



UNIVERSITY OF LONDON
External System

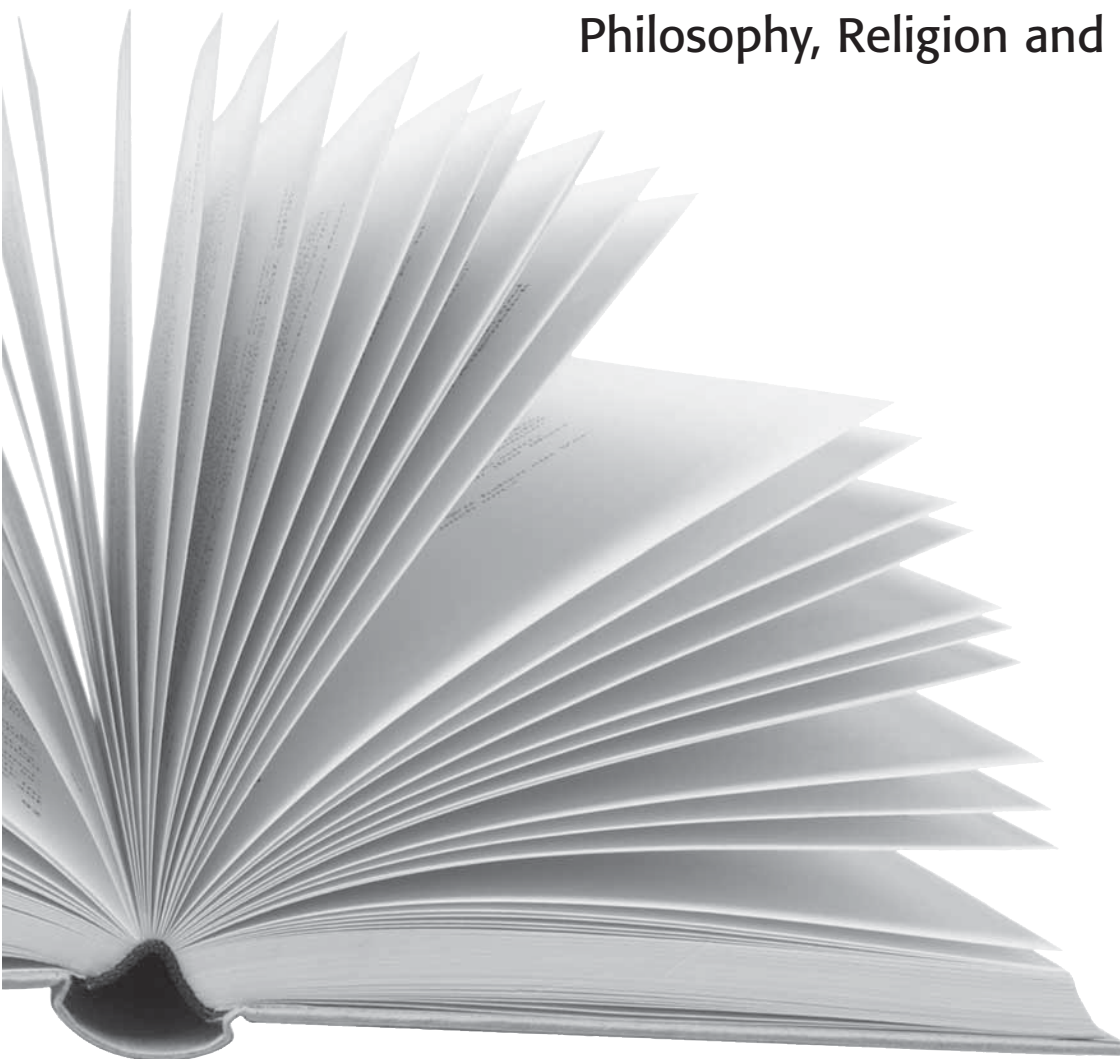
REGULATIONS

2009–10

Important document – please read

Please read this booklet with care. It contains important information that governs your registration as an External student and your programme of study

**Bachelor of Divinity (New Regulations),
Diploma of Higher Education in
Theology,
Certificate of Higher Education in
Theology,
Certificate of Higher Education in
Philosophy, Religion and Ethics**



Important document – please read

Regulations are reviewed and published annually, and are subject to change. Examinations, for example, are governed by the Regulations in force at the time of the examination and not at the time that a student initially registered. Students must, therefore, refer to the Regulations for the current year at all times.

All students are required to comply with the regulations, as well as the procedures, deadlines and instructions issued by the University in, for example, the student handbook/manual and Notice to candidates. The University is not responsible for any consequences arising from a student's failure to comply with these Regulations, procedures, deadlines or instructions.

Copies of the publications, proceedings and other documentation referred to in these Regulations may be obtained, on request, from the External System.

These Regulations may not be reproduced except with the written permission of the University of London External System.

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**University of London External System
Programme Specification and Regulations booklet**

Bachelor of Divinity (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology, Certificate of Higher Education in Philosophy, Religion and Ethics

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Introduction to the Programme Specification and Regulations booklet

1. This booklet contains all the regulations for a specific programme(s). The regulations are divided into two parts: the **Programme Specification** and the **Detailed Regulations** (which includes relevant **Annexes**). The Programme Specification gives the core regulatory information about the programme and is supplemented by the Detailed Regulations. The booklet also contains a **Glossary** which defines certain terms used within the booklet and a section with details about **related documents and sources of information** to which a student is likely to need to refer at different times in their studies.
2. A student registered for any of the programmes covered by this booklet is required to comply with all the relevant regulations. A student must also comply with the procedures, deadlines and instructions found in the related documents noted in the right hand column of the text and listed in the related documents section. The University is not responsible for any consequences arising from failure to comply with the regulations, procedures, deadlines or instructions.
3. On all matters where the regulations need to be interpreted, or are silent, the University's decision is final.
4. For the duration of a student's registration for a specific programme, core elements of that programme will not be changed for that student without appropriate consultation. These core elements comprise the Programme Specification. The Programme Specification and Regulations booklet is, however, reviewed and published annually, and certain programme details are subject to change. Each year's booklet replaces the one for the previous year, and so students must ensure that they refer to the current year's booklet at all times. Changes for registered students will be introduced as follows:
 - a. Two years' notice will be given when a subject is withdrawn, when a syllabus is amended substantially, when a prerequisite for a subject is introduced, and when the assessment method for a subject is changed.
 - b. Five years' notice will be given in the event that the University has to withdraw the programme.
 - c. All other regulations may be amended without notice provided there is no detriment to the student or, where there is possible detriment, only with appropriate student consultation. Normally, in the case of the latter, changes will be introduced for a new cohort of students only.
5. Students registered for the programmes covered by this booklet are registered with the University of London through the External System. The External System is based on a partnership between the University of London and certain Colleges of the University.
6. All programmes adhere to the University's agreed policies for programmes offered through the External System.

Programme Specification

Title and name of awards

Bachelor of Divinity (BD degree)
Diploma of Higher Education in Theology
Certificate of Higher Education in Theology
Certificate of Higher Education in Philosophy, Religion and Ethics

See glossary for an explanation of terms.

There is no provision for Occasional students on these programmes and individual modules cannot be taken as Supplementary modules or short courses.

Level of the programmes

The awards are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):

BD degree	Level 6
Diploma of Higher Education in Theology	Level 5
Certificate of Higher Education in Theology	Level 4
Certificate of Higher Education in Philosophy, Religion and Ethics	Level 4

The FHEQ forms part of the academic infrastructure of the Quality Assurance Agency for Higher Education (QAA) in England and Wales.

Relevant QAA module benchmarks group(s)

Theology and Religious Studies

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Theology.pdf>

See the Quality Assurance Agency website for information.

Awarding body

University of London

Registering body

University of London, through the External System

www.londonexternal.ac.uk

Lead College

Heythrop College

See Glossary for an explanation

Accreditation by professional or statutory body

Not applicable

Language of study and assessment

English

See also section 4 of the Detailed Regulations.

Mode of study

Study is by distance learning

Further details about student support are in the student handbook.

Programme structures and requirements

BD degree (New Regulations)

The BD degree (New Regulations) consists of 12 modules.

- A student must take four level 4 modules
- A student must take a minimum of two level 5 modules (including one compulsory module)
- A student must take a minimum of four level 6 modules (including one compulsory module)

A student may, however, apply for exemption for up to four level 4 modules.

The maximum and minimum periods of registration, from a student's effective date of registration, are:

	Minimum	Maximum
BD degree (New Regulations)	Three years (two years where maximum exemption has been granted)	Eight years

To be considered for the award of the BD degree (New Regulations), a student must have attempted 12 modules (four at level 4, at least two at level 5 and a minimum of four at level 6), with at least 11 achieving a pass mark of 40 or above.

A student is able to transfer from the BD degree (Old Regulations) to the BD degree (New Regulations). Any passes achieved will be credited, if appropriate, towards the BD degree (New Regulations) if a student transfers their registration.

Diploma of Higher Education in Theology

The Diploma of Higher Education consists of eight modules

- Four modules to be passed at level 4
- One compulsory level 5 module
- Three optional modules to be chosen from a choice of level 5 and level 6 modules

No exemption or credit can be awarded from any module of the Diploma.

The maximum and minimum periods of registration, from a student's effective date of registration, are:

	Minimum	Maximum
Diploma of Higher Education in Theology	Two years	Five years

To be considered for the award of the Diploma of Higher Education in Theology, a student must have attempted and passed, at a mark of 40 or above, eight modules (four level 4 modules, one compulsory level 5 module and three optional level 5 or 6 modules).

A student is not normally able to transfer their registration from the Diploma in Theology (Old Regulations) to the Diploma of Higher Education in Theology.

Full details are in section 1 of the Detailed Regulations.

Details of credits and exemptions are in section 2 of the Detailed Regulations.

Full details are in section 3 of the Detailed Regulations.

See also section 8 of the Detailed Programme Regulations.

Full details are in section 1 of the Detailed Regulations.

Full details are in section 3 of the Detailed Regulations.

See also section 8 of the Detailed Programme Regulations.

A student is able to transfer to the BD degree (New Regulations) if they are awarded the Diploma of Higher Education in Theology or if they write to the Student Registry to request to transfer. Any passes achieved will be credited towards the BD degree (New Regulations) if a student transfers their registration.

Certificate of Higher Education in Theology

The Certificate of Higher Education consists of four modules:

- Four level 4 modules

No exemption or credit can be awarded from any module of the Certificate.

The maximum and minimum periods of registration, from a student's effective date of registration, are:

	Minimum	Maximum
Certificate of Higher Education in Theology	One year	Five years

Full details are in section 1 of the Detailed Regulations.

Full details are in section 3 of the Detailed Regulations.

To be considered for the award of the Certificate of Higher Education in Theology, a student must have attempted and passed, at a mark of 40 or above, four level 4 modules.

See also section 8 of the Detailed Programme Regulations.

A student is able to transfer to the BD degree (New Regulations) or the Diploma of Higher Education in Theology if they are awarded the Certificate of Higher Education in Theology or if they already meet the BD degree/Diploma of Higher Education in Theology entrance requirements. Any passes achieved will be credited towards the BD degree (New Regulations)/Diploma of Higher Education in Theology if a student transfers their registration.

A student is not normally able to transfer their registration from the Diploma in Theology (Old Regulations) to the Certificate of Higher Education in Theology.

Certificate of Higher Education in Philosophy, Religion and Ethics

The Certificate of Higher Education in Philosophy, Religion and Ethics consists of four modules:

- Three level 4 modules and one level 5 module

No exemption or credit can be awarded from any module of the Certificate.

The maximum and minimum periods of registration, from a student's effective date of registration, are:

	Minimum	Maximum
Certificate of Higher Education in Philosophy, Religion and Ethics	One year	Five years

Full details are in section 1 of the Detailed Regulations.

Full details are in section 3 of the Detailed Regulations.

To be considered for the award of the Certificate of Higher Education in Philosophy, Religion and Ethics, a student must have attempted and passed, at a mark of 40 or above, three level 4 modules and one level 5 module.

A student is able to transfer to the BD degree (New Regulations) or the Diploma of Higher Education in Theology if they are awarded the Certificate of Higher Education in Philosophy, Religion and Ethics or if they already meet the BD degree (New Regulations)/Diploma of Higher Education in Theology entrance requirements. Any passes achieved will be credited towards the BD degree/Diploma of Higher Education in Theology if a student transfers their registration (with the exception of the module *Christian ethics for Philosophy, Religion and Ethics students*).

