have a personal relationship with;
- Work commitments for full time students, or normal/unexceptional work commitments for part time/repeating students;
- Problems associated with travelling arrangements/holidays, traffic problems or stress caused by travel problems, unless these problems are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim. It is the responsibility of the student to make appropriate arrangements to ensure that assignments are submitted on time and/or that they present themselves for an examination on time. This should be borne in mind when making any plans to return to University after a home visit or when making holiday/travel arrangements. In extreme cases, travel issues may be taken into account for students with disabilities where the combination of unforeseen circumstances and disability related issues impinge on attendance;
- House moves, renovations or other routine accommodation difficulties.

4.2.4.2 Evidence in support of requests for the consideration of exceptional circumstances

If a student has exceptional circumstances they may self-certify in support of an extension of up to and including 7 calendar days. See section on extensions for more information.

Requests for an extension of more than 7 calendar days, and all requests for a deferral, the waiving of the late work penalty or an extension to the registration period, must be accompanied by independent documentary evidence demonstrating the impact on the student.

The evidence provided should include relevant dates so it is clear when the student was affected by the exceptional circumstances.

All evidence must be in English. Where the original documentation is in another language, a certified translation must be provided and the student must meet any cost arising from this.

Where a student provides medical certification which states that they are suffering from an on-going medical condition which will on an on-going or recurring basis impact on their studies, they will not be expected to provide new date-specific evidence for each assessment period for which they seek mitigation and will be able to submit the same evidence on each occasion.

The following provides some examples of the types of evidence which may be submitted to support a claim; it is intended to act as a guide and is indicative rather than exhaustive and there may be occasions on which the department and student need to discuss what can be provided and whether this is reasonable. In most cases a copy or photo of the evidence will be acceptable:

Examples of circumstances and the types of evidence which may be submitted in support of a claim

Medical

Letter/certificate from a health professional, hospital appointment letter, hospital admission/discharge letter, details from the NHS App, a copy of prescription or medicine labelling with appropriate explanatory notes and clear evidence it is for the student.

In order for the University to approve a request on medical grounds the evidence provided should:

- provide a clear diagnosis of illness or medical condition which would affect the student's ability to undertake assessment or to perform to the best of their ability. Evidence stating that, for example, **'the student informs me** that they suffered from a virus.....' is not acceptable;
- provide the specific dates or a date range in which the student's performance or ability to undertake assessment would have been impaired. In cases where the nature of the illness or condition would have a significant and prolonged impact this must be clearly stated as students often submit claims for assessments due at different points in the academic year;
- in the case of a letter, be signed and dated by the medical practitioner (eg GP, clinical specialist, registered professional in psychiatric practice or nurse practitioner) and on headed paper which clearly details the name, address and contact details of the practice;
- students should not submit photographs of injuries or the symptoms of medical conditions

<p><i>Close bereavement</i></p> <p>A death certificate, obituary or confirmation from an independent relevant professional e.g. solicitor or undertaker, or an order of service from the funeral ceremony. If the student is severely affected by the death of someone not defined as close within this policy, additional evidence from an independent third party demonstrating the impact on the student would be required.</p>
<p><i>Work commitments (part time students and those repeating modules on a part time basis only)</i></p> <p>A letter from the employer confirming that the student's workload during the period in question has been exceptional. If you are self-employed please contact your department to discuss the circumstances.</p>
<p><i>Victim of or witness to a serious crime/incident</i></p> <p>Documentation from the police or other relevant authority demonstrating that the student has reported/witnessed a crime/incident. An insurance claim or medical report may also be considered.</p>
<p><i>Disabilities for which reasonable adjustments are not yet in place and where the delay is not the fault of the student</i></p> <p>A letter or email from Student Services</p>
<p><i>Exceptional and unforeseeable transport difficulties</i></p> <p>Evidence of a major transportation incident, or a letter from the relevant transport company confirming the nature of the delay.</p>
<p><i>Legal proceedings requiring attendance</i></p> <p>A letter from a solicitor or court.</p>
<p><i>Competing in sport, or participation in other activity, with representation at national or international level</i></p> <p>A letter from the supporting sports/organising body indicating the dates when the student is required for training, competitions and/or attendance.</p>
<p><i>Other personal factors which may reasonably be deemed to have had an adverse impact comparable with those above.</i></p> <p>For significant adverse personal or family circumstances encountered by a student, a signed and dated letter from one or more of the following: a medical practitioner, a social worker (stating their position with respect to the student), a registered psychological therapist, a registered professional in psychiatric practice, an officer of the law or a religious leader. The letter must provide information on the time when the circumstances occurred, whether they are continuing and an opinion on the severity and effect the circumstances are having on the student.</p>

- **Practical problems**

The University will not take account of events such as computer breakdowns. For a submission deadline or an exam, students must allow extra time in case such things happen. It is the student's own responsibility to ensure their work is saved and not therefore lost.

