**Pastoral Worker Training**

**Programme Handbook**

**Certificate of Higher Education: Ministry**

**2019-20**

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Contents

[**Welcome to Pastoral Worker Training** 3](#_Toc521508608)

[**Programme Team** 4](#_Toc521508609)

[**External Examiner** 4](#_Toc521508610)

[**Programme Structure and Pathway Details** 5](#_Toc521508611)

[**Mentors for Pastoral Workers** 6](#_Toc521508612)

[***A note on computer use*** 6](#_Toc521508613)

[**Aims of the programme** 7](#_Toc521508614)

[**Modules** 8](#_Toc521508615)

[**Requirements for progression** 8](#_Toc521508616)

[**Coursework submission and anonymous marking** 9](#_Toc521508617)

[**Programme assessment grid** 10](#_Toc521508618)

[**Requests** **for extensions to submission deadlines** 10](#_Toc521508619)

[**Assessment** **and Marking Criteria** 11](#_Toc521508620)

[**Absence Procedure** 11](#_Toc521508621)

[**External Examiner Reports and Annual Monitoring Reports for the programme** 11](#_Toc521508622)

[**Student Representation and Evaluation** 11](#_Toc521508623)

[**Departmental Resources** 12](#_Toc521508624)

[**Key texts** 12](#_Toc521508625)

[**Learning Resources** 12](#_Toc521508626)

[**Inclusivity arrangements** 12](#_Toc521508627)

[**Health and Safety** 12](#_Toc521508628)

[**Appendix 1: Marking Criteria** 13](#_Toc521508629)

# **Welcome to Pastoral Worker Training**

Welcome to Years 2 and 3 of your training as a Pastoral Worker in the Diocese of Chester. You will now have finished Foundations for Ministry (FfM) which forms Year 1 of your training and we will be building on that foundation with some training specifically aimed at the calling to Pastoral Worker Ministry. The next two years are designed to give you a firm grounding to equip you for Pastoral Worker Ministry and to help you to integrate knowledge and information with the practical skills and spiritual growth you need for being a Pastoral Worker.

#### What is a Pastoral Worker?

Pastoral Workers are lay people who exercise a vital ministry in the Church. They are licensed to work in pastoral ministry in a voluntary capacity, within the fellowship of the church and, as part of the church’s ministry and mission, in the community. This includes involvement in pastoral care and visiting, contacts through baptism, weddings, bereavement and illness –– and in enabling others to work in these areas. Pastoral Workers have both theological and practical training relevant to these specific areas. Pastoral Workers may also be involved in teaching, working with small groups, with volunteers, and in outreach work, all of which will require knowledge of Christian faith and doctrine. Pastoral Workers in training, like Readers, begin to look at these areas of ministry on the FfM course.

Pastoral Workers’ ministry will vary, depending on their gifts and the needs in the parish; ultimately, Pastoral Workers are licensed by the Bishop to an area of ministry determined in the parish and agreed with the incumbent and PCC. Once Pastoral Workers are licensed they are encouraged to engage in further training and development, including areas such as personal spiritual growth and biblical knowledge. The main focus, however, of their initial training and their ministry is pastoral work.

#### What are Pastoral Workers licensed to do?

In the Diocese of Chester, the Bishop licenses Pastoral Workers under **Canons E7 and E8** as licensed lay workers. These canons can be consulted in full at <https://www.churchofengland.org/more/policy-and-thinking/canons-church-england/section-e#b100>

The primary focus for a Pastoral Worker in the Diocese of Chester will be, as the Canons say, to “exercise pastoral care”. They may also “evangelise, instruct the people in the Christian faith, and prepare them for reception of the sacraments”. Pastoral Workers will also have permission to assist with the distribution of Holy Communion, both at services in church, and to the ill and housebound.

The Canons also potentially permit lay workers to lead worship, preach, and conduct funerals. However, this is not seen as the main area of a Pastoral Worker’s ministry and there is no input on worship-leading or taking funerals in the initial training for Pastoral Workers. If the incumbent or priest-in-charge of a parish wishes a Pastoral Worker to carry out such duties, additional training and the Bishop’s permission will be required. Initial enquiries should be made to the Director of Ministry.

# **Programme Team**

**Programme Leader**

***Vacant***

**Director of Studies for Pastoral Workers**

01928 718834 ext 229

**Programme Administrator**

**Peter Bacon**

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**Warden of Pastoral Workers**

**Revd Vivien Gisby**

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**Committee for Ministry**

**Revd Canon Dr Christopher Burkett**

**Director of Ministry**

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# **External Examiner**

Our external examiner is Revd Dr Jonathan Tallon from the Northern Baptist College in Manchester.