A student is not normally able to transfer their registration from the Diploma in Theology (Old Regulations) to the Certificate of Higher Education in Philosophy, Religion and Ethics.

Entrance requirements

An applicant must satisfy the relevant entrance requirements given in this section. In order to be considered for registration as an External Student, they must also submit an application in accordance with the procedures and deadlines given in the appropriate prospectus.

An applicant must normally satisfy both the University of London general entrance requirements and the additional programme specific entrance requirements as follows:

BD degree (New Regulations) and Diploma of Higher Education in Theology

Age

An applicant must normally be at least 17 years of age at the time of registration.

University of London general entrance requirements for degrees:

An applicant must have passes in

- **Either** two subjects at GCE A level, and at least three further subjects at GCSE or GCE O level (at not less than grade C or a pass if taken prior to 1975);
- **Or** three subjects at GCE A level (with one A Level at not less than grade D);
- **Or** three subjects at GCE A level, and two further subjects at GCSE or GCE O Level (at not less than grade C);
- **Or** two subjects at GCE A Level, and two further subjects at AS Level.

Students who have passed either the Certificate of Higher Education in Theology or the Certificate of Higher Education in Philosophy, Religion and Ethics as an External student will be considered for registration on the BD degree (New Regulations) or the Diploma of Higher Education in Theology.

The University may, at its discretion, accept other qualifications in place of those above.

In addition, applicants are required to provide proof of competence in English which is acceptable to the University.

Internet access

Students are required to have access to a computer and regular access to the Internet and email.

The prospectus gives details of the application process, alternative qualifications that may be accepted and English Proficiency tests.

Students with special needs should refer to section 12 of the Detailed Regulations.

Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics

Age

An applicant for the Certificate of Higher Education must normally be at least 18 years of age by the 1 September in the year of registration.

An applicant must have passes in

- A minimum of three subjects at Grade C or above at GCSE or GCE O level or an equivalent examination;
- **And** GCSE/GCE O Level in English Language at Grade C or above or, within the last five years have passed at the required standard a test of proficiency in English that is recognised by the University of London.

The University may, at its discretion, accept other qualifications in place of those above.

Internet access

Students are required to have access to a computer and regular access to the Internet and email.

Educational aims and learning outcomes of the programmes

Educational aims – BD degree (New Regulations), Diploma of Higher Education in Theology and Certificate of Higher Education in Theology

The programmes aim to:

- 1. Provide** an education in Theology – primarily, although not exclusively, Christian Theology – suitable for a range of students' needs and interests;
- 2. Offer** a grounding in key areas of Theology and an opportunity to choose optional modules which reflect students' interests, aims and experiences;
- 3. Promote** an accurate and reflective understanding of scriptural, intellectual and spiritual traditions within the discipline;
- 4. Foster** the development of critical and independent thought;
- 5. Encourage** students' self-development into **professionally** organised and interactive individuals by enabling them to practice skills of selection, assimilation and communication in the written domain;
- 6. Contribute** in the field of Theology to the intellectual and educational life of society in general and of the Christian community in particular.

Learning outcomes

The **learning outcomes** for the **BD degree (New Regulations)** are as follows:

Knowledge and understanding

A student will be able to:

- 1. Demonstrate** a detailed and systematic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Theology, at least some of which is at, or informed by, the forefront of the discipline;
- 2. Show awareness** of a range of approaches/interpretations where applicable.

Intellectual and cognitive

A student will be able to:

- 1. Demonstrate** intellectual flexibility through the appropriate use of a range of approaches to the study of Theology – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical;
- 2. Identify** and **focus** on key issues within each topic studied;
- 3. Conduct** a detailed critical analysis of texts, events, doctrines, theories and arguments;
- 4. Construct** a strongly sustained argument, which may also show the implications of the findings for further study of the subject.

The prospectus gives details of the application process, alternative qualifications that may be accepted and English Proficiency tests.

Students with special needs should refer to section 12 of the Detailed Regulations.

Transferable

A student will be able to:

- 1. Undertake** in-depth, independent research, drawing on a variety of complex primary and secondary resources;
- 2. Select** and **organise** material from a wide range of complex primary and secondary sources;
- 3. Represent** the views of others with fairness and integrity;
- 4. Show** a highly-developed ability to assimilate and **evaluate** competing arguments;
- 5. Show** open-mindedness and independence of thought;
- 6. Produce** clear, well-structured written work;
- 7. Write** fluently, with minimal grammatical and typographical errors and (where appropriate) accurate referencing;
- 8. Manage** their own learning, including working effectively to deadlines;
- 9. Demonstrate** the learning ability needed to undertake further study at postgraduate level.

The **learning outcomes** for the **Diploma of Higher Education in Theology** are as follows:

Knowledge and understanding

A student will be able to:

- 1. Demonstrate** knowledge and critical understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Theology;
- 2. Show awareness** of different approaches/interpretations where applicable.

Intellectual and cognitive

A student will be able to:

- 1. Demonstrate** intellectual flexibility through the appropriate use of a range of approaches to the study of Theology – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical;
- 2. Identify** and **focus** on key issues within each topic studied;
- 3. Conduct** a critical analysis of texts, events, doctrines, theories and arguments;
- 4. Construct** a sustained argument.

Transferable

A student will be able to:

- 1. Select** and **organise** material from a range of primary and secondary sources;
- 2. Represent** the views of others with fairness and integrity;
- 3. Show** an ability to assimilate and evaluate competing arguments;
- 4. Show** open-mindedness and independence of thought;
- 5. Produce** clear, well-structured written work;
- 6. Write** fluently, with minimal grammatical and typographical errors;
- 7. Manage** their own learning, including working effectively to deadlines;
- 8. Demonstrate** the learning ability needed to undertake further study at Level 6.

The **learning outcomes** for the **Certificate of Higher Education in Theology** are as follows:

Knowledge and understanding

A student will be able to:

- 1. Demonstrate** a basic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Theology.

Intellectual and cognitive

A student will be able to:

- 1. Demonstrate** the appropriate use of different approaches to the study of Theology – e.g. exegetical, hermeneutical, systematic, historical, philosophical;
- 2. Identify** and **focus** on key issues within each topic studied;
- 3. Conduct** an analysis of texts, events, doctrines, theories and arguments;
- 4. Construct** a valid argument.

Transferable

A student will be able to:

- 1. Select** and **organise** material from a limited range of primary and secondary sources;
- 2. Represent** the views of others with fairness and integrity;
- 3. Show** ability to assimilate and evaluate competing arguments;

4. **Show** open-mindedness and make sound judgements;
5. **Produce** clear, well-structured written work;
6. **Write** fluently, with minimal grammatical and typographical errors;
7. **Show** some ability to manage their own learning, including working effectively to deadlines;
8. **Demonstrate** the learning ability needed to undertake further study at Level 5.

Educational aims – Certificate of Higher Education in Philosophy, Religion and Ethics

The programme aims to:

1. **Provide** an introduction to key themes in the study of Philosophy, Religion and Ethics;
2. **Foster** the development of critical and independent thought;
3. **Encourage** students' self-development into **professionally** organised and interactive individuals by enabling them to practice skills of selection, assimilation and communication in the written domain;
4. **Offer** a pathway towards further study for students wishing to transfer to a Diploma of Higher Education or BA in Philosophy, Religion and Ethics.

Learning outcomes

The learning outcomes for the programme are as follows:

Knowledge and understanding

A student will be able to:

1. **Demonstrate** a basic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Philosophy, Religion and Ethics.

Intellectual and cognitive

A student will be able to:

1. **Demonstrate** the appropriate use of different methodological approaches - e.g. exegetical, hermeneutical, systematic, historical, philosophical;
2. **Identify** and **focus** on key issues within each topic studied;
3. **Conduct** an analysis of texts, events, doctrines, theories and arguments;
4. **Construct** a valid argument.

Transferable

A student will be able to:

1. **Select** and **organise** material from a limited range of primary and secondary sources;
2. **Represent** the views of others with fairness and integrity;
3. **Show** ability to assimilate and evaluate competing arguments;
4. **Show** open-mindedness and make sound judgements;
5. **Produce** clear, well-structured written work;
6. **Write** fluently, with minimal grammatical and typographical errors;
7. **Show** some ability to manage their own learning, including working effectively to deadlines;
8. **Demonstrate** the learning ability needed to undertake further study at Level 5.

Teaching, learning and assessment strategies

Subject guides for each module introduce the topic within the syllabus and should be used alongside the recommended reading. The subject guides show the student how to approach a topic using primary and secondary resources in an organised and productive manner. The subject guides include tools to assist students in the development of the skills of information search, comprehension and analysis and the generation of original and thoughtful texts. Advice and practical information such as study techniques, planning, preparation for assessment is available in the student handbook. Students manage their own learning.

Students may communicate with each other on a free web-based student to student network and the Theology Virtual Learning Environment (VLE). Students will be able to engage in dialogue, and develop and negotiate conclusions with others, which are key

components in the acquisition of knowledge, understanding and transferable skills.

For each module, except the Dissertation, students will be assessed by unseen written examination. Questions are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students pursue original thoughts and ideas and question opinions, and the organizational skills used to structure answers allows the standard of intellectual and transferable skills to be assessed. Assessment criteria for the programme will indicate the level at which these skills have been achieved.

Assessment methods

Each module of the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics is examined by one three hour unseen written paper examination. The exception to this is the Dissertation module in the BD degree (New Regulations). The Dissertation module is assessed by a 6,000-8,000 word dissertation.

Full details of the assessment and the scheme of award are sections 4 and 5 of the Detailed Regulations.

The written examinations take place on one occasion each year, normally in May. Dissertations must be formally submitted in May, in the year which the module has been entered for.

Student support and guidance

The following summarises the support and guidance available to students:

- Subject guides for each module studied; these introduce and develop the topics.
- Recommended reading lists.
- Student handbook:
 - The programme section includes information about the resources available and how to access them and procedures for assessment and examinations. Handbooks also give study skills advice.
 - The general Section gives information which is common to all programmes in the External System. It reflects the student lifecycle and gives information about matters of importance from the start of a students' relationship with the External System through to their graduation. This section also puts the Regulations in context for the student.
- Programme Specification and Regulations booklet
- Past examination papers and Examiners' commentary which provide generic feedback from assessment.
- Access to an Online Library which provides a range of full-text, multidisciplinary databases. Journal articles, book reviews and reports can be found on the databases to which the Library subscribes on your behalf.
- University of London library; registered students may use the resources located within the Senate House library (for a small additional fee).
- Online student-to-student network – which allows students to communicate with each other and provide mutual support.

Further information on support and guidance is in the student handbook.

At an extra cost students may:

- Attend locally based teaching institutions; students must make their own arrangements to work with institutions which provide full-time classes, regular part-time classes or occasional revision sessions.

Quality evaluation and enhancement

Quality evaluation and enhancement

The External System is a partnership between the central University and individual Lead Colleges/Consortia. Agreed systems are in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all External programmes. The policies, partnerships and systems are defined within our key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations and Programme Regulations.

Refer to the External System website for its Policies and Procedures in quality assurance.

Quality assurance arrangements are not static and enhancements will be made as necessary to ensure that systems remain effective and rigorous. For details on the current system-wide quality assurance procedures refer to:

http://www.londonexternal.ac.uk/quality/acad_inf/index.shtml

Parity of Award Standards

The central University Regulations state that "candidates granted degrees and other awards shall have attained the same academic standard irrespective of mode or place of study or examination".

- Every programme of study is developed and approved by a Lead College, or Consortia, to the same standards and requirements as would be applied in the Lead College(s);
- Learning materials are written and examinations are set and marked by academic staff employed or chosen by the Lead Colleges, who are required to apply the University's academic standards.

For further information please refer to: <http://www.londonexternal.ac.uk/quality/>

Review and Evaluation Mechanisms

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead;
- Periodic programme reviews are conducted on a 4-6 year cycle to review how a programme has developed over time and ensure that it remains current and up-to-date;
- Annual External Examiner reports are prepared by Independent External Examiners and confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Thematic reviews report on specific issues to ensure that the External System is up-to-date in the light of developing knowledge and practice in the Higher Education sector;
- Data on student numbers, examination performance, completion rates and other statistics are reviewed annually and feed into all systematic reporting within the External System.

Student Feedback Mechanisms

- Annual Student Experience Surveys collect programme level feedback according to the student lifecycle and the stages reached by students in their learning. In addition some Lead Colleges schedule their own modular or unit level surveys;
- External System committees and sub-committees include student membership where appropriate. Some External programmes recruit their own student representatives at the programme level.