- **Disability**

The University will take into account issues arising from a combination of disability and wholly exceptional circumstances

Evidence in respect of third parties

GDPR legislation means the University is not permitted to consider documentation which includes personal information such as health details relating to a third party in support of any request for mitigation.

Where a student has been affected by the illness of a third party such as a family member or close friend, they must provide evidence which demonstrates the impact this had on them, for example via provision of a medical note.

The University is only permitted to consider documentation relating to a third party in the following cases:

- Where the third party is deceased.
- Where the third party is a dependent of the student's under the age of 14

Evidence from the University

In exceptional cases, a signed statement from the Director of Student Services, or their nominee, may be deemed acceptable evidence. However, this will be limited to those cases where in the view of the Director of Student Services, the nature of the exceptional circumstances are such that other independent documentary evidence could not reasonably be provided. The Director of Student Services or nominee are under no obligation to provide a supporting letter and will only do so where they feel this is required by the circumstances.

If a student is ill during an examination or other formal timed assessment, a statement from a member of University staff who witnesses the condition of the student in or on leaving the assessment may be considered.

Students will normally be granted an extension if the University's own computing systems were at fault. However, the failure has to be substantial, very close to the deadline, and documented by LIS.

4.2.4.3 Extensions

Students unable to complete an assessment on time may apply for an extension to the submission deadline, thereby allowing them to submit the work after the deadline without late-work penalties being imposed. Extensions are normally for relatively short periods of time as in all cases the mark for the work must be available to the Module Assessment Board at which the results of that module or modules are to be confirmed. If an academic department confirms that the length of extension requested by the student means the mark cannot be confirmed by the relevant Module Assessment Board, the student must instead request a deferral of the assessment to the next assessment period (see 7.5).

All extension requests, including those for which a student is self-certifying, must be **submitted in advance of the deadline** for the assessment for which the extension is sought; requests, including those for which a student self-certifies, submitted after the deadline will not be considered.

For extensions of more than 7 days from the original deadline, the length of extension requested should be no longer than the length of time justified by the evidence provided.

By their very nature, an extension is not possible for all types of assessment; it is not possible, for example, to have an extension for an assessment such as an examination, in-class test or timed take home assessment, which takes place at a set time on set dates. Other examples of assessments where self-certification may not be possible are group work, placements, presentations and performances. The academic department will tell students which assessments are excluded from self-certification at the start of the module.

Self-certification

Students experiencing exceptional circumstances covered by this policy, and for an assessment where an extension is possible (see above) may self-certify for an extension of up to and including 7 calendar days; all extensions of more than 7 calendar days must be accompanied by independent documentary evidence (see 7.3). In cases where a student self-certifies for 7 calendar days but then requires additional time, a further request must be submitted and evidence must be provided.

4.2.4.4 Deferrals and late-work penalty waivers

In cases where an extension is not appropriate, either because the assessment deadline has already passed, the nature of the assessment means an extension is not possible, or where an extension would give insufficient time for the assessment to be completed and marked in advance of the Module Assessment Board, the student should request a deferral of the assessment to the next assessment point. If the student has submitted late without a pre-approved extension, and if the work can be marked in time for the Module Assessment Board, a student may request instead that the late work penalty be waived or reduced.

A claim can be submitted where the student has:

- failed to submit the assessment (deferral);
- has submitted the assessment late (late work penalty waiver/reduction);
- The assessment was submitted but the student feels their exceptional circumstances meant the assessment was not completed to the best of their abilities and they would like another attempt at the next assessment point (deferral).

Independent evidence will be required in all cases; students cannot self-certify for a deferral or late work penalty waiver/reduction.