We are required by the QAA (Quality Assurance Agency for Higher Education) to include the following statement:

*‘Under no circumstances are students permitted to independently contact an external examiner. 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 AQSS section on Portal.’*

# **Programme Structure and Pathway Details**

#### Year 1

**Foundations for Ministry**Term 1 – Church, Faith and Action
Term 2 – Ministry, Vocation and Teamwork
Term 3 – Groups, Growth and the Gospel

#### Years 2 and 3

**Pastoral Worker Training**The course begins with the Induction Day on Saturday 21 September 2018 at Foxhill House,
Tarvin Road, Frodsham WA6 6XB (01928 733 777)

**2019-20 modules**
TH4120 Presence; listening to God, listening to others
TH4121 Endings; pastoral care in bereavement
TH4122 Toolkit; developing skills in pastoral care

**2020-21 modules**

TH4123 Awareness; listening to self, listening to others
TH4124 Beginnings; pastoral care for families
TH4125 Stages; pastoral care and the human life cycle

All modules will be delivered at Church House (5500 Daresbury Park, Daresbury, Cheshire, WA4 4GE). The modules consist of six sessions, generally comprised of five taught sessions and a seminar to prepare for assessment. Assessments vary but may include a dialogue or a group presentation, followed by a written reflection. On the two ‘listening’ modules, “Presence” and “Awareness”, there will also be an assessed listening exercise. These modules also incorporate in their teaching time one Ministry Day each year (see below).

Pastoral Worker trainees may be joined by Readers undertaking further training or by other independent students from across the diocese.

**Vocational training**

Pastoral Worker training is a vocational training rooted in, and preparing for, ministry in a parish (or chaplaincy) context. Although students may qualify for the Certificate in Higher Education on completion of the taught modules, they also need to complete other formative training in order to be commended to the Bishop for licensing. Pastoral Worker trainees are also, therefore, required to complete the following:

* One Ministry Day per term, on specific topics related to Pastoral Worker Ministry. These offer an important enrichment opportunity and support personal formation. They also enable Pastoral Worker trainees to meet together to share, encourage and pray for one other. One Ministry Day each year supports the development of listening skills.
* A Parish Project
* A Reflection on Learning Portfolio,
* Working Agreement, approved by PCC and Incumbent

# **Mentors for Pastoral Workers**

Throughout the Course you need to arrange regular meetings with a mentor. Guidance will be given at the Induction Day as to how to choose your mentor and how to make good use of the support that they can offer, but a list of mentors is held at Church House; contact Peter Bacon (programme administrator).

What is a mentor?

* someone who accompanies a Pastoral Worker trainee during their training

What is the purpose of mentoring?

* to support the trainee by meeting once or twice each term to:
	+ provide a listening ear
	+ encourage him/her to talk about the course and any personal learning or growth
	+ prompt the trainee to apply this learning to his/her own situation
	+ look at drafts of the Parish Project report and to help the trainee to reflect on each section
	+ help the trainee fulfil the course requirements
	+ encourage the trainee to seek extra assistance if difficulties arise

What qualities / attitudes are needed in a mentor?

* an understanding of the Christian faith and of ministry
* an ability to listen
* a commitment to listen before making suggestions
* an ability to ask questions which will lead to further reflection
* a commitment to meet regularly and to pray for the trainee

Who could be a mentor?

* any person (lay or ordained) with the above qualities
* there are distinct advantages in the mentor and trainee being from different parishes:
	+ easier to ‘stand back’ and question assumptions in the project
	+ able to feed in experiences from a different setting

How do I choose my mentor?

* from the supplied list, or your own contacts
* you will be asked to complete a short form registering that you have found a mentor

## ***A note on computer use***

Students are expected to:

* ensure that their own computer system is virus-free, by regularly updating anti-virus software on any system used to access the websites or send email
* have local ‘technical support’ to sort out connection and other hardware/software problems
* log-on to Moodle and to your email account frequently, at least three times a week and preferably daily, even if only briefly. If you have a smart phone, make sure course emails are forwarded to it.
* deal with email promptly, preferably by replying immediately, even if only by sending a ‘holding reply’ or acknowledgement
* respect confidentiality, bearing in mind that, because the internet is not a secure medium emails may be read by people other than their intended recipients
* participate (as much as possible) in any additional online activities that the tutor sets, such as additional topics that arise from a discussion
* be aware that the file-size should be kept as small as possible when sending attachments.

# **Aims of the programme**

This course aims to equip Pastoral Workers in training for the exercise of Pastoral Worker Ministry in the Church of England and to encourage a process of life-long learning within that Pastoral Worker ministry.