For further information on the External System governance structure, including Terms of Reference, Agendas and Papers, please refer to the 'Committee Zone' at: http://www.londonexternal.ac.uk/quality/comte_zone/index.shtml

This Programme Specification is presented in support of our commitment to the nationally agreed reference points for assuring the quality and standards of higher education, known as the Academic Infrastructure. Further information can be found at: <http://www.qaa.ac.uk/academicinfrastructure/default.asp>

Detailed Regulations

1 Structures of the programmes

Bachelor of Divinity (BD) (New Regulations),
Diploma of Higher Education in Theology,
Certificate of Higher Education in Theology,
Certificate of Higher Education in Philosophy, Religion and Ethics

1.1

1.1.1 **BD degree (New Regulations)**

For how to progress through the degree, see section 7.

12 modules in total

Four introductory modules:

Introduction to the Old Testament (level 4)
Introduction to the New Testament (level 4)
Christian doctrine (level 4)
Philosophy of religion (level 4)

One compulsory module:

Church History: Reformation and society c1450 – c1600 (level 5)

Six optional modules from:

Foundations in Biblical Hebrew (level 5)
New Testament Greek (level 5)
Christian ethics (level 5)
Islam (level 5)
Religion and science (level 5)
Advanced Biblical Hebrew (level 6) [Prerequisite: Foundations in Biblical Hebrew]
Second Temple Judaism (level 6)
Romans in Greek (level 6) [Prerequisite: New Testament Greek]
Johannine writings in Greek (level 6) [Prerequisite: New Testament Greek]
Church, ministry and sacraments in early Christianity (level 6)
Liturgical studies (level 6)
Buddhism (level 6)
Mind and person in the philosophy of religion (level 6)

One compulsory dissertation module:

Dissertation (level 6)

- A student must have attempted the examination in a total of 12 modules (which may include exemption), of which four must be level 4 modules, at least two must be level 5 modules and at least four must be level 6 modules
- In order to obtain the BD degree (New Regulations) a student must pass (or be awarded exemption from or credit for) a minimum of eleven modules (including the Dissertation module). A student may apply for exemption for up to four level 4 modules
- A student may not take any more than two level 5 modules until they have passed four level 4 modules
- A student may not take any more than three level 6 modules until they have passed the compulsory level 5 module
- A student can only enter for the Dissertation once they have achieved a pass in eight modules
- A student will not be permitted to enter the assessment for any module which has a prerequisite unless they have passed the assessment for the prerequisite
- The pass mark for a module is 40%
- Each module carries equal weighting

1.1.2 Diploma of Higher Education in Theology

Eight modules in total

Four introductory modules:

Introduction to the Old Testament (level 4) Introduction to the New Testament (level 4) Christian doctrine (level 4) Philosophy of religion (level 4)
--

One compulsory module:

Church History: Reformation and society c1450 – c1600 (level 5)

Three optional modules from:

Foundations in Biblical Hebrew (level 5) New Testament Greek (level 5) Christian ethics (level 5) Islam (level 5) Religion and science (level 5) Second Temple Judaism (level 6) Romans in Greek (level 6) [Prerequisite: New Testament Greek] Johannine writings in Greek (level 6) [Prerequisite: New Testament Greek] Church, ministry and sacraments in early Christianity (level 6) Liturgical studies (level 6) Buddhism (level 6) Mind and person in the philosophy of religion (level 6)

- In order to obtain the Diploma of Higher Education in Theology a student must pass eight modules (of which four must be level 4 modules and at least one must be level 5 – the compulsory module)
- No exemptions are available at this level
- A student may not take any more than two level 5 modules until they have passed four level 4 modules
- A student may not take any more than one level 6 module until they have passed the compulsory level 5 module
- A student will not be permitted to enter the assessment for any module which has a prerequisite unless they have passed the assessment for the prerequisite
- The pass mark for a module is 40%
- Each module carries equal weighting

1.1.3 Certificate of Higher Education in Theology

Four modules in total

Four Introductory modules:

Introduction to the Old Testament (level 4) Introduction to the New Testament (level 4) Christian doctrine (level 4) Philosophy of religion (level 4)
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- In order to obtain the Certificate of Higher Education in Theology a student must pass the four introductory modules
- No exemptions are available at this level
- The pass mark for a module is 40%
- Each module carries equal weighting

1.1.4 Certificate of Higher Education in Philosophy, Religion and Ethics

Four modules in total

Four modules:

Philosophy of religion (level 4)
Introduction to the New Testament (level 4)
Christian ethics for Philosophy, Religion and Ethics students (level 4)
Islam (level 5) **OR** Religion and science (level 5)

- In order to obtain the Certificate of Higher Education in Philosophy, Religion and Ethics a student must pass four modules (three level 4 and one level 5)
- No exemptions are available at this level
- The pass mark for a module is 40%
- Each module carries equal weighting

1.2 It is a student's responsibility to ensure that their choice of modules complies with the regulations that are current for that year.

1.3 Availability of modules may vary from year to year.

1.4 A student may apply to change their choice of a module at any stage in their studies until they enter the examination for the module concerned. An application to change a choice of module from a student who has entered the examination for the module concerned will not be considered until after the examination results for that session have been published.

1.5 **Transfer from the Certificate of Higher Education in Theology, Certificate of Higher Education in Philosophy, Religion and Ethics and the Diploma of Higher Education in Theology to the BD degree (New Regulations)**

Full details are in section 11 of the Detailed Regulations.

1.6 A student who obtains the Certificate of Higher Education in Theology or the Certificate of Higher Education in Philosophy, Religion and Ethics will be considered to have satisfied the entrance requirements for the BD degree (New Regulations)/Diploma of Higher Education in Theology and may transfer their registration to the degree/diploma and receive appropriate credits.

Full details are in section 7.

A student who obtains the Diploma of Higher Education in Theology will be able to transfer their registration to the BD degree (New Regulations) and receive appropriate credits.

2 Credit transfer and exemption for prior learning

BD degree (New Regulations) only

2.1 The University reserves the right to review the credit transfer and exemption for prior learning policy in respect of the BD degree (New Regulations) each year. These regulations, therefore, relate only to applications for the BD degree (New Regulations) received within the period 1 September 2009 to 31 August 2010.

See Glossary for definition of 'credit' and 'exemption'.

2.2 No credit transfer or exemption will be granted unless specific application has been made in accordance with the instructions in the BD degree (New Regulations) prospectus. Applicants are required to pay the credit transfer or exemption application fee as appropriate.

Procedures and deadlines for applying for exemptions and credits are in the student handbook.

2.3 All applications are considered on an individual basis and credits and exemptions awarded are at the discretion of the University.

Credit transfer

- 2.4 A student who satisfies the entrance requirements for the BD degree (New Regulations) and who is appropriately qualified may be considered for credit transfer in respect of specified modules (at the University's discretion). An application cannot, however, be considered after a student has made entry to the examination for the module(s) concerned.
- 2.5 Where credit is given, the mark obtained for the module previously studied may be carried forward to the student's record and will contribute towards their award, in accordance with the scheme for award.
- 2.6 The University will produce a final transcript detailing the modules for which credit transfer was awarded and the year of study.

Exemption for prior learning

- 2.7 A student who satisfies the entrance requirements for the BD degree (New Regulations) and who is appropriately qualified may apply for exemption from up to a maximum of four level 4 modules only. An application will be considered on the basis of studies successfully completed at an appropriate level, within the last ten years.
- 2.8 Exemptions are valid only for a limited time and as indicated in the offer of exemption. If a student does not enter an examination within this period, the exemption will lapse and it will be necessary to make a fresh application.
- 2.9 Exemptions are valid only for the particular programme of study and module for which they have been awarded. Exemptions will no longer be valid if the programme is withdrawn before the student registers. A student who transfers their registration to another programme may be required to submit a further application for exemption.
- 2.10 A student does not study again, and is not permitted or required to be examined in, the module from which they have been given exemption.
- 2.11 The mark obtained when the module was passed will not be carried forward to the student's record and will not contribute towards the award. Any exemptions given will not adversely affect the classification of the award.
- 2.12 Applications for exemption cannot be considered after a student has made entry to the examination for the module concerned.
- 2.13 If a student has failed the examination for a level 4 module, they may not at a later stage apply for exemption from the failed module.

3 Registration

Effective date of registration

- 3.1 For the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics, a student's effective date for registration will be:
- 1 September (if registering between 1 September and 31 December)
 - 1 January (if registering between 1 January and 30 April) **or**
 - 1 May (if registering between 1 May and 31 August).
- 3.2 A student with an effective date of registration of 1 September **will** be permitted to sit an examination at the next opportunity, i.e. in May of the following year.

See Glossary for the definition of 'effective date of registration'.

A student whose effective date of registration is 1 January or 1 May will **not** be permitted to enter the examination until the following year.

Period of registration

- 3.3 As indicated in the Programme Specification, the maximum and minimum periods of registration from the student's effective date of registration will be:

	Minimum	Maximum
BD degree (New Regulations)	Three years (or two years where maximum exemption has been awarded)	Eight years
Diploma of Higher Education in Theology	Two years	Five years
Certificate of Higher Education in Theology	One year	Five years
Certificate of Higher Education in Philosophy, Religion and Ethics	One year	Five years

- 3.4 A student who transfers from the Diploma of Higher Education in Theology, Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics to the BD degree (New Regulations) will have the maximum period of registration of eight years for the BD degree (New Regulations) counted from the effective date of registration for the Diploma or Certificate.

A student who transfers from the Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics to the Diploma of Higher Education in Theology will have the maximum period of registration of five years for the Diploma of Higher Education counted from the effective date of registration for the Certificate of Higher Education.

- 3.5 No reduction in the minimum period of registration will be permitted.

- 3.6 A student who has not completed all the requirements of the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics to within the maximum period of registration may apply to renew their registration for a further full maximum period.

Procedures for renewal of registration are in the student handbook.

- 3.7 Renewal of registration is at the discretion of the University which will take into account the progress made by the student during registration. If the student's application is approved, the registration will be subject to the Regulations that apply at the time of renewal and they will be required to pay the registration fee and any other fees applicable at that time.

Continuing registration

- 3.8 To maintain their registration with the University, a student must submit a continuing registration questionnaire annually with the appropriate continuing registration fee. Fees must be paid by 1 September (or by the date given in the continuing registration letter) in the year in which it is due.

The continuing registration procedure is sent out annually to students.

- 3.9 A student's registration will lapse if the continuing registration fee is not paid. A student whose registration has lapsed will not receive new study materials, have access to the VLE or be allowed to attempt an examination.

- 3.10 A student who wishes to reinstate a lapsed registration may, at the discretion of the University, either:
- pay all outstanding continuing registration fees and complete the continuing registration form and receive the remaining period of registration, or
 - cancel their registration, pay a new registration fee and receive a new maximum period of registration.

At its discretion, the University may decide on which of these options a student must take if they wish to continue their studies. In either case, the results of all previous examinations will remain valid.

- 3.11 A student whose effective date of registration is 1 January or 1 May will be permitted to enter for an examination up until 30 September in the year their registration expires without payment of a further continuing registration fee or having to renew their registration.

Cancellation of registration

- 3.12 A student may cancel their registration at any time. Fees will not be refunded except in exceptional circumstances.

Section 10 gives refund information.

Registration of former students of the University

- 3.13 In addition to satisfying the entrance requirements given in the programme specification, an applicant who was previously either registered as an External Student or enrolled at a College of the University of London must have made satisfactory payment to the University or College of all due fees and accounts. An applicant who fails to satisfy this condition will **not** be permitted to register, or to register again, as an External Student.
- 3.14 An applicant who has previously received an award of the University of London, or whose registration with the University was terminated because they had exhausted the permitted number of attempts at an examination, may apply to register again as an External Student for a programme of study in a **different** module or field of study.
- 3.15 An applicant who has previously received an award of the University of London, or whose registration with the University was terminated because they had exhausted the permitted number of attempts at an examination, may **not** apply to register again for a programme of study in the **same** subject or field of study.
- 3.16 A student who is permitted to register again will be required to pay a new registration fee. The student will receive a new maximum period of registration.

4 Assessment for the programme

- 4.1 A student sitting an examination must comply with the rules given in the Notice to Candidates, which accompanies the Admission Notice in addition to those given in this section.