The outcome of a valid claim for deferral/waiving of the late work penalty shall be one of the following:

- a) to defer the assessment without penalty to the next assessment point. In cases where the assessment was attempted and a deferral is subsequently approved, the deferral will replace any mark attained, unless the student specifically states in writing or via email, in advance of the Module Assessment Board, that they wish to cancel the deferral and keep the mark; in cases where a deferral is approved in advance of the deadline and the student subsequently submits the assessment, the deferral will be deemed null and void and the mark will stand;

- b) to have the late-work penalty revoked or reduced in the case of an assessment submitted after the deadline. In these cases the student should normally have already submitted the assessment in order for the request to be considered;
- c) Where a student has a chronic condition or her/his circumstances are not improving, an interruption of studies may be recommended.

Other than via the waiving or reduction of the late work penalty, under no circumstances will a mark ever be amended as a result of an approved claim under this policy.

If the claim is rejected no action will be taken and the original mark will stand, including the application of late work penalties where appropriate; if the student failed to submit the assessment a non-submission will be recorded.

A student has the right to appeal against a decision to reject a claim submitted under this policy. Information about appeals may be found in Chester's Handbook F10.

If it is subsequently discovered that a student had misled the Head of Department in any way, that Head of Department has the right to rescind the decision it has taken on the case and, where appropriate, this may be considered as a breach of academic integrity.

In cases where a request for exceptional circumstances is approved, but the student is found to have breached the University's Academic Integrity Policy, any penalty imposed as a result of the breach of the Academic Integrity Policy will take precedence over the approved exceptional circumstances.

4.2.4.5 Extensions to a student's period of registration

The maximum periods of registration for University of Chester awards are set out in Section D of the Principles and Regulations. In exceptional cases, students may apply for an extension to their registration period, with decisions taken by the Deputy Registrar and Head of Student Administration (or nominee). An extension will only be granted in exceptional cases where the student is able to provide independent documentary evidence proving they have suffered severe and prolonged exceptional circumstances which have affected their ability to complete within the approved period of registration. If approved, an extension will be granted for a period of 12 months in excess of the approved period of registration; further extensions are not normally granted.

4.2.4.6 Application Process

In respect of all the processes set out in this section of the Handbook, students must submit their applications online. Further specific details about the application process may be found on the Registry Services Portal pages.

4.2.4.7 Late Work

1. The following applies to any piece of assessed work for which a submission time and date has been given at the start of a module and where the assessment does not involve the attendance of the student during the assessment (e.g. the submission of an essay or project but not the presentation of a seminar, a drama

performance, a written examination). Take home assessments (normally 24 or 48 hours) are covered under point 5 (below).

2. Assessed work submitted late will be penalised and the penalty incurred will be 5 marks for work submitted up to 24 hours after the deadline and 5 marks per day (or part thereof) after this, including weekends, e.g.:

Mark Awarded	Work submitted	Mark following Penalty
50	Up to 24 hrs late	45
50	Up to 48 hrs late	40
50	Up to 72 hrs late	35and so on to 0

3. The penalty for late work is applied only to the assessment component which was submitted late.
4. Where an assessment component is assessed on a Pass/Fail basis, a fail will be recorded in cases where that component is submitted after the deadline.
5. For take home assessments (normally 24 or 48 hour papers), work submitted late will have a 5 mark penalty applied if submitted up to 30 minutes late, after which the mark will be reduced to zero.
6. Assessed work submitted late should be marked in the usual way so that the student is given feedback on the standard of work achieved and the full mark is available if a late work penalty waiver is agreed.
7. In order to ensure that students encountering technical difficulties with an online submission have access to support from LIS, deadlines should not fall on a Friday and must be set for times during the working day. Deadlines must be clearly publicised at or in advance of the start of the module.
8. A record shall be kept by departments of any work penalised for late submission. All such penalties shall be recorded in the minutes of the Module Assessment Board.

4.2.4.8 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.²⁸

²⁸ See Appendix 5C of Handbook F - Requirements Governing the Assessment of Students available at, <https://portal.chester.ac.uk/agss/Pages/agss-Handbook-F-Section-5.aspx>

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

4.2.4.9 Academic Conduct

Penalties may also be applied in cases where students do not adhere to the principles of academic conduct and fair play in assessment. The University of Chester Academic Conduct Policy and Full Procedure are available on the Chester Portal.²⁹ 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'.³⁰

In order to adhere to the University's definition of academic conduct, students are expected to 'acknowledge all sources of information, knowledge and ideas used when completing work for assessment; produce work that is the product of their own, individual effort; declare when they have used work before in a previous assessment'.³¹

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 conduct 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 documents³²), 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

²⁹ The Academic Integrity Policy and Section 6 of Handbook F - Requirements Governing the Assessment of Students (the Full Procedure) are available at:

