

LEARNING OUTCOMES

The following are learning outcomes for each level taught at the Seminary and for grades within those levels. They are extracted from the *ACT Handbook for Registrars, Teachers, Moderators and Examiners, 2007.*

1 General Learning Expectations in Coursework Awards (100–800 level)

- (a) Questions in essays or exams are to reflect the standard of the course; and what is being asked must be clear in each question....
- (e) For work undertaken at undergraduate degree the standard assumed is that of a person who is undertaking his or her first university degree.
Units at foundational undergraduate (300) level introduce undergraduate students to the foundational features and principles of a discipline or topic. A foundation for the critical evaluation of ideas is also established. Units at advanced (400) level build upon foundational studies. Critical issues are introduced and evaluated; documents analysed; and the critical and evaluative faculties of the student are developed.
- (f) For Master of Divinity and Grad.Dip. papers, the standard is that expected of students undertaking postgraduate coursework at university. Maturity of writing and reflection is anticipated.
Units at foundational (500) level introduce graduate students to the foundational features and principles of a discipline or topic. The critical and evaluative faculties of students are developed. Units at advanced (600) level will build upon both knowledge and skills developed at foundational levels, candidates will be expected to analyse texts and ideas and come to independent judgements in a select area of study.
- (g) For M.Div. projects at 600 Level the following learning outcomes are required.
The essay or project of 8,000 words (including footnotes), which should also contain a synopsis of about 300 words, must not incorporate any material previously submitted by the candidate for any other degree or similar award. While it need not be an original contribution to knowledge, the essay or project must reflect a conceptual understanding of the area or topic discussed which is commensurate with master's level study. In addition to the range of skills appropriate to superior advanced level candidates, the candidate must demonstrate evidence of reading across viewpoints and report them empathically, take a point of view and sustain it with evidence, and show evidence of analytical skill and ability to assess critically existing scholarly literature.
- (h) For assignments and exams at Honours (400H) level and MA (700) level, the standards are as follows.
Students will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgements appropriate to early postgraduate level in their select area of study. Students are expected to demonstrate a developing capacity for further postgraduate research.

2 Specific Learning Outcomes and Grade Descriptors

(b) Foundational Undergraduate Degree (300) Level

Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. A foundation for the critical evaluation of ideas is also established.

Pass—The candidate attempts to engage primary sources (or documents), shows an awareness of relevant scholarly viewpoints and evidences a basic understanding of the foundational features of the discipline as that intersects with the topic.

Credit—The candidate demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.

Distinction—The candidate demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

High Distinction—The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

(c) Advanced Undergraduate Degree (400) Level

Units at advanced level build upon foundational studies. Critical issues are introduced and evaluated; documents analysed; and the critical and evaluative faculties of the student are developed.

Pass—The candidate demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline as that intersects with the topic, and evidences engagement with a range of scholarly viewpoints.

Credit—The candidate demonstrates a pronounced ability in engaging primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

Distinction—The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and an ability to evaluate critically a range of scholarly viewpoints.

High Distinction—The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and an ability to evaluate critically a range of scholarly viewpoints.

(d) Foundational MDiv, GradDip (500) Level

Units at foundational level introduce graduate students to the foundational features and principles of a discipline or topic. The critical and evaluative faculties of students are developed.

Pass—The candidate demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.

Credit—The candidate demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and exhibits engagement with a range of scholarly viewpoints.

Distinction—The candidate demonstrates a pronounced ability to engage primary sources, exhibits a sound grasp of the foundational features of the discipline, and evidences ability in the task of critically evaluating a range of scholarly viewpoints.

High Distinction—The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathically a range of scholarly points of view.

(e) MDiv Advanced (600) Level

Building upon both knowledge and skills developed at foundational levels, candidates will be expected to analyse texts and ideas and come to independent judgements in a select area of study.

Pass—The candidate demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and exhibits engagement with a range of scholarly viewpoints.

Credit—The candidate demonstrates a pronounced ability to engage primary sources, exhibits a sound grasp of the foundational features of the discipline, and evidences ability in the task of critically evaluating a range of scholarly viewpoints.

Distinction—The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathically a range of scholarly points of view.

High Distinction—The candidate demonstrates superior ability in the analysis and critique of primary sources and ideas in critical dialogue with a wide range of scholarly points of view reporting these empathically.

(f) MA (700) Level

Coursework Masters (700) Units and Units Taken at Bachelors Honours (400H) Level—Candidates will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgments appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Pass—demonstrates pronounced ability in engaging primary sources and understands their setting and historical context; evidences a sound grasp of features of the discipline as they intersect with a select area of study; shows an ability to evaluate critically a range of scholarly viewpoints with empathy

Credit—demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context; evidences a confident grasp of the features of the discipline as they intersect with a select area of study; exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level

Distinction—demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context; evidences a confident grasp of the features of the discipline as they intersect with a select area of study; exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction—demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas and understands their setting and historical context; evidences a confident grasp of the features of the discipline as they intersect with a select area of study; exhibits genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study