Assessment methods

- 4.2 As indicated in the Programme Specification, each module of the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics is examined by one three hour unseen written paper examination. The exception to this is the Dissertation module in the BD degree (New Regulations). The Dissertation module is assessed by a 6,000-8,000 word dissertation. Details of the Dissertation arrangements will be given in the student Handbook.
- 4.3 All examinations will be based on the syllabuses that are current for the year of the examination concerned. A student must ensure that they have studied the correct syllabuses.
- 4.4 An examination is governed by the regulations in force at the time of the examination and not at the time that a student was initially registered or first attempted the examination concerned, except where the conditions for changing regulations with notice apply.
- 4.5 Where necessary, Examiners may change the format or rubric of a written paper examination, from that of the previous year, without giving prior notice to the students.

See Glossary for the definition of 'examination' and 'written paper examination'.

See the Introduction to this booklet for information on changing regulations.

- 4.6 Examinations by written paper are held at established examination centres worldwide. In countries where there is an established examination centre, a student must use the facilities provided by that centre. The University will not establish an alternative centre in those countries.
- 4.7 All examinations are held at the discretion of the examination centre and are subject to any conditions they may impose.

See website for the list of exam centres – www.londonexternal.ac.uk/exams

Date of examinations

- 4.8 Written paper examinations will take place on one occasion each year, normally commencing in mid-May.
- 4.9 At any examination session, all students will be examined by the same written paper examination, on the same date, at the same time except where there are unavoidable delays in the arrangement. The University reserves the right to set different papers in the same subject in separate countries and in different time zones.
- 4.10 Where delays are unavoidable in countries other than the United Kingdom, the overseas examination centre will arrange for the relevant examinations to be taken with as little deviation as possible from the original dates and times assigned to them. A student must abide by these revised arrangements. The University reserves the right not to mark an examination taken at a different time from that prescribed.

Sitting examinations

- 4.11 A student who wishes to sit an examination in any given year must:
- have registered with the University as an External Student for the programme **and**
 - have entered for the examination in accordance with the University's and the appropriate examination centre's instructions and deadlines **and**
 - have an effective date of registration on or before 1 September in the previous year.
- 4.12 A student is required to apply to the relevant examination centre for permission to sit the examination. The University cannot accept responsibility for making examination arrangements on behalf of a student. It is entirely at the discretion of the examination centre to accept or refuse an entry to an examination.
- 4.13 A fee is normally charged by all examination centres except for London. This fee is payable by a student each time they make an examination entry. The University is not responsible for this fee and cannot influence the level of fee charged.
- 4.14 A student must write the answers to all examinations in English, except where the syllabus or rubric for a written paper examination for a particular module indicates otherwise.
- 4.15 The University reserves the right to require a student sitting a written paper examination to remain in the examination room or its precincts for the duration of the relevant examination.
- 4.16 All examination scripts are the property of the University and will not be returned to students. All question papers will be retained by the University.

The full examination entry procedure is in the student handbook.

Materials and aids permitted within the examination room

- 4.17 Examinations must be completed without aids unless indicated otherwise under the individual syllabuses. A definitive list of materials permitted in the examination room will also be sent to a student who has entered an examination with the admission notice/timetable.

Aids permitted in examinations are noted under the syllabuses in Annex A.

- 4.18 It is an examination offence to take into, or use in, the examination room any unauthorised materials or aids. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. All such materials or aids must be given to the Invigilator before the examination starts. A student who takes any unauthorised materials or aids into the examination room must hand them to the Invigilator on request.

Illness during examinations

- 4.19 A student who thinks that illness or other circumstances may have affected their performance in an examination must immediately inform the Student Assessment Office ensuring that notification is received within three weeks of their last examination. A supporting medical certificate or other certification obtained at the time of illness must be provided at the same time. Notification received more than three weeks after the date of the last examination will not be taken into account.

Contact details for the Student Assessment Office are in the student handbook.

Recheck of marks

- 4.20 A student may apply to the University for their marks to be rechecked if they think there may have been an administrative error or that the examination may not have been conducted in accordance with the relevant instructions and/or Regulations.
- 4.21 A student who wishes to apply for a recheck of marks must do so within one month of the publication of their examination results, and must pay an administrative fee (refundable if an error is found). An application for a recheck must state the reasons why it is being requested and must provide evidence to support it.
- 4.22 The University will not consider appeals against examination results that are made on academic grounds.

Details of how to apply for a recheck of marks are in the student handbook.

The Dissertation module

- 4.23 A dissertation of 6,000-8,000 words on a topic to be negotiated with a member of the staff at Heythrop College, University of London. Students will receive feedback on a one-page outline proposal (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on two complete drafts if required.

The proposal must be submitted by 15 November in the academic year which the module is being taken.

The final Dissertation must be submitted in the format specified in the Dissertation subject guide by 1 May in the academic year the module is being taken.

5 Number of attempts permitted at an examination

- 5.1 A student who fails to satisfy the Examiners in an examination, and who has yet to satisfy the conditions to be considered for the respective award, may be permitted or required to re-sit the examination up to a maximum number of attempts. The maximum number of attempts permitted at any examination of the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics is **three**.
- 5.2 A student who enters an examination hall to attempt a written paper examination will be considered to have made an examination attempt. Absence from an examination will not count as an attempt.
- 5.3 A student who receives a result of 'Pass', 'Fail' or 'Retired' at any examination will be considered to have made an attempt.

- 5.4 A student may not make a further attempt at any examination already passed or for which specific exemption or credit has been awarded.
- 5.5 The mark awarded for a second or third attempt at an examination will supersede mark or grade previously awarded for that examination.
- 5.6 If, on the third attempt at the examination for any module, a student receives the result 'Fail', their registration for the programme of study will cease unless the Examiners recommend otherwise in exceptional circumstances.

The Dissertation module

- 5.7 Where a student receives the result of 'fail' for the Dissertation module, and the fail is **not** considered serious, they may submit a revised version of the Dissertation by the date specified in the response from the University.
- 5.8 Where a student receives the result of 'fail' for the Dissertation module, and the fail **is** considered serious, a student must re-enter for the Dissertation module at the next assessment opportunity and follow the procedures laid out within the Dissertation module study guide and the relevant Regulations.
- 5.9 A student who has submitted a proposal that has been approved and who subsequently does not wish to submit a final Dissertation may apply to defer submitting the Dissertation. In this circumstance, a student must submit a letter with supporting evidence explaining why they are not submitting their Dissertation, to the Student Assessment Office. The Board of Examiners is able to use its discretion whether to permit a student to submit the following year with the attempt counting as the first attempt of the assessment.

6 Assessment offences and penalties

- 6.1 It is an examination offence to take into, or use in, the examination room any unauthorized materials or aids. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. All such materials or aids must be deposited with the Invigilator before the examination starts. A student who takes any unauthorised materials or aids into the examination room must surrender them to the Invigilator on request.

For further rules on materials and aids permitted in the examination, see section 4.
- 6.2 A student must not pass any information between themselves and another student during an examination of a written paper. A student may not act in collusion with another student or any other person, nor copy from another student, nor engage in any similar activity. Any of these activities constitutes an examination offence.

Fuller details on assessment offences and how to avoid them are in the student handbook.
- 6.3 Plagiarism is the presentation of another person's thoughts or words as if they were the student's own: for example, copying from text books and other sources (including the Internet) without due acknowledgement that the passages quoted are copied and without giving the source of those passages. Plagiarism is an examination offence.

See 6.5 for more on quoting from other sources.
- 6.4 All work submitted as part of the requirements for any examination must therefore be expressed in the student's own words and incorporate their own ideas and judgements.
- 6.5 Direct quotations from the published or unpublished work of another person must always be clearly identified as such and a full reference to the source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism in the same way as an unacknowledged quotation from a single source. Equally, if another person's ideas or judgements are summarised, the student must refer to that person in the text and give details of the work to which reference is made.
- 6.6 It is an examination offence to submit work which has been written jointly by two or more persons, unless expressly permitted in section 4 of this booklet.

- 6.7 The Dissertation module must be the student's own work. A student will be required to submit a signed declaration for all such work submitted, stating that they understand what is meant by plagiarism, and confirming that the work submitted is entirely their own and that the use of published or unpublished works of other people has been acknowledged in accordance with the University's requirements.
- 6.8 It is the responsibility of the student to safeguard their Dissertation and other similar work and to prevent them from being copied by other students.
- 6.9 The examination offences listed above will be treated as cheating or irregularities of a similar character under the provisions of the Procedures for the Consideration of Allegations of Examination Offence of the University's Regulations (Regulation 1 Annex 6 and, as appropriate, Annex 7). Under these Regulations, students found to have committed an offence may have the results of their examinations withheld and may be excluded from all future examinations of the University.

For the University's Regulations, see www.london.ac.uk

7 Progression within the programme

- 7.1 Within the limits given below a student may decide when they are examined, the number of modules attempted each year and the order in which modules are examined. A student does not have to be examined every year.
- 7.2 In any one year a student may attempt examinations in a minimum of one module and a maximum of four new modules or five modules including re-sits (i.e. four new modules and one re-sit/three new modules and two re-sits for example).

See section 4 for method of assessment.

Progression from the Diploma of Higher Education in Theology to the BD degree (New Regulations)

- 7.3 A student registered for the Diploma of Higher Education in Theology may progress to the BD degree (New Regulations) provided that:
- they have been awarded the Diploma **or**
 - they write to the Student Registry, requesting to transfer
- 7.4 A student who is allowed to progress from the Diploma will be credited with the modules passed.
- 7.5 Previous attempts at the examinations for the Diploma of Higher Education in Theology will count towards the number of attempts permitted at each module of the BD degree (New Regulations).
- 7.6 A student who transfers to the BD degree (New Regulations) part way through the Diploma of Higher Education in Theology will not normally receive the award of the Diploma of Higher Education in Theology.

Progression from the Certificate of Higher Education in Theology or the Certificate of Higher Education in Philosophy, Religion and Ethics to the BD degree (New Regulations) or Diploma of Higher Education in Theology

- 7.7 A student registered for the Certificate of Higher Education in Theology or the Certificate of Higher Education in Philosophy, Religion and Ethics may progress to the BD degree (New Regulations) or Diploma of Higher Education in Theology provided that:
- they have been awarded the Certificate **or**
 - they already satisfy the entrance requirements for the degree/Diploma
- 7.8 A student who is allowed to progress from a Certificate will be credited with the modules passed, with the exception of the module *Christian ethics for Philosophy, Religion and Ethics students*. This module (at level 4) does not feature in the Diploma of Higher Education in Theology or the BD degree (New Regulations). A student who progresses from the Certificate of Higher Education in Philosophy, Religion and Ethics to the BD degree (New Regulations) or Diploma

of Higher Education in Theology will **not** be permitted to take the optional level 5 module *Christian Ethics*. No credit will be given for the module *Christian ethics for Philosophy, Religion and Ethics students* for a student who is allowed to progress from the Certificate of Higher Education in Philosophy, Religion and Ethics to the BD degree (New Regulations) or Diploma of Higher Education in Theology.

- 7.9 Previous attempts at the examinations for the Certificate of Higher Education in Theology or the Certificate of Higher Education in Philosophy, Religion and Ethics will count towards the number of attempts permitted at each module of the BD degree (New Regulations) or Diploma of Higher Education in Theology.
- 7.10 A student who transfers to the BD degree (New Regulations) or Diploma of Higher Education in Theology part way through the Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics on the basis that they have satisfied the entrance requirements for the degree/Diploma will not normally receive the award of the Certificate of Higher Education.

8 Schemes of award

- 8.1 BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics examination scripts are marked according to the following scale:

See Annex B for information on how to achieve a particular mark.

Mark range	Degree class equivalent
70 and over	First Class Honours
60 – 69	Second Class Honours (Upper Division)
50 – 59	Second Class Honours (Lower Division)
45 – 49	Third Class Honours
40 – 44	Pass
0 – 39	Fail

BD degree (New Regulations)

A student is required to have attempted the examination in a total of **twelve** modules (which may include exemptions).

In order to obtain the degree a student must pass a minimum of **eleven** (including the Dissertation module) modules.

A student who has reached this stage will not be permitted to make any further attempts at any failed modules or to substitute any failed modules with alternative modules.

All modules are weighted equally.

The class of degree awarded is determined on the basis of the median mark obtained in all modules attempted. To obtain a BD degree (New Regulations) with a given grading a student will be required to achieve a final median mark within the above mentioned mark ranges.

Exemptions and credits are taken into account when calculating the number of modules passed.

For students who have been awarded exemptions from up to four modules, the final class is based on the median mark obtained in the remaining modules.