<https://portal1.chester.ac.uk/aqs/Pages/aqss-academic-conduct-information-students.aspx>

³⁰ The UoC Academic Integrity Policy available at:

<https://portal1.chester.ac.uk/aqs/Pages/aqss-academic-conduct-information-students.aspx>

³¹ This list is not exhaustive. For further information please see the UoC Academic Integrity Policy available at:

<https://portal1.chester.ac.uk/aqs/Pages/aqss-academic-conduct-information-students.aspx>

³² This includes the submission of false evidence in an application to the Mitigating Circumstances Board or to the Academic Appeals Board.

final degree classification lowered by one class or in extreme cases, the student's programme of study is terminated with immediate effect.

4.3 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.

Assignment due dates:

Level 4 of the BA and CertHE (Full Time & Part Time Deadlines)

The submission time is **12 noon** on the dates listed below:

Module Code	Module Title	Assignment	Submission Date
TH4376	Introduction to Christian Leadership	Assignment 1	Wednesday 25th October 2023
		Assignment 2	Wednesday 1st November 2023
TH4370	Bible Survey	Assignment 1	Wednesday 22nd November 2023
		Assignment 2	Wednesday 29th November 2023
TH4375	Introduction to Christian Worldview	Assignment 1	Wednesday 10th January 2024
		Assignment 2	Wednesday 10th January 2024
TH4377	Foundations for Ministry: Team Formation and Dynamics	Assignment 1	Wednesday 14th February 2024
		Assignment 2	Monday 13th May 2024
TH4374	Introduction to Christian Doctrine	Assignment 1	Wednesday 20th March 2024
		Assignment 2	Wednesday 20th March 2024
TH4379	Movement Leaders in Church History*	Assignment 1	Wednesday 17th April 2024
		Assignment 2	Wednesday 8th May 2024
TH4380	Youth Ministry*	Assignment 1	Wednesday 17th April 2024
		Assignment 2	Wednesday 8th May 2024
* Optional modules - students take either Movement Leaders or Youth Ministry			
Module Assessment Board			May 2024 (Date to be confirmed)
Deferral and Reassessment Submission date			June 2024 (Date to be confirmed)
Reassessment Module Assessment Board			July 2024 (Date to be confirmed)

Assignment due dates: <u>Level 5 of the BA (Full Time & Part Time)</u> The submission time is 12 noon on the dates listed below:			
Module Code	Module Title	Assignment	Submission Date
TH5388	Missional Leadership	Assignment 2	Wednesday 11th October 2023
		Assignment 1	Monday 13th May 2024
TH5358	Introductory Biblical Hebrew 1	Assignment 1	Tuesday 17th October, 10:15am (exam)
		Assignment 2	Wednesday 10th January 2024
TH5373	Pentecostal and Charismatic Studies	Assignment 1	Wednesday 22nd November 2023
		Assignment 2	Wednesday 29th November 2023
TH5384	Introductory NT Greek 1	Assignment 1	Wednesday 22nd November 2023
		Assignment 2	Wednesday 10th January 2024
TH5383	Christian Doctrine: Faith and Praxis	Assignment 1	Wednesday 3rd January 2024
		Assignment 2	Wednesday 10th January 2024
TH5350	Old Testament Studies	Assignment 1	Wednesday 3rd January 2024
		Assignment 2	Wednesday 10th January 2024
TH5386	Ministerial Ethics	Assignment 1	Wednesday 14th February 2024
		Assignment 2*	Wednesday 21st February 2024
TH5359	Introductory Biblical Hebrew 2	Assignment 1	Wednesday 6th March 2024
		Assignment 2	Wednesday 17th April 2024
TH5385	Introductory NT Greek 2	Assignment 1	Wednesday 6th March 2024
		Assignment 2	Wednesday 17th April 2024
TH5375	New Testament Studies	Assignment 1	Wednesday 20th March 2024
		Assignment 2	Wednesday 20th March 2024
TH5387	Organisational Management in Christian Leadership	Assignment 1	Wednesday 17th April 2024
		Assignment 2	Wednesday 8th May 2024
*This assignment is a presentation. The date and time will be arranged by the module tutor.			
Module Assessment Board			May 2024 (Date to be confirmed)
Deferral and Reassessment Submission date			June 2024 (Date to be confirmed)
Reassessment Module Assessment Board			July 2024 (Date to be confirmed)

Assignment due dates:

Level 6 of the BA

The submission time is **12 noon** on the dates listed below:

Module Code	Module Title	Assignment	Submission Date
TH6324	Missional Theology and Ministry in the Market Place*	Assignment 1	Wednesday 11th October 2023
		Assignment 2	Wednesday 25th October 2023
TH6325	Missional Theology and Church Planting*	Assignment 1	Wednesday 11th October 2023
		Assignment 2	Wednesday 25th October 2023
TH6327	New Testament Pneumatology	Assignment 1	Wednesday 22nd November 2023
		Assignment 2	Wednesday 29th November 2023
TH6334	Intermediate NT Greek	Assignment 1	Wednesday 10th January 2024
		Assignment 2	Wednesday 17th April 2024
TH6328	Apologetics	Assignment 1	Wednesday 14th February 2024
		Assignment 2	Wednesday 21st February 2024
TH6329	Exegetical Studies	Assignment 1	Wednesday 20th March 2024
		Assignment 2	Wednesday 20th March 2024
TH6330	Continual Leadership Development	Assignment 1	Wednesday 17th April 2024
		Assignment 2	Wednesday 8th May 2024
TH6326	Dissertation	Assignment 1	Wednesday 17th April 2024
* Optional modules - students take either Ministry in the Market Place or Church Planting			
Module Assessment Board			May 2024 (Date to be confirmed)
Deferral and Reassessment Submission date			June 2024 (Date to be confirmed)
Reassessment Module Assessment Board			July 2024 (Date to be confirmed)

5. Writing Essays and Assignments

5.1 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.

6. Resources

6.1 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 for books.

The library will ordinarily be open during office hours (9am-4:15pm) but during intensive weeks the library may also be made available in the evenings, by prior arrangement. Please speak to one of the College team if you would like access. This is a non-lending library as we now give all of our students online library access (see section 7.2 below).

6.2 Online Library Access

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

6.2.1 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.

6.2.2 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.

6.3 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.

6.3.1 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.
- You must not share your username and password with anyone – if you suspect someone knows your password, please change it.

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

6.3.2 College emails

Each student will be provided with a College email address of the form [firstnamesurname.ugstudent@missiodei.ac.uk](mailto:firstname.lastname@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.

6.3.3 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.

7. Student Learning Activity

7.1 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 Vice Principal (Leadership and Pastoral).

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

Persistent lateness or unauthorised absence from scheduled sessions or placement will be reported to the Senior Leadership Team and the Board of Studies.

7.2 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.

7.3 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 an induction will be given on 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 or Tuesday morning but there may, in consultation with students and when appropriate, be times where this is changed.

7.4 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*, and Level 5 *Introduction to Missional Leadership*. 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, which 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.

8. Distance Learning

Distance Learning students are not expected to attend lectures, although they may join the weekly webinars if they wish. They do not ordinarily take part in Placements or join Mission Trips and other on-site activities. 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.

9. Personal Tutors

In addition to module-specific tutors, students will also be assigned a personal tutor. When requested, 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.

10. 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 to a member of Faculty or Staff.

Reporting accidents and near-misses – all accidents and near misses 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.³³

³³ <https://www.missiodei.ac.uk/student-life/policies/>.

12. Style Guide

Missio Dei follows the SBL (Society of Biblical Literature) Style Guide. This is a comprehensive style that covers referencing of a range of primary and secondary sources, abbreviations, grammar, and formatting. Students are encouraged to purchase their own copy of the *SBL Handbook of Style*.

Students are expected to comply with the style guide and failure to do so will be reflected in the mark awarded. Where there are things not covered in this style guide, the main thing we look for is consistency.

12.1 Formatting and Punctuation

Text must be in black ink, using Arial or Times New Roman font. Font size should be 12 point, and text should have 1.5 line spacing, with a margin of not less than 30mm. An essay can be uploaded to Moodle as either a Word or pdf document, though we recommend uploading as pdf to preserve formatting (this is particularly important where Greek or Hebrew text has been used).

General rules

1. The use of headings and subheadings is encouraged to help with the overall structure of the essay. These should be clear and consistent.
2. New paragraphs should be indented unless they come after a heading/sub-heading.
3. Only one space is needed after any punctuation, whether within or at the end of a sentence.
4. Quotations should be clearly indicated within the text with the use of **single quotation marks**. The material should then be accurately referenced using a footnote at the end of the quotation.
5. Punctuation should generally be inside the quotation marks, although question marks and exclamation marks may go outside, depending on whether they are part of the quoted material.
6. Longer quotations of more than four lines (block quotations) should be set as (left) indented text in smaller type. Block quotations should not be preceded or followed by quotation marks.
7. Where a source is referred to (as opposed to being directly quoted), the footnote can go at the end of the sentence.
8. Use gender-inclusive language, e.g., humankind, rather than mankind.