We aim to enable Pastoral Workers in training to:

* Grow in their own Christian faith, life and godliness and also in their own self-understanding and pastoral sensitivity.
* Develop understanding and skills in areas of specific pastoral ministry and in general skills of listening, communicating, enabling and encouraging.
* Make connections between their own faith and life experience and the pastoral ministry to which they are called.
* Develop skills of enabling members of the Church to exercise their ministry in the Body of Christ.
* Grow in confidence in dealing with people they encounter through their ministry, who have a wide variety of relationships with the Church and Christian faith.
* Appreciate the possibilities of a shared ministry in the local church through appropriate collaborative working, under the leadership of the incumbent (or Rural Dean where agreed) and develop the ability to make an appropriate personal contribution to such a shared pattern of ministry.
* Encourage the process of continual and life-long learning in Pastoral Worker Ministry, building on existing skills and experience.

# **Modules**

To access the module descriptors for the Pastoral Worker Training Course (Cert HE Ministry) click on the hyperlink under the module’s title to open the appropriate page on Portal. You can also access the descriptors directly from the Moodle homepage.

**TH4120 Presence; listening to God, listening to others**<https://moodle.chester.ac.uk/course/view.php?id=8935>

**TH4121 Endings; pastoral care in bereavement**<https://moodle.chester.ac.uk/course/view.php?id=8924>

**TH4122 Toolkit; developing skills in pastoral care**<https://moodle.chester.ac.uk/course/view.php?id=8927>

**TH4123 Awareness; listening to self, listening to others**<https://moodle.chester.ac.uk/course/view.php?id=9794>

**TH4124 Beginnings; pastoral care for families**<https://moodle.chester.ac.uk/course/view.php?id=9866>

**TH4125 Stages; pastoral care and the human life cycle**<https://moodle.chester.ac.uk/course/view.php?id=9846>

# **Requirements for progression**

Students on this course will have successfully completed the three modules of FfM (TH4111, TH4112 and TH4113) gaining the Church Universities’ Certificate Ministry, worth 60 credits at Level 4. The six modules of this programme (over two years) are worth a further 60 credits at Level 4; successful completion leads to a Certificate of Higher Education in Ministry (120 credits at Level 4). This award may be linked to further routes appropriate to ministerial training and development (eg a further 120 credits at Level 5 leading to the award of a Foundation Degree in Mission and Ministry).

# **Coursework submission and anonymous marking**

All written work must be submitted electronically by being uploaded to Turnitin via the appropriate Moodle page for that module. The submission page clearly states the deadline (date and time) by which your assignment must be uploaded. Work submitted after the deadline will automatically be registered as late and the penalty applied (unless an extension has been agreed prior to this date). Do always bear the deadline in mind when you are planning to submit; it is your responsibility to make sure your work is uploaded to Turnitin in a timely fashion so don’t leave it until the last moment to try to upload it, in case something goes wrong!

Late assessed work will be penalised and the penalty incurred will be 5% marks for anything up to 24 hours after a deadline and 5% marks per day after this, including weekends, eg:

|  |  |  |
| --- | --- | --- |
|  | % mark awarded by tutor |  Penalty mark% |
| Work up to 24 hours late | 65 | 60 |
| Work up to 48 hours late | 65 | 55 |
| Work up to 72 hours late | 65 | 50 |

Non-submission of assessed work will result in zero (0%) being awarded for that element.

When submitting on Turnitin, please include the module number in the assignment title, eg TH4120, along with your assessment number **(a number beginning with J which you will find in the top right hand corner of your home page on the University of Chester Portal). Marking is anonymised; do not put your name or student number on your assignment, but do use your “J” number (your assessment number) in the header of your document.**

**All assignments must be in either Microsoft Word format or a document saved as a pdf (not a document that has been scanned and saved as a pdf). Information on how to upload assignments can be found here** <https://portal.chester.ac.uk/registryservices/Pages/students-docs.aspx>

#### ****How** **the work is marked****

The marker will give your work a mark in each of the areas of assessment criteria, using the grid given in this guide. Your work is judged against the learning objectives for each module (listed on each module descriptor); you should keep these in mind when putting your assignment together.

**Ministerial application** is especially important on this course – if your work is simply theoretical without any reference or reflection or application to ministry, it will be marked down. Having given your work a mark in each of these areas, the marker will then use that as a basis for giving an overall mark for the assignment.

The marker will make some comments on your work which you will be able to access through Turnitin from the date that will be notified to you.