Thus:

- When twelve marks are taken into account, the final class is based on the sixth highest mark.
- When eleven marks are taken into account, the final class is based on the sixth highest mark.
- When ten marks are taken into account, the final class is based on the fifth highest mark.

- When nine marks are taken into account, the final class is based on the fifth highest mark.

The Examiners have complete discretion to award a higher or lower class on the basis of a student's overall performance.

Diploma of Higher Education in Theology

A student is required to have attempted and passed the examination in a total of **eight** modules.

All modules are weighted equally.

The final mark is determined by an average of all eight marks obtained for each of the eight modules studied. The Board of Examiners may, at its discretion, approve the award of a Diploma of Higher Education to a student who has completed eight modules, comprising agreed modules from level 4, 5 and 6 provided that the Board is satisfied that these constitute a coherent programme of study appropriate to the title of the award.

To obtain a Diploma of Higher Education in Theology with a given grading a student will be required to achieve a final mark within the following ranges:

Mark range	Diploma grading
70 and above	Pass with Merit
50 – 69	Pass with Credit
40 – 49	Pass

Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics

A student is required to have attempted and passed the examination in a total of **four** modules.

All modules are weighted equally.

The final mark is determined by an average of all four marks obtained for each of the four modules studied. The Board of Examiners may, at its discretion, approve the award of a Certificate of Higher Education to a student who has completed four modules, comprising agreed modules from level 4 and 5 provided that the Board is satisfied that these constitute a coherent programme of study appropriate to the title of the award.

To obtain a Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics with a given grading a student will be required to achieve a final mark within the following ranges:

Mark range	Certificate grading
70 and above	Pass with Merit
50 – 69	Pass with Credit
40 – 49	Pass

Parity of standards

- 8.2 The standard of a University of London award is the same whether it is obtained by an External Student or by a student who has been registered with a College of the University. The University's Regulations (which govern all University of London awards) state that "*candidates granted degrees and other awards shall have attained the same academic standard irrespective of mode or place of study or examination*".

9 Receiving the final diploma and Diploma Supplement

Final diploma and Diploma Supplement

- 9.1 A final diploma under the seal of the University will be delivered to each successful student who is granted the BD degree (New Regulations), Diploma of Higher Education Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics. The date of the award will be 1 August.
- 9.2 A Diploma Supplement, which is a detailed record of a student's studies, will also be sent to each successful student.

Eligibility for an award

- 9.3 To be eligible for an award of the University, an External Student must have:
- registered with the University as an External Student for the relevant programme of study **and**
 - satisfied the requirements for the relevant award and complied with the regulations for the programme concerned in all respects **and**
 - made satisfactory payment to the University of all due fees and accounts.

The University reserves the right not to grant the award to a student who fails to satisfy any of these conditions.

Aegrotat degree provisions

- 9.4 A degree student who is absent from a written paper examination which, if attempted, would have entitled them to be considered for the award of the degree may be considered for an Aegrotat degree (i.e. a degree awarded without classification) or a classified degree if their absence was through illness or another cause judged sufficient by the University, such as the death of a near relative. See Glossary for the definition of an Aegrotat degree and classified degree.
- 9.5 A degree student who attempts all the written paper examinations to be considered for the award but considers that their performance in the examination(s) taken to complete the degree was adversely affected by illness or another cause judged sufficient by the University, such as the death of a near relative, may be considered for either an Aegrotat degree or a classified degree. See also 'Illness during examinations' in section 4.
- 9.6 An application for an Aegrotat or classified degree in the circumstances of paragraphs 9.4 or 9.5 will be considered by the Board of Examiners on the basis of the standard reached by the student in the written examination papers attempted.
- 9.7 A student who wishes to apply for an Aegrotat or classified degree in the circumstances of paragraphs 9.4 or 9.5 must submit an application for consideration of their case within three weeks of the last date of their examinations. The application must be accompanied by a medical certificate or other supporting evidence.
- 9.8 If the Board of Examiners decides that a student has reached the standard required for the award of a classified degree, they will recommend the award of such a degree and will not consider the student for the award of an Aegrotat degree. The Board of Examiners will not recommend the award of a class of degree higher than the overall level which the student has achieved in the examinations attempted. A student who is offered a classified degree in this way will be required to accept the award and will not be permitted to re-enter examinations at a later date.
- 9.9 If the Board of Examiners decides that a student has not reached the standard required for the award of a classified degree, they may recommend the award of an Aegrotat degree. In this circumstance, the student may decide to accept the Aegrotat degree or may choose to re-enter the examination at a later date.

- 9.10 If a student informs the University in writing that they wish to accept the Aegrotat degree, they will not be eligible to re-enter the examination at a later date.
- 9.11 If a student decides to re-enter the examination rather than accept the Aegrotat degree, they will no longer be eligible to apply for the award at a later date.

10 Fees and refunds

Fees

- 10.1 A student is required to pay the following fees for the programme in full and in accordance with the University's deadlines:
- an application handling fee - payable by all applicants in order to be considered for registration
 - exemption application fee - payable by applicants who wish to be considered for credit transfer or exemptions (BD degree only)
 - registration fee - payable in order to be registered with the University as an External Student
 - continuing registration fee - to maintain registration in the second and subsequent years of registration
 - examination entry fee - in order to be entered for an examination
- 10.2 The University reserves the right to change its published fees. The University also reserves the right to make additional charges. Fees are subject to annual revision.
- 10.3 Fees must be paid in accordance with the University's procedures and deadlines given in the prospectus and student handbook.
- 10.4 A student who is permitted to transfer to the BD degree (New Regulations) or Diploma of Higher Education in Theology from the Diploma of Higher Education in Theology, Certificate of Higher Education in Theology or Certificate of Higher Education Philosophy, Religion and Ethics will not normally be required to pay a new registration fee for the new programme of study, but will be required to pay the appropriate continuing registration fee and the appropriate remaining module fees.
- 10.5 A student who is permitted to transfer their registration to another programme of study shall be required to pay the relevant fees for the programme concerned. Any additional fee payable shall be at the discretion of the University. Any refund of fees already paid will be subject to the conditions set out below.
- 10.6 A student who is permitted to renew their registration when the first period of registration expires will be required to pay a further full registration fee. If the programme of study is being phased out, the registration fee will be a proportion of the full registration fee, depending on the number of years remaining before the last examination for the programme concerned. In addition to the registration fee, all students will be required to pay, as applicable, the appropriate continuing registration fee and the appropriate remaining module fees, under the Regulations in force at that time.

Refunds

- 10.7 Application handling fees, exemption application fees and examination entry fees are not refundable. Examination entry fees cannot be transferred from one examination to another.
- 10.8 Registration and continuing registration fees and module fees will not be refunded unless a student dies or is prevented from pursuing their studies through a disabling illness or that of a near relative for whose care the student is responsible. A proportion of the registration and any continuing registration fees and module fees which have been paid will be refunded at the discretion of the

Details of the fees payable will be given to students as they fall due. See also www.londonexternal.ac.uk

A fee is also normally payable to all examination centres other than London. The University is not responsible for this fee and cannot influence the level of fee charged.

University provided that:

- the application is made within two years of the effective date of registration
- the student has not already entered an examination
- such medical or other evidence as may be required is submitted.

11 Transfer of registration

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| 11.1 | Where permitted, all applications to transfer will be considered on an individual basis. Permission to transfer, any additional fee payable and any period of transferred registration granted will be at the discretion of the University. Any refund of fees shall be subject to the conditions in section 10. | This section applies both to transfer between different programmes and within the same programme, unless indicated otherwise. |
| 11.2 | An application to transfer which is submitted after a student has entered for any examination will not be considered until after the result of that examination has been published. The result of that examination will then be taken into account by the University in instances when permission to transfer is dependent on the student's examination record. | Details of how to apply to transfer are in the student handbook. |
| 11.3 | In certain circumstances, a student who transfers their registration may receive credit for modules already passed. | See also section 2. |
| 11.4 | A student who receives credit from certain modules on the basis of modules previously passed will not be permitted to re-enter the examination for those modules. The marks obtained at the examinations at which the modules were passed will contribute towards the student's award as appropriate. | See section 8 for the scheme of award. |
| 11.5 | A student who is not permitted to transfer to a particular programme but who wishes to join that programme must cancel their existing registration and apply to register afresh. The student must already satisfy the entrance requirements for the programme. A student who registers afresh in this way will not be permitted to carry credit for any modules previously passed either to the programme concerned, or, in the event of a subsequent transfer, to another programme. They will also not be permitted to carry any failed attempts at modules from their previous registration. | |

Transfer from the Certificate of Higher Education in Theology, Certificate of Higher Education in Philosophy, Religion and Ethics to the Diploma of Higher Education in Theology or BD degree and transfer from the Diploma of Higher Education in Theology to the BD degree (New Regulations)

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|------|---|---------------------------|
| 11.6 | A student may progress from the Certificate of Higher Education in Theology, Certificate of Higher Education in Philosophy, Religion and Ethics to the Diploma of Higher Education in Theology or BD degree (New Regulations) by transferring their registration. | Details are in section 7. |
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Transfer from the BD degree (New Regulations) to the Certificate of Higher Education in Theology, Certificate of Higher Education in Philosophy, Religion and Ethics or the Diploma of Higher Education in Theology and the transfer from the Diploma of Higher Education in Theology to the Certificate of Higher Education in Theology or the Certificate of Higher Education in Philosophy, Religion and Ethics

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| 11.7 | A student may transfer their registration from the BD degree (New Regulations) or Diploma of Higher Education in Theology to the Diploma of Higher Education in Theology, Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics. A student should write to the Student Registry to transfer their registration. | Student Registry contact details are given in the student handbook. |
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Transfer from the BD degree (Old Regulations) and Diploma in Theology (Old Regulations) to the BD degree (New Regulations)

- 11.8 A student is permitted to transfer from the BD degree (Old Regulations) to the BD degree (New Regulations). Details are given in Annex C

A student registered on the Diploma in Theology (Old Regulations) will only be permitted to transfer their registration to the BD degree (New Regulations) once they have passed the Diploma in Theology (Old Regulations) or if they already meet the entrance requirements for the degree.

Transfer to other programmes at Levels 4, 5 and 6 of the FHEQ

- 11.9 A student registered for the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics may apply to transfer their registration to another programme of study at the same or similar level. The student will be required to satisfy the entrance requirements and any transfer regulations for the programme to which they wish to transfer. A student may be required to cancel their registration and register afresh.

See Glossary for definition of FHEQ.

Transfers to programmes at Level 7 of the FHEQ

- 11.10 A student registered for the BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and Certificate of Higher Education in Philosophy, Religion and Ethics is not permitted to transfer their registration to a programme at Level 7 of the FHEQ. A student will instead be required to cancel their existing registration and to submit a fresh application for registration and comply with the Regulations for the programme concerned.

See Glossary for definition of FHEQ.

Transfer of College based students

- 11.11 A student studying the BD degree and BA Theology as a College based student of the University of London may apply to complete their studies for the BD degree (New Regulations) as an External Student and may be considered for credit and/or exemption for modules previously passed. All applications for credit and/or exemption will be considered on an individual basis and at the discretion of the University.

See section 2 for details on credits and exemptions.

12 Students with special needs

- 12.1 The University has a policy for External Students with a disability and/or special needs.

More details are in the student handbook.

- 12.2 As part of its policy, the University will make every reasonable effort to accommodate the requirements of a student with a disability and/or special needs by, wherever possible, providing any study materials in a different format (e.g. large print) or another medium, and/or by making special examination arrangements. If the University is unable to provide the study materials in the format which has been requested, the University will endeavour to make an alternative suggestion.

Special examination arrangements

- 12.3 The University has a Panel which considers special examination arrangements for students with a disability and/or special needs. The aim of the Panel is to make sure that a student with a disability and/or special needs is neither disadvantaged nor advantaged when compared to other students. The University cannot guarantee that special examination arrangements will be possible in every case.

To apply for special examination arrangements, contact specialneeds@london.ac.uk

- 12.4 Applications from students with a disability and/or special needs may be considered for the use of special aids or for extra time in written paper examinations.

- 12.5 Special arrangements for written paper examinations at an ad hoc centre may be made in very exceptional circumstances and then only in the United Kingdom. Arrangements cannot be made for oral or practical examinations to be held at an ad hoc centre, although in exceptional cases it may be possible to permit the use of special aids. Arrangements for written paper examinations to take place in a student's home are not made. Additional fees may be payable for arrangements at an ad hoc centre.
- 12.6 A student who finds handwriting difficult due to medical or learning difficulties must apply to the University for special arrangements to be made. The University will not transcribe illegible scripts. Any script deemed illegible by the Board of Examiners will be assigned a mark of zero and a fail result will be given. This will count as an examination attempt.