12.2 Biblical Citations

Citations of modern Bible versions do not require publisher's information in either footnotes or bibliography; instead, use the standard abbreviation for the Bible version (e.g., NRSV, RSV, NIV, NASB). If citing scripture from a single version, include the abbreviation of the version following the chapter and verse on the first scripture reference only. When citing more than one version in a paper, include the version after each citation.

"Now Ahab had seventy sons in Samaria" (2 Kgs 10:1 NRSV).

When citing specific chapters or chapters and verses, use the standard abbreviated titles of biblical books provided in SBLHS 8.3.1–3. If, however, a biblical book is the first word of the

sentence, do not abbreviate it. In addition, when referring to the book as a whole or a person with the same name as a biblical book, do not abbreviate it.

Correct: Revelation 3 begins with the letter to the church in Sardis.
We know little about the historical Habakkuk.

Incorrect: Rev 3 begins with the letter to the church in Sardis.
We know little about the historical Hab.

Cite biblical verses with chapter and verse(s) using Arabic numerals separated by a colon. Do not write out the numbers. When referencing consecutive verses, separate the first and last verse numbers with an en dash, not a hyphen (see SBLHS 2.1.3.4).

Correct: John 5:8–9

Incorrect: John chapter five verses eight and nine.

When citing multiple passages, list the abbreviated title of each new biblical book followed by the chapter number and colon, with all verses in that chapter separated by a comma and space. A semicolon should separate references to subsequent chapters or books. Do not include the conjunction “and” or an ampersand before the last citation. List passages in canonical and numerical order.

Correct: Matt 2:3; 3:4–6; 4:3, 7; Luke 3:6, 8; 12:2, 5; Acts 15:1–5; Rom 1:8–12

Incorrect: Luke 3:6, 8; Luke 12:2

Matt 2:3, 3:4–6; 4:3; Luke 3:6, 8 and 12:2

Rom 1:8–12; Matt 2:3; 4:3, 7; 3:4–6

Abbreviations

Students should use the following abbreviations when referencing the Bible:	
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	Matt, Mark, Luke, John, 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

12.3 Books

12.3.1 A Book by a Single Author

²⁷ John Barclay, *Paul and the Gift* (Grand Rapids: Eerdmans, 2015), 25.

²⁹Barclay, *Gift*, 97.

The bibliography follows a similar pattern, except the surname comes first, and brackets are removed:

Barclay, John, *Paul and the Gift*. Grand Rapids: Eerdmans, 2015.

When using commentaries, include the series (and volume number) within the reference *after* the book title, e.g.,

¹¹ James Dunn, *Romans*, WBC 38B (Grand Rapids: Zondervan, 2014), 150

¹² Gordon Fee, *The First Epistle to the Corinthians*, NICNT (Grand Rapids: Eerdmans, 2010), 100

N.B. Standard abbreviations for commentaries should be used. These can be found in the SBL Handbook of Style.

12.3.2 A Book by Two or Three Authors

²⁷ James M. Robinson and Helmut Koester, *Trajectories through Early Christianity* (Philadelphia: Fortress, 1971), 237.

³¹ Robinson and Koester, *Trajectories through Early Christianity*, 23.

Robinson, James M., and Helmut Koester. *Trajectories through Early Christianity*. Philadelphia: Fortress, 1971.

12.3.3 A Book by More Than Three Authors

If a work is by more than three authors, simply list one and “et al.” to indicate additional authors (without a comma following the first author’s name). All names are generally listed in the bibliography.

12.3.4 A Translated Volume

⁴⁰ Wilhelm Egger, *How to Read the New Testament: An Introduction to Linguistic and Historical-Critical Methodology*, trans. Peter Heinegg (Peabody, MA: Hendrickson, 1996), 28.

⁴⁴ Egger, *How to Read*, 291.

Egger, Wilhelm. *How to Read the New Testament: An Introduction to Linguistic and Historical-Critical Methodology*. Translated by Peter Heinegg. Peabody, MA: Hendrickson, 1996.