The assignment and the feedback given will be subject to ‘second marker’ monitoring. The monitoring **always** includes a second marking of work which could be graded a ‘first’, a ‘fail’ or a borderline between grades. In addition a proportion of the assignments will also be read to ensure that the marking overall is at the right level. In cases where the marker and monitor cannot reach an agreement, they will pass the assignment on to staff at the University of Chester for their opinion.

The mark that is received in feedback is labelled ‘provisional’ because it is subject to further university scrutiny before awards are finally confirmed.

This process takes some time and also depends on students handing work in on time.

After the end of year Programme Assessment Board, when all the marks have been confirmed, the Registry will send you a profile of confirmed grades. This means that marks for final assignments may not be received until after the board has met. Marks for the final assignment will be available as soon as possible along with results for the whole programme.

# **Programme assessment grid**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Oral/Group Assessment** | **Written ReflectionSubmission Deadline** | **Marks Released** |
| TH4122 | 10 December 2019 | 14 January 2020 at 12 noon | 4 February 2020 at 12 noon |
| TH4120 | 5 May 2020 | 25 February 2020at 12 noon | 17 March at 12 noon |
| TH4121 | 31 March 2020 | 21 April 2020 at 12 noon | 12 May at 12 noon |
| Parish Project |  | 25 April 2020 |  |
| Learning Portfolio |  | 19 May 2020 |  |

# **Requests** **for extensions to submission deadlines**

If you think that you won’t meet a particular deadline, talk to the programme leader, sooner rather than later. Agreement of extensions needs to be **before the deadline.** An extension also won’t generally be granted that is a long way from the deadline. To ask for an extension: contact the Director of Studies before the submission deadline, giving the circumstances necessitating the further extension. You will need to negotiate a new submission date. After this, we will send you a form to fill in – you should fill this in and return it (together with a medical certificate if applicable) to the Director of Studies at Church House.

# **Assessment** **and Marking Criteria**

These general aspects of the criteria appear on the Assignment Feedback Form (and the full criteria are detailed in the table at the end of this document):

* knowledge and understanding
* intellectual/cognitive skills
* practical/professional skills
* communication skills

These are the criteria by which your tutors will judge your achievement of the learning outcomes. The criteria grid relates these criteria to percentage grades. These descriptions can help you in the task of self-assessment, and might also help in a discussion between you and the tutor about how to improve your work.

When thinking about and planning your assignments, bear in mind the learning outcomes for the module. However, also be aware that learning outcomes apply to the assessment as a whole – the oral and written parts - so not all the learning outcomes will be met by a single assessment.

# **Absence Procedure**

As group learning is a key part of the programme, students are required to attend all evening sessions and ministry days. Please ensure that your attendance is recorded on the class list available at each venue. Unavoidable absences should be notified by email to the programme leader. Please communicate if you are struggling to attend for any reason.

# **External Examiner Reports and Annual Monitoring Reports for the programme**

These documents are available on the Portal Programme Documents page, follow the link below <https://portal.chester.ac.uk/programmedocuments/Pages/default.aspx>

# **Student Representation and Evaluation**

At the end of each module students will be asked to complete a feedback report on their experience of learning on the course. These responses are carefully considered by the staff team who rely on such student evaluation in their planning and structuring of the course. At the end of the course further detailed feedback is encouraged via a questionnaire supplied to each student. Additionally student feedback is welcome at any point – please email your comments to the programme leader. Soon after registration students will have time to elect a student representative for the cohort studying in each teaching venue. These representatives can take up concerns for you at course meetings and will be given opportunity to gather verbal feedback during the progress of the course.

# **Departmental Resources**

Book boxes will be available at Church House for each module. Books are available for loan from one teaching session until the next (and may be renewed).

# **Key texts**

There is no course text book, but students might like to consider purchasing the following study guides:

Pratt, A. (2010). *Practical Skills for Ministry.* London: SCM Press

Whipp, M. (2013). *Pastoral Theology.* London: SCM Press

Also highly recommended to support your training:

Millar, S. (2018). Life Events; Mission and Ministry at Baptisms, Weddings and Funerals. London: Church House Publishing

Pickering, S. (2017). *Listening and Spiritual Conversation.* Norwich: Canterbury Press

Titles recommended for specific modules will be made available in the book boxes; bibliographies provided by tutors may suggest other texts, some of which you may wish to purchase. Before purchasing, consider asking your clergy, other licensed ministers, or using your local library. Also, ask your incumbent if your church is able to make you a training grant.