13 Complaints, suspension and termination of registration

Complaints

- 13.1 If a student has a complaint against the University they should follow the *Procedure for External Student complaints*.

More details are in the student handbook.

Suspension and termination of registration by the University

- 13.2 If a student fails to pay the appropriate fees or breaches any relevant disciplinary or conduct code, the University reserves the right to apply the *Code of Student Discipline* and *Suspension and Termination of Registration of Students in Debt* process as described in the University of London Ordinances (Ordinance 17 and 18 respectively).

Annex A - Syllabuses

Prerequisites are modules which should have been passed in a previous year. Students may not enter the examination for any paper that has a prerequisite unless they have already entered and passed the examination for the prerequisite.

The examination numbers have been appended to the module titles and these numbers should be used when completing examination entry forms.

Where the English text of the Bible is quoted in examination papers, the *Revised Standard Version* will be used. References to the Old Testament in Hebrew are to the enumeration of the Masoretic Text; references to the Old Testament in English are to the enumeration of the *Revised Standard Version*. Where the New Testament is quoted in Greek in examination papers, the text and apparatus used by the examiners and recommended for the use of the students will be the *Novum Testamentum Graece, 26th edition of Nestlé-Aland, ed. K ALAND and B ALAND, Stuttgart, Deutsche Bibelstiftung, 1979.*

Students are at liberty to use for study any good editions of the other prescribed texts which may be accessible to them, but are advised that quotations in examination papers will be taken from the editions of the texts listed.

All modules are assessed by one three-hour unseen written paper, with the exception of the Dissertation module.

Introduction to the Old Testament [002D135]

(note: module formerly called *Old Testament*)

A study of selected texts from the Pentateuch and the Former and Latter Prophets. The texts have been selected to cover the most essential aspects of the geography, history, writing and literature of the Old Testament.

Selected texts:

Genesis 1-11; *Exodus* 1-15; *Deuteronomy*; 1 and 2 *Kings*; either *Amos* or *Hosea*; either *Ezekiel* or *Deutero-Isaiah*; either *Haggai* or *Zechariah* 1-8.

Module level: FHEQ level 4

Introduction to the New Testament [91002D160]

(cannot be offered with

New Testament in English or New Testament (with Greek texts))

(i) The purpose and theology of each of the Synoptic Gospels, with particular reference to the prescribed texts;

(ii) Paul's theology, with particular reference to the prescribed texts;

(iii) *1 Peter, James, Hebrews.*

Attention should be given to:

- careful exegetical study of the texts, using at least one major commentary per text
- study of relevant texts other than those prescribed
- evaluation of modern scholarly discussion of the texts and principal topics relevant to the syllabus

Set texts to be studied in English:

Mark 3:22-30. *Matthew* 12:24-32. *Luke* 11:14-23.

Matthew 6:7-15. *Luke* 11: 1-4.

I Corinthians Chapters 1 and 15. *Romans* Chapter 8.

Module level: FHEQ level 4

Christian doctrine [002D030]

A systematic study of three central themes in contemporary Christian theology:

- (i) *Christology*—such issues as: the relationship between theological claims regarding Christ and Jesus of Nazareth as a historical figure; the consciousness of Jesus and its theological significance; the normativity or otherwise of the Chalcedonian definition; the designation of Jesus as sinless; claims about the divine and human nature of Jesus Christ; Spirit Christology.
- (ii) *Trinity*—such issues as: how the doctrine of God as three-in-one can be elucidated and grounded; the connections between a Trinitarian understanding of God and the concept of Christian revelation; psychological and social analogies for the Trinity; the proper use of the term 'person' in Trinitarian theology; the doctrine of the Holy Spirit; the *filioque* controversy; the ongoing significance of early Church debates regarding the nature of God.
- (iii) *Atonement*—such issues as: the strengths and weaknesses of such metaphors as 'sacrifice', 'satisfaction', 'victory'; the truth status of metaphorical language in soteriology; the coherence or otherwise of the idea that God suffers, with reference to its Trinitarian implications; issues about universal salvation; Christian salvation and human liberation.

Special attention should be given to:

- how Christian thought on these three topics developed during the early Christian centuries
- the connections between doctrines and their socio-cultural settings
- the interrelationships between the three different topics

- the methods and criteria deployed in the development of theological positions.
Module level: FHEQ level 4

Philosophy of religion [002D035]

A study of the main problems in the philosophy of religion, including such topics as: the proofs of God's existence; the justification of religious belief; religious diversity; the divine attributes, miracle, prayer, eternal life; the problem of evil.
Module level: FHEQ level 4

Christian ethics for Philosophy, Religion and Ethics students [91002D170]

(Cannot be offered with **Christian Ethics [002D105]**)

(Please note: the syllabus and subject guide for this module is the same as for Christian Ethics [002D105]. However, the question paper will be marked to level 4 standard.)

- (i) The philosophical background in relation to:
 - (a) The Nature of Humankind: the Christian account of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will;
 - (b) The Nature of Human Acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.
- (ii) The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.
- (iii) A consideration of selected contemporary moral problems in the light of the foregoing.

Module level: FHEQ level 4

Church history: Reformation and society c.1450 - c.1600 [002D080]

An examination of attempts at religious reform in Europe during the 16th century, which includes both reform of the Church and religious life, as well as reforms of society inspired by religious belief. The term 'Reformation' is understood as applying to both Protestant and Catholic movements of reform. Topics covered will include: later 15th century desire for reform; late medieval popular belief, and links between reform of social and religious life, Christian humanism and its influence; evangelical movements precipitated by Luther, Zwingli, the Anabaptists and Calvin; the magisterial and radical Reformations, their religious and social implications and the response of different social strata to them; the Papacy and Papal authority, Catholic evangelism, Catholic Reformation and Counter-Reformation; Church, state and politics, including the Reformation in England.
Module level: FHEQ level 5

Foundations in Biblical Hebrew [002D150]

(Cannot be offered with **Introductory Biblical Hebrew**)

Translation, grammar (including parsing of words and phrases), and exegesis of a set portion of the Hebrew text of the Old Testament.

Set text: *Genesis* 42-45

Module level: FHEQ level 5

New Testament Greek [002D005]

Translation, grammar (including parsing of verbs and nouns), and syntax of set portions of the Greek New Testament.

Set texts: *Mark* 8-10; *John* 18-21

Module level: FHEQ level 5

Christian ethics [002D105]

(Cannot be offered with **Christian Ethics for Philosophy, Religion and Ethics students [91002D170]**)

(Please note: the syllabus and subject guide for this module is the same as for Christian Ethics for Philosophy, Religion and Ethics students [91002D170]. However, the question paper will be marked to level 5 standard.)

- (i) The philosophical background in relation to:
 - (c) The Nature of Humankind: the Christian account of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will;
 - (d) The Nature of Human Acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.
- (iv) The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.
- (v) A consideration of selected contemporary moral problems in the light of the foregoing.

Module level: FHEQ level 5

Islam [002D115]

A mainly historical study considering both traditional and radically novel views on the origins of Islam; the beginnings of Islamic theology and law; the doctrines of the sects, especially those of Shi'ism; the development of philosophy, and, in particular, mysticism; the rise of Islamic modernism and reformism; and contemporary practices.

Module level: FHEQ level 5

Religion and science [002D041]

(note: module formerly called *Science and religion*)

- (i) The history of the relationship between religion and science in the Medieval period (including Ptolemy), the Renaissance period (including Copernicus and Galileo), the Enlightenment period (including Newton), and the nineteenth century (including Darwin).
- (ii) Contemporary and philosophical issues. Cosmology and the Anthropic Principle, quantum physics, Chaos Theory, Neo-Darwinism, genetic engineering, and cloning. The aims and processes of religion and science (including Popper and Kuhn), and the relationship between religion and science.

Module level: FHEQ level 5

Advanced Biblical Hebrew [002D045]

Students are required to have already passed **Foundations in Biblical Hebrew.**

A detailed study of selected portions of the Old Testament in Hebrew. The primary emphasis is the exegesis of the texts, but attention will also be paid to textual and philological questions.

Set texts:

Exodus 1-15; *Proverbs* 1-9

Module level: FHEQ level 6

Second temple Judaism [002D055]

(note: module formerly called *Intertestamental studies*)

A study of Judaism from the early second century BC to AD 135. Topics will include: the history of the Jewish people in this period; religious thought and religious movements, including the Jewish reaction to Hellenism, the development of messianic and eschatological beliefs, wisdom and the law; the Jewish sects.

Special attention will be given to the following passages:

1 *Maccabees* 1-7. 2 *Maccabees* 3-7. Josephus, *Jewish War* (trans. G A Williamson, Penguin Books). *The Letter of Aristeas* (ed. R H Charles, *Apocrypha and Pseudepigrapha*, vol 2). *Wisdom of Solomon* 1-5. *Daniel* 2, 7, 10-12. *Testament of Levi*, *Testament of Judah* (ed H F D Sparks, *The Apocryphal Old Testament*), *Psalms of Solomon* 17 and 18 (ed H F D Sparks, *The Apocryphal Old Testament*). 1 *Enoch* 45-57 (ed H F D Sparks, *The Apocryphal Old Testament*). 2 *Esdras* 11-13. *Ecclesiasticus*: Prologue, 24-28, 38-39. *Jubilees* 21-33 (ed H F D Sparks, *The Apocryphal Old Testament*). *Mishnah*, *Aboth* (ed H Danby). *Community Rule*, cols. 1-7 (all Dead Sea scrolls texts from G Vermes, *The Dead Sea Scrolls in English*). *Genesis Apocryphon*. *Habakkuk Commentary*, vols. 7-12. *A Midrash on the Last Days*. *A Messianic Anthology*.

Module level: FHEQ level 6

Romans in Greek [002D065]

Students are required to have already passed **New Testament Greek.**

The whole epistle should be studied in English, with the following chapters to be studied in Greek:

Chapters 1-11, Chapter 13, verses 1-7.

Module level: FHEQ level 6

Johannine Writings in Greek [002D060]

Students are required to have already passed **New Testament Greek.**

A study of the Fourth Gospel and the Johannine Epistles in English, with special reference to the Greek text of *John* 1-12, and 1, 2 and 3 *John*.

Module level: FHEQ level 6

Church, ministry and sacraments in early Christianity [002D070]

Church, Ministry and Sacraments in early Christianity, with special reference to the passages in English listed below.

Mark 14.17-25. *Luke* 22.14-23. *John* 15.1-17.

Romans 6.3-11. I *Corinthians* 10-12, 14.

Ephesians 2.11-22. I *Timothy* 3;

I *Clement* 40-44. *Ign. Philad.* 1-8. *Didache* 7-15. (all ed K LAKE, *The Apostolic Fathers*, Loeb).

Module level: FHEQ level 6

Liturgical studies [002D110]

A general introduction to liturgy, with particular emphasis on the principles underlying the various changes in worship and the liturgical movements. Topics will include the following: a general introduction to the principles of worship; prayer, covenant, sacrifice, symbolism; the Jewish background; the evolution of forms of worship and the Christian calendar; corporate worship and private devotion in the Middle Ages; worship during the Reformation; the Books of Common Prayer; the modern liturgical movement, Roman Catholic and Reformed; modern revisions of the Book of Common Prayer.

Module level: FHEQ level 6

Buddhism [002D120]

A survey of the main features of Buddhism as a world religion, with the emphasis on Indian Buddhism: early Buddhist doctrinal teachings in their religious context, the Buddhist community and monasticism, the scholastic Abhidhamma tradition, and sectarian developments. Mahayana Buddhism as a later form of Buddhism: the changing emphases on the teachings, especially the role of the *bodhisattva*. Key features of Buddhism in Tibet (including Vajrayana), China and Japan; and modern developments in Sri Lanka.