12.3.5 A Book with One Editor

⁵⁰ Jeffrey H. Tigay, ed., *Empirical Models for Biblical Criticism* (Philadelphia: University of Pennsylvania Press, 1985), 35.

⁵¹ Tigay, *Empirical Models*, 38.

Tigay, Jeffrey H., ed. *Empirical Models for Biblical Criticism*. Philadelphia: University of Pennsylvania Press, 1985.

12.3.6 A Book with Two or Three Editors; with Four or More Editors

Similar rules apply as with 12.3.2 and 12.3.3. Add “eds.,” after the names (separated by a comma) and before the title of the book.

12.3.6 A Book with and Author and an Editor

⁵² Edward Schillebeeckx, *The Schillebeeckx Reader*, ed. Robert J. Schreiter (Edinburgh: T&T Clark, 1986), 20.

Schillebeeckx, Edward. *The Schillebeeckx Reader*. Edited by Robert J. Schreiter. Edinburgh: T&T Clark, 1986.

12.3.7 An Article in an Edited Volume

⁵⁵ Alicia Batten, “God in the Letter of James: Patron or Benefactor,” in *The Social World of the New Testament*, ed. Jerome H. Neyrey and Eric C. Stewart (Peabody: Hendrickson, 2008), 47-61 (47).

Batten, Alicia “God in the Letter of James: Patron or Benefactor.” Pages 47-61 in *The Social World of the New Testament*. Edited by Jerome H. Neyrey and Eric C. Stewart, Peabody: Hendrickson, 2008.

12.4 Journals

⁴⁹J. Dewey, “Oral Methods of Structuring Narrative in Mark,” *Interpretation* 43 (1989): 1-30.

⁶²Dewey, “Structuring Narrative,” 27.

Bibliography:

Dewey, J., “Oral Methods of Structuring Narrative in Mark,” *Interpretation* 43 (1989): 1-30.

Standard abbreviations for journals may be used e.g.:

NTS – New Testament Studies

JSNT – Journal for the Study of the New Testament

TynBul – Tyndale Bulletin

A full list can be found in the SBL Handbook of Style.

12.5 Dictionaries/Encyclopedias

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," *IBD* 3:1478-83.

⁴⁷ Dunn, "Spirit", *IBD* 3:1479.

Bibliography:

Dunn, J.D.G., "Spirit, Holy Spirit," *IBD* 3:1478-83.

12.6 Lexicon/Theological Dictionary

For the discussion of a word or a family of words, give the entire title and page range of the article:

³ Karl Dahn and Walter L. Liefeld, "See, Vision, Eye," *NIDNTT* 3:511–21.

⁴ Hermann W. Beyer, "διακονέω, διακονία, κτλ," *TDNT* 2:81–93.

⁵ Ceslas Spicq, "ἀτακτέω, ἄτακτος, ἀτάκτως," *TLNT* 1:223–24.

For the discussion of a specific word in an article covering a larger group of words, name just the word discussed and those pages on which it is discussed:

⁶ Hermann W. Beyer, "διακονέω," *TDNT* 2:81–87.

⁷ Karl Dahn, "ὄράω," *NIDNTT* 3:511–18.

In the bibliography, cite only the theological dictionary:

Brown, Colin, ed. *New International Dictionary of New Testament Theology*. 4 vols.

Grand Rapids: Zondervan, 1975–1985.

Kittel, Gerhard, and Gerhard Friedrich, eds. *Theological Dictionary of the New*

Testament. Translated by Geoffrey W. Bromiley. 10 vols. Grand Rapids:

Eerdmans, 1964–1976.

Spicq, Ceslas. *Theological Lexicon of the New Testament*. Translated and edited by

James D. Ernest. 3 vols. Peabody, MA: Hendrickson, 1994.

12.7 eBooks

Each student has access to an online library, Perlego, which has a wide range of sources needed for completing assignments. Where an eBook is identical in all respects to the print

edition, then normal referencing rules apply, and it is not necessary to indicate the format. Where this is not the case, student should indicate the format consulted:

⁴⁷ Anthony Thiselton, *Hermeneutics: an Introduction* (Grand Rapids: Eerdmans, 2009), Perlego edition, chap. 1, “The Aims and Scope of Hermeneutics.”

⁴⁹ Thiselton, *Hermeneutics*, chap. 1 “The Aims and Scope of Hermeneutics.”

Bibliography:

Thiselton, Anthony, *Hermeneutics: an Introduction*, Grand Rapids: Eerdmans, 2009. Perlego edition

Perlego divides eBooks into sections; please make sure it is the chapter number, and not the section number, that is included in the footnote.