# **Learning Resources**

As students of the University of Chester you will have full access to library facilities; more information is here on the University Portal <https://portal.chester.ac.uk/lis/Pages/library-facilities.aspx>

# **Inclusivity arrangements**

The Committee for Ministry takes seriously its responsibilities under the Equality Act 2010 and will make all ‘reasonable adjustments’ to facilitate full participation by all students. Please disclose at the earliest possible time (in confidence) to the programme leader or to the Director of Ministry (via ministry@chester.anglican.org) what adjustments are required. Where adjustments are not possible (for example, because of confidentiality, sensitivity or core competencies) this will be fully explained.

# **Health and Safety**

Students should comply with health and safety regulations at all the teaching venues.

# **Appendix 1: Marking Criteria**

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| The assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of the module. The same criteria can apply to each level, because the learning outcomes are graduated by level. The learning outcomes at different levels define the complexity of understanding and skills that you must achieve in that module. The criteria offer descriptions of standards of achievement relating to four types of learning outcome, and four separate charts of these appear below: * Knowledge and understanding
* Cognitive skills
* Practical or professional skills
* Communication skills.

There are various descriptors under these headings, describing different aspects of understanding or skill. Assessors use the ones that apply to the particular outcomes you should demonstrate: if the learning outcomes of your module do not require (for example) practical skills, then those criteria do not apply. Because not all of the criteria will apply to each module, different departments and faculties in the University may customise these criteria to describe how they apply to your particular area of study or to a particular type of assessment. They may also customise them to show how they interpret and apply them at different levels (4–6). In these cases, they will publish the criteria for you to see. These discipline-specific, task-specific and level-specific criteria will always conform to the institutional criteria set out here: they will specify, not contradict them. | The University classifies Honours Degrees and awards Foundation Degrees (FD) with Distinction and Merit. A brief summary of the broad characteristics of each class is given here, but you should consult the full grids below to fill out the detail and full range of descriptors. Classifications are made at the point of award, using a formula set out in the Principles and Regulations. Further details and examples may be found on the Registry Services Portal pages.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Honours Degrees** | **1st** | **2.1** | **2.2** | **3rd** | **Fail** |
| **Foundation Degrees** | **Distinction** | **Merit** | **Pass** | **Pass** | **Fail** |
| ***Knowledge and*** ***under-standing*** | Excellent command of highly relevant, extensively-researched material; very sound understanding of complexities. | Clear, sound understanding of subject matter; breadth and depth of material, accurate and relevant. | Basic knowledge sound but may be patchy; reasonable range of source material. | Limited consistency of depth and accuracy of detail; background material relevant but over-reliant on few sources. | Content may be thin or irrelevant; scant evidence of background investigation. |
| ***Cognitive skills*** | Convincing ability to synthesise a range of views or information and integrate references sophisticated perception,critical insight & interpretation;logical, cogent development of argument. | Ability to synthesise a range of views or information and incorporate references; perceptive, thoughtful interpretation; well-reasoned discussion; coherent argument. | Evidence of drawing information together; ideas tend to be stated rather than developed; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated. | Limited perspective or consideration of alternative views largely descriptive; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion. | Superficial use of information; explanations may be muddled at times;poorly structured, little logic; may have unsubstantiated conclusions based on generalisation. |
| ***Practical or professional skills*** | Expert demonstration, and accomplished and innovative application of specialist skills;very high level of professional competence. | Good performance; capable and confident application of specialist skills; substantial level of professional competence. | Mostly competent and informed application of specialist skills; sound level of professional competence. | Sufficient evidence of developing specialist skills; satisfactory level of professional competence. | Little evidence of skill development or application; questionable level of professional competence. |
| ***Communic-ation skills*** | Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style; near perfect spelling, punctuation and syntax. | Clear, fluent, confident expression; appropriate vocabulary and style; high standard of accuracy in spelling, punctuation and syntax. | Clearly written, coherent expression;reasonable range of vocabulary and adequate style; overall competence in spelling, punctuation and syntax. | Expression, vocabulary and style reasonably clear but lack sophistication; inaccuracies in spelling, syntax and punctuation do not usually interfere with meaning. | Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology; many errors in spelling, punctuation and syntax. |