Module level: FHEQ level 6

Mind and person in the philosophy of religion [002D095]

The concept of person and the mind/body problem, and their significance for personal identity, religious belief, and immortality. Such books as the following will be found useful: Plato, *Phaedo*. Aristotle, *De Anima*. E Hartmann, *Substance, Body and Soul*. Peter Geach, *God and the Soul*. Descartes, *Meditations*. John Passmore, *The Perfectibility of Man*. Gilbert Ryle, *The Concept of Mind*. (Hutchinson's University Library 1949). H D Lewis, *The Elusive Mind*. P F Strawson, *Individuals*. C V Borst (ed): *The Mind-Brain Identity Theory*. J R Smythies (ed), *Brain and Mind*. J Glover (ed), *The Philosophy of Mind*. Stuart Hampshire (ed), *Philosophy of Mind*. B Berofsky (ed), *Determinism*. Bernard Williams, *Problems of the Self*. J Shoemaker, *Self-Knowledge and Self-Identity*. Terence Penelhum, *Survival and Disembodied Existence*. Ludwig Wittgenstein, *Philosophical Investigations*. David Hume, *A Treatise on Human Nature*. G W F Hegel, *Phenomenology of Spirit*. John Plamenatz, *Karl Marx's Philosophy of Man*. Mark C Taylor, *Journeys to Selfhood: Hegel and Kierkegaard*. Nathan A Scott, *Mirrors of Man in Existentialism*. Carl Jung, *Modern Man in Search of a Soul*. John Wisdom, *Philosophy and Psychoanalysis*.
Module level: FHEQ level 6

Dissertation [91002D300]

(note: **not yet available** – this module is expected to be available for the 2011-12 academic year)

A dissertation of 6,000-8,000 words on a topic to be negotiated with a member of the staff at Heythrop College, University of London. Students will receive feedback on a one-page outline (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on two complete drafts if required.
Module level: FHEQ level 6

Annex B - Assessment criteria
BD degree (New Regulations), Diploma of Higher Education in Theology, Certificate of Higher Education in Theology and
Certificate of Higher Education in Philosophy, Religion and Ethics

Class/Mark	Level 4	Level 5	Level 6
<p>Class I (70 and above) Work of outstanding quality, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Excellent focus on key issues • Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered, with limited evidence of own assessment • Clear, coherent argument running throughout, concisely summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Excellent selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Clear and fluent style • Minimal inaccuracies in grammar and punctuation 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Excellent knowledge and understanding of key texts, events, doctrines, theories and arguments, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Excellent focus on key issues • Well-developed use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Clear, sustained argument running throughout, concisely summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Excellent selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Clear and fluent style • Minimal inaccuracies in grammar and punctuation 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Excellent detailed and systematic knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, at least some of which is at, or informed by, the forefront of the discipline, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Very clear identification of key issues • Excellent focus on key issues • Sophisticated use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with significant evidence of own assessment • Strongly sustained argument throughout, concisely summarised in the conclusion, which may also show the implications of the findings for further study of the subject <p>Transferable skills</p> <ul style="list-style-type: none"> • Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources • Excellent selection and organisation of material from a wide range of primary and secondary sources,

Class/Mark	Level 4	Level 5	Level 6
<p>Class II.1 (60-69) Work of high quality, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • Coherent argument running throughout and summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Good selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Balanced account and assessment of opposing views • Appropriate structure – overall, and 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Good use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Clear, coherent argument running throughout and summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Good selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater 	<p>some of which may be of greater length and complexity than at Levels 4 and 5</p> <ul style="list-style-type: none"> • Highly-developed ability to offer an accurate exposition and fair assessment of opposing views • Exceptionally clear structure – overall, and within sections/paragraphs • Complete and consistent referencing (where appropriate) • Clear and fluent style • Minimal inaccuracies in grammar and punctuation
	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Good detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Well-developed use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Sustained argument throughout and summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources 		

Class/Mark	Level 4	Level 5	Level 6
	<p>within sections/paragraphs</p> <ul style="list-style-type: none"> • Good style • Few inaccuracies in grammar and punctuation 	<p>complexity than at Level 4</p> <ul style="list-style-type: none"> • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Fluent style • Few inaccuracies in grammar and punctuation 	<ul style="list-style-type: none"> • Good selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Balanced treatment of opposing views • Clear structure – overall, and within sections/paragraphs • Complete and consistent referencing (where appropriate) • Fluent style • Few inaccuracies in grammar and punctuation
<p>Class II.2 (50-59) Commendable work, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> • Satisfactory selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Fairly balanced account and 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> • Satisfactory selection and organisation of material from a range of concise primary and secondary sources, some of which 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Satisfactory detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> • Ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources

Class/Mark	Level 4	Level 5	Level 6
<p>Class III (45-49) Adequate work, generally displaying:</p>	<p>assessment of opposing views</p> <ul style="list-style-type: none"> Fairly clear structure – overall, and within sections/paragraphs Reasonable style A number of inaccuracies in grammar and punctuation 	<p>may be of greater complexity than at Level 4</p> <ul style="list-style-type: none"> Fairly balanced account and assessment of opposing views Fairly clear structure – overall, and within sections/paragraphs Reasonable style A number of inaccuracies in grammar and punctuation 	<ul style="list-style-type: none"> Satisfactory selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 Fairly balanced treatment of opposing views Fairly clear structure – overall, and within sections/paragraphs Some attempt at referencing, although this may be neither complete nor consistent Reasonable style A number of inaccuracies in grammar and punctuation
<p>Class III (45-49) Adequate work, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Limited use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some attempt to select material from a limited range of concise primary and secondary sources at the appropriate 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some attempt to select material from a range of concise primary and secondary sources, some of which 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with limited attention to detail <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Limited use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some ability to conduct in-depth, independent research, drawing on a

Class/Mark	Level 4	Level 5	Level 6
<p>Pass (40-44) Defective work that is still worthy of a pass, generally displaying:</p>	<p>level</p> <ul style="list-style-type: none"> Fairly balanced account and assessment of opposing views Some evidence of structure, probably following that found in one or more secondary sources Lacks fluent style A significant number of inaccuracies in grammar and punctuation 	<p>may be of greater complexity than at Level 4</p> <ul style="list-style-type: none"> Fairly balanced account and assessment of opposing views Some evidence of structure, probably following that found in one or more secondary sources Lacks fluent style A significant number of inaccuracies in grammar and punctuation 	<p>range of primary and secondary sources</p> <ul style="list-style-type: none"> Some attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 Fairly balanced treatment of opposing views Some evidence of structure, probably following that found in one or more secondary sources Some attempt at referencing, although this may be neither complete nor consistent Lacks fluent style A significant number of inaccuracies in grammar and punctuation
<p>Pass (40-44) Defective work that is still worthy of a pass, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Some knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical Very limited attempt to identify key issues Very limited attempt to focus on key issues Very limited use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered Attempt to summarise argument in the conclusion, but no continuing thread of argument running through the whole piece of work 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Some knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Limited attempt to identify key issues Limited attempt to focus on key issues Very limited use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Some knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with very limited attention to detail <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Very limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work

Class/Mark	Level 4	Level 5	Level 6
	<p>Transferable skills</p> <ul style="list-style-type: none"> • Very limited attempt to select material from a limited range of concise primary and secondary sources at the appropriate level • Some attempt to consider opposing views • Perceptible overall structure, but argument lacks clarity/organisation within paragraphs • Lacks fluent style • Many inaccuracies in grammar and punctuation 	<p>Transferable skills</p> <ul style="list-style-type: none"> • Some attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Some attempt to consider opposing views • Perceptible overall structure, but argument lacks clarity/organisation within paragraphs • Lacks fluent style • Many inaccuracies in grammar and punctuation 	<p>Transferable skills</p> <ul style="list-style-type: none"> • Limited ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources • Limited attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Some attempt to consider opposing views • Perceptible overall structure, but argument lacks clarity/organisation within paragraphs • Limited attempt at referencing, although this may be neither complete nor consistent • Lacks fluent style • Many inaccuracies in grammar and punctuation
<p>Marginal fail (34-39) Defective work, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Partial knowledge and understanding of some key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Inadequate grasp of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Little attempt to identify key issues • Little attempt to focus on key issues • Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Little attempt to select material from a 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Partial knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Inadequate grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Little attempt to identify key issues • Little attempt to focus on key issues • Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Little attempt to select material from 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Partial knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with no attention to detail <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Limited grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Little attempt to identify key issues • Little attempt to focus on key issues • Poor use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered • No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Little evidence of ability to conduct

Class/Mark	Level 4	Level 5	Level 6
	<p>limited range of concise primary and secondary sources at the appropriate level</p> <ul style="list-style-type: none"> • Little or no attempt to consider opposing views • Little evidence of structure • Very difficult to read • Multiple inaccuracies in grammar and punctuation 	<p>a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4</p> <ul style="list-style-type: none"> • Little or no attempt to consider opposing views • Little evidence of structure • Very difficult to read • Multiple inaccuracies in grammar and punctuation 	<p>in-depth, independent research, drawing on a range of primary and secondary sources</p> <ul style="list-style-type: none"> • Very limited attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Little or no attempt to consider opposing views • Little evidence of structure • Little or no attempt at referencing • Very difficult to read • Multiple inaccuracies in grammar and punctuation
Poor fail (21-33)	<p>Displays the same defects as 'Marginal fail', but to a markedly more serious degree.</p> <p>The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.</p>	<p>Displays the same defects as 'Marginal fail', but to a markedly more serious degree.</p> <p>The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.</p>	<p>Displays the same defects as 'Marginal fail', but to a markedly more serious degree.</p> <p>The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.</p>
Comprehensive fail (0-20)	<p>Displays the same defects as 'Marginal fail', but to a markedly more serious degree.</p> <p>The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.</p>	<p>Displays the same defects as 'Marginal fail', but to a markedly more serious degree.</p> <p>The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.</p>	<p>Displays the same defects as 'Marginal fail', but to a markedly more serious degree.</p> <p>The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.</p>

Annex C – Transfer of registration from BD (Old Regulations) and Diploma in Theology (Old Regulations) to the BD degree (New Regulations)

The following rules apply to students who are registered for the BD degree (Old Regulations) and Diploma in Theology (Old Regulations)

1. BD degree (Old Regulations)

1.1 Transfer from the BD (Old Regulations) to the BD (New Regulations) is subject to the University's discretion, and individual cases will be considered on their own merits.

1.2 A student who wishes to transfer to the BD degree (New Regulations) will be able to carry over previously passed modules in the BD (Old Regulations). A student may be allowed to carry modules which are not available on the BD degree (New Regulations), but were available in the BD (Old Regulations). The table below lists how passes in modules which are not available in the BD (New Regulations), but were available in the BD (Old Regulations) can be carried forward:

Module in BD (Old Regulations)	Exemption/equivalent module to be given in BD (New Regulations)
New Testament in English	Introduction to the New Testament
New Testament (with Greek texts)	Introduction to the New Testament
Church History: The Church to AD 461	Church history: Reformation and society c.1450 – c.1600 OR a level 5 optional module if the student already has a pass in Church history: Reformation and society c.1450 – c.1600
Church History: Issues in 19 th century Christianity	Church history: Reformation and society c.1450 – c.1600 OR a level 5 optional module if the student already has a pass in Church history: Reformation and society c.1450 – c.1600
Old Testament theology	Level 6 optional module (excluding the Dissertation)
Religious language	Level 6 optional module (excluding the Dissertation)

1.3 If a student has a pass in a module where the title has changed, but the syllabus remains the same, this pass will automatically be carried forward when a student transfers:

Module title in BD (Old Regulations)	Module title in BD (New Regulations)
Old Testament	Introduction to the Old Testament
Science and religion	Religion and science
Intertestamental studies	Second Temple Judaism

1.4 The marks obtained in passed modules will be taken into consideration for classification purposes and students will not be able to re-sit a module for which they have been credited.

1.5 The attempts at any failed modules will be carried forward and will be counted towards the number of attempts permitted at the same modules subsequent to transfer.

1.6 A student who transfers from the BD degree (Old Regulations) to the BD degree (New Regulations) will carry their period of registration with them.

1.7 A student who transfers from the BD degree (Old Regulations) to the BD degree (New Regulations) must follow the rules of progression and structure laid out in the New Regulations, regardless of the modules already passed (i.e. a student may be required to complete modules at a level lower than those already passed, in order to progress through the New Regulations structure).

1.8 A student who is registered for the BD degree (Old Regulations) and has entered the examination for ten modules will not be permitted to transfer to the BD degree (New Regulations).

1.9 For the BD degree (New Regulations) a student is required to enter the examinations for 12 modules – two more modules in total than for the BD degree (Old Regulations).