The same guidance applies to other eBook formats e.g., Kindle.

12.8 Material from the Internet

Students should be cautious about using material from the internet as it may not be appropriate for academic work. However, there are a number of blogs, podcasts, YouTube channels etc., produced by scholars and leading practitioners, and it may be useful, and appropriate to include these. Simply citing the web address is not sufficient and footnotes should generally follow similar rules for journal articles:

²⁵ Michael Bird, “Myth Busting Penal Substitution,” *Word from the Bird*, 24 Nov 2021, <https://michaelfbird.substack.com/p/myth-busting-penal-substitutionary>

²⁶ Bird, “Myth Busting.”

³⁵ Paula Gooder, “The Gospel of John,” *Timeline Theological Videos*, 16 March 2014, <https://www.youtube.com/watch?v=ZBD1dRXBWk4>

Bibliography:

Bird, Michael, “Myth Busting Penal Substitution,” *Word from the Bird*, 24 Nov 2021, <https://michaelfbird.substack.com/p/myth-busting-penal-substitutionary>

Academia.edu

Academia.edu can be a useful resource for finding some helpful information as recognised scholars will often upload versions of journal articles, conference papers, and even chapters from books. Nonetheless, care should be taken when using this website, and subsequently referencing it in essays. A couple of things to consider:

- Is the author a recognised scholar? If so, then it is possible that it will be academically credible material.
- Can you find the original source?

N.B. It is acceptable to reference Conference papers, presentations, and unpublished PhD. Contact a module tutor for guidance on how to do this if needed.

12.9 Citing Primary Sources

As highlighted in the SBL Handbook of Style, citing primary sources can be difficult because of the diversity of texts, and publications. The SBL handbook does contain several examples and students are encouraged to use it as a guide.

General guidelines:

- Primary sources with no specifically known author, sources should be referenced in the same way as biblical texts e.g., 'And the Deluge is about to come upon all the earth; and all that is in it will be destroyed.' (1 Enoch 10:2)
- Primary sources with a known author should include the name, the work, and reference, e.g., 'They are a people unique of its kind.' (Pliny, *Natural History*, 5.73), or as described by Josephus (*Jewish Antiquities*, 18.11-25), who further notes... If using a translation, it is also appropriate to reference the translator's name e.g., (Josephus, *Jewish Antiquities*, 18.11-25, [Thackeray]). Full bibliographic information is then contained in the bibliography.
- Some texts may be contained either in a collection or be a well-known translation and may be cited as following similar rules to dictionaries and books.

Using Biblical Languages

Where students cite biblical texts in the original language, they should use the appropriate alphabet and writing protocol. For Greek, this includes breathings and accents. For Hebrew, this includes pointings (but not accent marks or cantillation, unless it is an extended piece of text).

A number of biblical language fonts are freely available online. A good Greek font is GalatiaSil, and a good Hebrew font is EzraSil.

13. 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 are generally the same at all three levels.³⁴

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.

³⁴ Marking criteria taken from University of Chester, Quality and Standards Manual: Handbook F - Requirements Governing the Assessment of Students 2016/17 (Appendix 5E)

- **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 practise; 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).

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	Incorrect or no use of information; purely descriptive, with no	Little or no understanding of appropriate approaches to key	Little or no integration of theory and practice, scant	Lack of clarity; poor expression of ideas; inadequate or inappropriate

	area, key issues, text and context.	interpretation or evaluation.	issues; little or no recognisable structure and development of argument.	evidence of ability to learn new skills and to take responsibility for personal learning and development.	style; many serious errors in spelling punctuation and syntax; sources acknowledged, but referencing inaccurate or absent; weak presentation; little or no planning and organisation.
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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	Limited evidence of engagement with sources; limited consideration of	Limited knowledge of the main methods of enquiry in the subject area and	Poor integration of theory and practice, little evidence of ability to learn new skills and to take responsibility	Expression of ideas, vocabulary and style reasonably clear, but lacking sophistication; inaccuracies in spelling,

	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.	alternate views; may be largely descriptive with some critical engagement, but little attempt to analyse arguments.	limited ability to adapt and apply approaches to solve problems; some organisation of ideas, basic structure and development of argument.	for personal learning and development.	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	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

			development of argument.		syntax; sources acknowledged, but referencing inaccurate or absent; weak presentation; little or no planning and organisation.
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