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| **Knowledge & understanding** | ***90–100******(1st class/FD Distinction*** | ***80–89******(1st class/ FD Distinction)*** | ***70–79******(1st class/FD Distinction)*** | ***60–69******(upper second/FD Merit)*** | ***50–59******(lower second/FD Pass)*** | ***40–49******(third class/FD Pass)*** | ***30—39******(Fail/FD Fail)*** | ***20–29******(Fail/FD Fail)*** | ***10–19******(Fail/FD Fail)*** | ***0–9******(Fail/FD Fail)*** |
| ***Range and relevance of reading and research*** | Far-reaching investigation and insight | Comprehensive research and coverage of topic integrating wide range of academic sources | Excellent command of highly relevant, extensively-researched material | Wide range of core and background reading, effectively used | Reasonable range of reading; references to relevant but not wide variety of sources | Background reading mostly relevant but over-reliant on few sources | Scant evidence of background reading; weak investigation | No evidence of relevant reading  | No evidence of reading | No use of sources |
| ***Breadth and depth of knowledge*** | Develops new knowledge or novel perspective going beyond the literature | Extensive subject knowledge with detailed insight into and understanding of relevant theory | Extensive, thorough coverage of topic, focused use of detail and examples  | Breadth and depth of coverage, accurate and relevant in detail and example | Content generally relevant and accurate, most central issues identified; basic knowledge sound but may be patchy | Fairly basic knowledge, limited consistency of depth and accuracy of detail; not all aspects addressed, some omissions | Contains very slight detail; content may be thin or irrelevant; issues poorly identified | Little relevance of content; unacceptably weak or inaccurate knowledge base | Knowledge base extremely weak; content almost entirely irrelevant or erroneous | Material not relevant or correct; no evidence of knowledge |
| ***Understanding of subject matter and theory*** | Work produced could hardly be bettered when produced under parallel conditions | Sophisticated understanding of complexities of key theoretical models, concepts and arguments | Excellent, very sound understanding of complexities of key theoretical models, concepts and arguments | Clear, sound understanding of subject matter, theory, issues and debate | Reasonable level of understanding of subject matter, theory and ideas; main issues satisfactorily understood | Partial understanding of subject matter, core concepts and relevant issues; basic reference to theory | Very little understanding of subject matter, ideas and issues; may be issue of misreading/ misinterpretation of question | Significant weaknesses and gaps in understanding of subject matter, ideas and issues; misunderstanding of question | Devoid of understanding of subject matter, ideas and issues | No relevant understanding evident; response to question virtually nil |
| ***Textual studies*** | Outstanding engagement with text | Sophisticated engagement with text | Excellent, consistent engagement with text | Good, careful engagement with text | Reasonably good ability to respond to text | Some ability to respond to the text  | Inadequate familiarity with the text | Little awareness of text | Misunderstanding of text  | No reference to text |
| ***Contextual studies*** | Outstanding understanding of artistic or critical context | Sophisticated understanding of artistic or critical context | Comprehensive understanding of artistic or critical context  | Good understanding of artistic or critical context  | Sound, but may be limited, understanding of artistic or critical context | Adequate but partial understanding of artistic or critical context | Weak understanding of artistic or critical context | Lack of understanding of artistic or critical context | Inaccurate reference to artistic or critical context  | No awareness demonstrated of artistic or critical context |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cognitive** **Skills** | ***90–100******(1st class/FD Distinction)*** | ***80–89******(1st class/FD Distinction)*** | ***70–79******(1st class/FD Distinction)*** | ***60–69******(upper second/FD Merit)*** | ***50–59******(lower second/FD Pass)*** | ***40–49******(third class/FD Pass)*** | ***30—39******(Fail/FD Fail)*** | ***20–29******(Fail/FD Fail)*** | ***10–19******(Fail/FD Fail)*** | ***0–9******(Fail/FD Fail)*** |
| ***Selection and use of information*** | Outstanding level of original synthesis, analysis, argument and evaluation  | Creative, innovative synthesis of ideas | Convincing ability to synthesise a range of views or information and integrate references  | Ability to synthesise a range of views or information and incorporate references | Evidence of drawing information together | Little discrimination in use of material; limited perspective or consideration of alternative views | Superficial use of information, minimal association; references not integrated | Incorrect use of material or information | Little or no use of material or information | Little or no use of material or information |
| ***Interpretation of information*** | Work produced could hardly be bettered when produced under parallel conditions | Sophisticated perception, critical insight and interpretation | Excellent perception, critical insight and interpretation | Perceptive, thoughtful interpretation | Sound explanation; this may be partly descriptive and factual; ideas tend to be stated rather than developed  | Some interpretation or insight; may be largely descriptive, or superficial; over-reliance on narrative or anecdote for explanation | Little attempt to interpret material, or merely descriptive; explanations may be muddled at times | Purely descriptive; very limited discussion | Any attempt at discussion limited to personal view; no discernible insight | No interpretation of information  |
| ***Critical analysis using theory*** | Work produced could hardly be bettered when produced under parallel conditions | Challenging, comprehensive critical analysis sustained throughout | Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory | Consistent development of critical analysis and questioning, using theory | Some attempt at critical analysis using theory; may be limited and lack consistency or conviction | Some evidence of rationale; minimal attempt to examine strengths and weaknesses of an argument | Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial | Lacking or erroneous analysis; negligible evidence of thought | Isolated statements indicating lack of thought | Isolated statements indicating lack of thought |
| ***Structure and argument*** | Work produced could hardly be bettered when produced under parallel conditions | Authoritative and persuasive argument | Excellent organisation of ideas; clear, coherent structure and logical, cogent development of argument | Logically structured; good organisation of ideas; well-reasoned discussion; coherent argument | Reasonable structure; organisation may lack some logical progression; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated | Basic structure; may be some repetition or deviation; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion | Poorly structured, little logic;may have unsubstantiated conclusions based on generalisation | Structure confused or incomplete; poor if any relationship between introduction, middle and conclusion; lack of evidence to support views expressed | Lack of recognisable structure or reference to argument; no related evidence or conclusions | Lack of evidence of reasoning |