1.10 A student is able to transfer from the BD (Old Regulations) to the BD (New Regulations) up until 2014.

2. Diploma in Theology (Old Regulations)

2.1 A student registered for the Diploma in Theology (Old Regulations) has the following options available to them:

2.1.1 To remain on the Diploma in Theology (Old Regulations)

2.1.2. To transfer to the Certificate of Higher Education in Theology or Certificate of Higher Education in Philosophy, Religion and Ethics, but only if **no** assessment attempts have been made for the Diploma in Theology (Old Regulations)

2.1.3 To transfer to the BD (New Regulations) or BD (Old Regulations) but only if the student meets the entrance requirements for the degree

2.1.4 Once a student successfully completes the Diploma in Theology (Old Regulations), they can transfer to the BD (New Regulations) (up until 2014) or the BD (Old Regulations) (but only up until 2012)

2.2 Transfers are subject to the University's discretion, and individual cases will be considered on their own merits.

2.3 A student who is transferring to the BD degree (New Regulations) will be able to carry over previously passed modules in the Diploma in Theology (Old Regulations). A student may be allowed to carry modules which are not available on the BD degree (New Regulations), but were available in the Diploma in Theology (Old Regulations). The table below lists how passes in modules which are not available in the BD (New Regulations), but were available in the Diploma in Theology (Old Regulations) can be carried forward to the BD (New Regulations):

Diploma in Theology (Old Regulations)	Exemption/equivalent module to be given in BD (New Regulations)
New Testament in English	Introduction to the New Testament
New Testament (with Greek texts)	Introduction to the New Testament
Church History: The Church to AD 461	Church history: Reformation and society c.1450 – c.1600 OR a level 5 optional module if the student already has a pass in Church history: Reformation and society c.1450 – c.1600
Church History: Issues in 19 th century Christianity	Church history: Reformation and society c.1450 – c.1600 OR a level 5 optional module if the student already has a pass in Church history: Reformation and society c.1450 – c.1600
Old Testament theology	Level 6 optional module (excluding the Dissertation)
Religious language	Level 6 optional module (excluding the Dissertation)

2.4 If a student has a pass in a module where the title has changed, but the syllabus remains the same, this pass will automatically be carried forward when a student transfers, for example:

Diploma in Theology (Old Regulations)	Module title in BD (New Regulations)
Old Testament	Introduction to the Old Testament
Science and religion	Religion and science
Intertestamental studies	Second Temple Judaism

2.5 The marks obtained in passed modules will be taken into consideration for classification purposes and a student will not be able to re-sit a module for which they have been credited.

2.6 The attempts at any failed modules will be carried forward and will be counted towards the number of attempts permitted at the same modules subsequent to transfer.

2.7 A student who transfers from the Diploma in Theology (Old Regulations) to the BD degree (New Regulations) will carry their period of registration, but counted from their initial Diploma in Theology (Old Regulations) registration.

2.8 A student who transfers from the Diploma in Theology (Old Regulations) to the BD degree (New Regulations) must following the rules of progression and structure laid out in the New Regulations, regardless of the modules already passed (i.e. a student may be required to complete modules at a level lower than those already passed, in order to progress through the New Regulations structure).

2.9 A student is able to transfer from the Diploma in Theology to the BD (New Regulations) up until 2014.

Glossary of terms

Admission Notice	An Admission Notice is provided to each student who has entered an examination. The Admission Notice contains the student's candidate number and confirmation of the dates and times of the examination(s) for which they have entered.
Aegrotat degree	This is an honours degree awarded without classification (i.e. an unclassified degree). A student registered for a degree at Level 6 of the FHEQ who is unable to sit one or more examinations to complete the award, or feels that their performance has been adversely affected, because of illness or another cause (eg the death or a near relative) can sometimes be awarded an Aegrotat degree. The award is made on the understanding that the student would otherwise have passed the degree.
Annex	The Annexes are part of the regulations and supplement the Detailed Regulations.
Assessment criteria	The assessment criteria describe how to achieve a particular mark or result. Assessment criteria are given in an Annex to the Detailed Regulations.
Award	An award is a qualification. It may be a degree, diploma or certificate with a specific title. The level of each award is defined within the Framework for Higher Education Qualifications.
Awarding body	The awarding body refers to the institution that awards the student their degree. External Students receive a University of London award, and therefore the University is the awarding body.
Board of Examiners	A Board of Examiners is appointed for each programme or for each group of related programmes. The Lead College nominates Board members and these are then contracted to the University for their services. The Board of Examiners follows guidelines and regulations laid down by the University, part of which is to ensure that assessment is, and can be demonstrated to be, fair and impartial. A Board's responsibilities include the setting of papers, marking of scripts and determining student results.
Compulsory unit (or module or subject)	A compulsory unit is a unit/module/subject which must be taken (i.e. the examination must be attempted) as part of the requirements for the programme concerned.
Credit transfer (see also 'Exemption')	A student may be considered for credit for a subject that was passed during a previous registration with the University of London or , in the case of the LLB degree, for studies towards an appropriate degree at another university acceptable to the University of London. Where credit is given, the mark obtained for the subject previously studied will be carried forward to the student's record and may contribute towards the award, in accordance with the scheme of award for the programme concerned.
Diploma Supplement (see also 'Final diploma')	A Diploma Supplement is a document that accompanies every final diploma awarded to successful students. The model used was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of awards. It provides a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the student. Included also is a detailed record of a student's examination results in the form of a transcript.
Effective date of registration	Some programmes have one or more effective dates of registration. This is the date from which a student will be considered to have been registered. This date indicates the point from which the length of a student's registration is calculated. It determines the year in which a student may first enter an examination and when their registration expires.
Examination	The term 'examination' refers to all the methods used to examine the student in a particular unit/module/subject. Methods include a written paper examination, coursework, project, dissertation, or online participation requirements.

Examination attempt	A student who enters an examination room to attempt a written paper examination will be considered to have made an examination attempt.
Examination centre	An examination centre is a place where a student goes to attempt their written paper examinations. The University has approved examination centres worldwide. Students are required to sit any written paper examinations at one of these centres.
Exemption	A student may be exempted from studying a unit/module/subject if they have previously passed a similar subject either at the University of London or at another institution. Exemption may be given when a unit is not sufficiently similar for credit to be awarded. The mark obtained when the subject was passed will not be carried forward to the student's record and will not contribute towards their award.
Final diploma	The final diploma is the certificate (or parchment) that a student receives from the University when they have successfully completed an award of the University.
Framework for Higher Education Qualifications (FHEQ)	The FHEQ forms part of the academic infrastructure of the Quality Assurance Agency for Higher Education (QAA) in England and Wales. University of London awards are identified as being at one of the levels contained within the FHEQ.
Guidelines for Examinations in the External System and associated documents	These guidelines contain the details of the responsibilities and conduct of External System Boards of Examiners.
Laws Consortium	The group of University of London Colleges that has responsibility for the academic management and development of the undergraduate Laws programme.
Lead College	A single College or Institute (the Lead College) has responsibility for the academic management and development of individual programmes of study and related student matters.
Notice to Candidates	The Notice to Candidates contains the prescribed rules for the examination. The notice to candidates is provided to students together with the Admission Notice.
Occasional student	For some undergraduate programmes, a student who is not registered for a full degree, diploma or certificate as an External Student may register as an Occasional student to take one or more subjects. An Occasional student does not receive an award but receives a certificate of completion for subjects for which an examination is passed.
Quota	A quota is a set number of students who may be registered in any given year. When a specific programme has a quota, applicants who meet the entrance requirements will be given a conditional offer of registration. Registration will then be confirmed on payment of the appropriate fee and if the quota for that year has not yet been met. A student whose registration is not confirmed will be made a conditional offer of registration for the following study year.
Permission to Teach	For some diplomas, registered students are required to attend a teaching institution that has 'Permission to Teach'. Permission to Teach status is granted to a teaching institution through application by the institution and inspection by the Lead College (or Laws Consortium) against its established criteria.
Plagiarism	Plagiarism is the presentation of another person's thoughts or words as if they were the student's own: for example, copying from text books and other sources (including the Internet) without due acknowledgement that the passages quoted are copied and without giving the source of those passages.
Prerequisite	A prerequisite is a specified unit/module/subject that must be passed before the student is permitted to attempt another particular unit.
Programme or programme of study	A programme or programme of study is a structured pathway (or pathways) of learning designed to equip a person with knowledge, understanding, subject specific skills and key skills relevant to the requirements for an award. It usually leads to an award.

Programme Specification	A Programme Specification is a concise description of the intended learning outcomes of a programme, and the means by which the outcomes are achieved and demonstrated. It gives a concise description of the key parameters of the programme concerned. The Programme Specification is regulatory in nature and is supplemented by the Detailed Regulations.
Scheme of award	The scheme of award shows how marks are awarded and how a student's results are calculated both for individual units/modules/subjects and for the award as a whole.
Short courses	For some programmes, a student may register for individual units/modules/subjects as 'short courses'. These do not lead to an award but may be considered for entry, and/or credit towards, a programme leading to an award. There are separate regulations governing short courses.
Student Handbook	There is a student handbook or manual for most programmes offered to External Students. The handbook contains advice and guidance for students on academic and practical matters including important procedures.
Subject benchmark	A subject benchmark defines explicit national statements of academic standards or outcomes for individual subjects.
Supplementary subjects	For some programmes, a student who has already been awarded a degree or other award as an External Student may apply to register for additional subjects from that same programme. These are called 'Supplementary subjects'.
Transfer	Transfer is the process by which students may move between programmes in accordance with specific rules. Where the transfer is from diploma (or access route) to degree this is sometimes referred to as 'progression' as the student is considered to be moving from level of award to another level.
Progression	Progression is the term given to the process by which a student proceeds within a particular programme of study. In order to progress a student must satisfy certain conditions, usually involving attempting and passing a certain number of units/modules/subjects.
Unit/module/course/subject.	Individual elements of a programme may be called 'units', 'modules', 'courses' or 'subjects' depending on the programme.
Written paper examination	A written paper examination is an examination which the student writes in a controlled environment. These are the examinations that are taken at examination centres worldwide. A time limit is given and students are not permitted to use any aids, except where these are indicated in the Detailed Regulations or Notice to Candidates.

Related documents and other sources of information

	Details	How to access the document or information
Student Handbook/manual	For most programmes there is a Student Handbook or manual. Typically they contain information on procedures that students will need to follow, with important dates, and academic advice and guidance on how to study and prepare for examinations.	Where available for a programme, the handbook/manual is sent to students when they register and usually annually when any relevant fees are paid. See also - http://www.londonexternal.ac.uk/current_student/general_resources/handbooks/index.shtml
Admission Notice and Notice to Candidates	An Admission Notice is provided to each student who has entered an examination. The Admission Notice contains the student's candidate number and confirmation of the dates and times of the examination(s) for which they have entered. The Notice to Candidates contains the prescribed rules for the examination. The notice to candidates is provided to students together with the Admission Notice.	These are sent to each student who enters an examination. Further information is in the Student Handbook/manual.
Student complaints procedure	The University has a procedure for considering External Student complaints. The objective is to solve problems quickly, simply and fairly	Details are in the Student Handbook/manual. See also - http://www.londonexternal.ac.uk/current_student/general_resources/complaints.shtml
Framework for Higher Education Qualifications (FHEQ)	The FHEQ forms part of the academic infrastructure of the Quality Assurance Agency for Higher Education (QAA) in England and Wales. University of London awards are identified as being at one of the levels contained within the FHEQ.	See - http://www.qaa.ac.uk/academicinfrastructure/fheq/
List of examination centres	An examination centre is a place where a student goes to attempt their written paper examinations. The University has approved examination centres worldwide. Students are required to sit any written paper examinations at one of these centres.	Details are in the Student Handbook/manual. See also - http://www.londonexternal.ac.uk/current_student/general_resources/exams/exam_centres_uk/index.shtml
List of teaching institutions with Permission to Teach	For some diplomas, registered students are required to attend a teaching institution that has 'Permission to Teach'. Permission to Teach status is granted to a teaching institution through application by the institution and inspection by the Lead College (or Laws Consortium) against its established criteria.	Details are in the Regulations. See also 'How you study' for the relevant programmes on the External System website - www.londonexternal.ac.uk
Guidelines for Examinations	These guidelines contain the details of the responsibilities and conduct of External System Boards of Examiners.	See - http://www.londonexternal.ac.uk/quality/ext_exam/documents/guidelines.pdf
Quality Assurance Manual	Sets out the principles, policies and procedures through which the quality of programmes for External Students are maintained, through partnership	See - http://www.londonexternal.ac.uk/quality/acad_inf/qa_manual/index.shtml

with the Colleges and the central University.

Policy for External Students with disabilities and or special needs

The University has a policy by which the needs of students with disabilities or other special requirements are considered in terms of both their studies and their examinations.

Details are in the Student Handbook/manual.

See also -

http://www.londonexternal.ac.uk/contact_us/sen.shtml



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