| ***Awareness of self-development, and /or personal engagement*** | Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis;imaginative, insightful, creative | Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis;imaginative, insightful, creative | Thorough appreciation of learning gained and impact on self; pertinent personal analysis;imaginative, insightful, creative | Good awareness of learning and self-development; pertinent personal comment; some freshness of insight, some creative thinking and imagination | Reasonable awareness of learning and self-development; may show a little indication of originality or personal engagement | Some awareness of learning and self-development; personal engagement only very slight | Little or muddled awareness of learning and self-development; minimal appraisal | Discussion of own learning and development incoherent ; issues are not appraised  | Very little evidence of self-awareness | No evidence of self-awareness |
| **Practical or Professional****Skills** | ***90–100******(1st class/FD Distinction)*** | ***80–89******(1st class/FD Distinction)*** | ***70–79******(1st class/FD Distinction)*** | ***60–69******(upper second/FD Merit)*** | ***50–59******(lower second/FD Pass)*** | ***40–49******(third class/FD Pass)*** | ***30—39******(Fail/FD Fail)*** | ***20–29******(Fail/FD Fail)*** | ***10–19******(Fail/FD Fail)*** | ***0–9******(Fail/FD Fail)*** |
| ***Specialist skills*** | Outstanding expertise and flair in the application of specialist skills  | Sophisticated expertise and flair in the application of specialist skills  | Expert demonstration, accomplished and innovative application of specialist skills | Good performance; capable and confident application of specialist skills | Mostly competent and informed application of specialist skills | Sufficient evidence of developing specialist skills  | Little evidence of skill development or application | Very little evidence of specialist skill development  | Minimal evidence of specialist skill development  | No evidence of skill development |
| ***Integration of theory and practice*** | Skilled integration of theory and practice | Skilled integration of theory and practice | Skilled integration of theory and practice | Useful links drawn between theory and practice | Consideration of related theory and practice | Consideration of both theory and practice, which may be uneven | Uneven balance between theory and practice | Little appreciation of theory in practice | Relationship between theory and practice not evident | No awareness of theory in practice evident |
| ***Professional competence*** | Extremely high level ofprofessional competence | Extremely high level ofprofessional competence | Very high level of professional competence | Substantial level of professional competence | Sound level of professional competence | Satisfactory level of professional competence | Questionable level of professional competence, e.g. may be some evidence of unsafe practice | Lack of professional competence | Serious lack of professional competence  | Professional incompetence |
| ***Reflective practice*** | Sophisticated reflection on personal and professional practice | Sophisticated reflection on personal and professional practice | Clear and insightful reflection on personal and professional practice | Clear understanding, reflection and evaluation of implications for personal and professional practice | Sound reflection on personal and professional practice | Adequate but limited reflection on personal and professional practice issues | Inadequate reflection on personal and professional practice issues | Slight, if any, reflection or reference to personal and professional practice | Slight, if any, reflection or reference to personal and professional practice | Slight, if any, reflection or reference to personal and professional practice |
| ***Technical understanding and use of materials*** | Excellent technical understanding and judgement; work produced could hardly be bettered when produced under parallel conditions | Excellent technical understanding and judgement; exceptional level of competence in use of materials and appropriate application of working processes and techniques | Thorough technical understanding and judgement; excellent level of competence in use of materials and appropriate application of working processes and techniques | Accurate technical understanding and judgement; good level of competence in use of materials and appropriate application of working processes and techniques | Mostly accurate technical understanding and judgement; satisfactory level of competence in use of materials and appropriate application of working processes and techniques | Adequate though only partially accurate technical understanding and judgement; adequate level of competence in use of materials and application of working processes and techniques | Slight technical understanding and judgement, with inaccuracies; lack of competence in use of materials and erroneous application of working processes and techniques | Feeble technical understanding and judgement; incompetence in use of materials and erroneous application of working processes and techniques | Almost no technical understanding or judgement; serious incompetence in use of materials and erroneous application of working processes and techniques | No technical understanding or judgement; uninformed and arbitrary use of material, methods, processes and techniques |
| ***Relationship between content, form and technique*** | Work produced could hardly be bettered when produced under parallel conditions | Excellent design and sophisticated relationship between content, form & technique | Excellent design; strong relationship between content, form & technique | Good design; meaningful relationship between content, form & technique | Fair design; generally sound relationship between content, form & technique | Adequate evidence of some relationship between content, form & technique | Limited or unresolved relationship between content, form & technique | Very limited relationship between content, form & technique | Minimal evidence of understanding of relationship between content, form & technique | No evidence of understanding of the relationship between content, form & technique |
| ***Analysis of performance*** | Outstanding critical analysis of performance | Sophisticated critical analysis of performance | Strong and thorough critical analysis of performance  | Good critical analysis of performance | Sound analysis of performance | Adequate analysis of performance | Limited information about performance  | Very limited information about performance | Insufficient evidence of knowledge of performance  | No evidence of knowledge of performance  |

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| **Communication Skills** | ***90–100******(1st class/FD Distinction)*** | ***80–89******(1st class/FD Distinction)*** | ***70–79******(1st class/FD Distinction)*** | ***60–69******(upper second/FD Merit)*** | ***50–59******(lower second/FD Pass)*** | ***40–49******(third class/FD Pass)*** | ***30—39******(Fail/FD Fail)*** | ***20–29******(Fail/FD Fail)*** | ***10–19******(Fail/FD Fail)*** | ***0–9******(Fail/FD Fail)*** |
| ***Written vocabulary and style*** | Exceptional clarity and coherence; highly sophisticated expression;work produced could hardly be bettered when produced under parallel conditions | Extremely well-written, with accuracy and flair; Highly sophisticated, fluent and persuasive expression of ideas | Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style | Clear, fluent, confident expression; appropriate vocabulary and style | Clearly written, coherent expression;reasonable range of vocabulary and adequate style  | Expression, vocabulary and style reasonably clear but lack sophistication | Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology | Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate | Inaccuracies of expression and vocabulary render meaning of written work extremely unclear | Incoherent expression |
| ***Spelling, punctuation and syntax*** | Near perfect spelling, punctuation and syntax | Near perfect spelling, punctuation and syntax | Near perfect spelling, punctuation and syntax | High standard of accuracy in spelling, punctuation and syntax | Overall competence in spelling, punctuation and syntax, although there may be some errors | Inaccuracies in spelling, punctuation and syntax do not usually interfere with meaning | Many errors in spelling, punctuation and syntax | Many serious errors of spelling, punctuation and syntax | Many serious errors of even basic spelling, punctuation and syntax  | Heavily inaccurate; inappropriate use of language |
| ***Referencing*** | All sources acknowledged and meticulously presented | All sources acknowledged and meticulously presented | All sources acknowledged and meticulously presented | Sources acknowledged and accurately presented | Sources acknowledged and referencing mostly accurate | Sources acknowledged; references not always correctly cited/presented | Referencing incomplete or inaccurate | Referencing inaccurate or absent | No attempt at referencing | No attempt at referencing |
| ***Presentation skills*** | Complete accuracy in presentation; highly autonomous, thorough and well-managed approach | Great clarity and maturity of presentation; independence in extensive planning and preparation | High standard of presentation; evidence of thorough planning, preparation and organisation | Good standard of presentation; well-organised; relevant planning and preparation | Presentation generally sound, maybe some weaknesses; fairly good organisation, planning and preparation | Some confidence in presentation, with some lapses; adequate organisation, planning and preparation | Few presentation skills; weaknesses of organisation, planning and preparation | Ineffective presentation skills; serious deficiency in organisation, planning and preparation | Inadequate presentation skills; almost no evidence of organisation, planning or preparation | Presentation totally ineffective; no evidence of organisation, planning or preparation |
| ***Dialogic skills*** | Outstanding ability to stimulate and enable discussion | Excellent ability to stimulate and enable discussion | Excellent ability to stimulate and enable discussion | Clear evidence of ability to stimulate and facilitate discussion | Capable attempts at participation in discussion | Adequate participation in discussion | Little constructive participation in discussion | Inadequate attention given to discussion | No attention given to discussion | No attention given to discussion |