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Important information regarding the Programme Regulations

About this document

Last revised

Assessment

For all modules except the Dissertation module, the participation-based assessment element requires completion of three forum participation tasks. Contributions are assessed on a pass-fail basis. Students achieving a pass in this task will be awarded 100% of the available marks, weighted at 5% of the module marks. Please see 4.3 and [Appendix E](#) for further details.

Progression requirements

To progress through the BD, you may not take more than **two** modules at Levels 5 and/or 6 unless you have either passed all four Level 4 modules, or three Level 4 modules and either DT2001-03 History of Christianity or DT2135 Christian doctrine, or are registered concurrently to complete any remaining Level 4 modules, subject to the maximum number of assessments permitted in 6.4. Please note that there may be some variation in the modules taken at Level 4 if you registered for the programme before 30 November 2018. Please see Appendix A for further details.

To enter for the Dissertation, you must either have passed at least **eight** modules, or have passed seven modules and be registered concurrently to resit an eighth module.

To progress through the DipHE, you may not take more than **two** modules at Levels 5 and/or 6 unless you have either passed all four Level 4 modules, or three Level 4 modules and either DT2001-03 History of Christianity or DT2135 Christian doctrine, or are registered concurrently to complete any remaining Level 4 modules, subject to the maximum number of assessments permitted in 6.4. Please note that there may be some variation in the modules taken at Level 4 if you registered for the programme before 30 November 2018. Please see Appendix A for further details.

Scheme of Award

Alternative assessments during the Coronavirus (COVID-19) outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

3.2

We do not normally recognise prior learning completed more than five years before your registration on this programme.

3.3

We do not recognise or accredit prior learning for the DipHE or CertHE programmes.

Applications for recognition of prior learning should be made through the application form, as part of the overall application process. More information can be found on our [website](#).

Credit transfer from the Combined Degree Scheme programmes

3.4

If you are registered on the Combined Degree Scheme, you may apply to transfer credit for up to three modules (90 credits) at Level 4 for the BD, DipHE Divinity or CertHE Divinity, where applicable.

4 Assessment for the programme

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please refer to the Programme Specification for details of equipment that may be required for alternative assessments.

Assessment methods

See [General Regulations](#) rules for taking written examinations.

4.1

Modules are summatively assessed by means of up to three elements: a participation-based element (for all modules except the Dissertation module), coursework (for most modules), and an examination (for all modules except the Dissertation module). Your module mark will be based on a weighted average of all summative assessment elements.

Refer to [Appendix D](#) for details of the assessment for each module and the relative weightings for each module.

Refer to the [VLE](#) for submission deadlines.

Refer to our [website](#) for information on the submission of mitigating circumstances.

4.2

The pass mark for any given module is **40%**. For modules assessed by more than one element, you must achieve a weighted mean mark of 40% across the elements of assessment.

Participation-based assessment

4.3

For the participation-based element of assessment, you must complete at least three of the ten online discussion tasks for each module (excluding the Dissertation module) for which you are registered. The tasks will be pass/fail, with a fail incurring a mark of zero. When passed, this element is worth 5% of the module mark.

See the Assessment Criteria in [Appendix E](#) for further details

Penalty for missing a deadline – Coursework

4.4

You must submit coursework by the prescribed deadline. Two marks will be deducted per day for submissions made after the deadline, up to a maximum of 10 days. Submissions after this point will not be accepted unless an extension has been agreed in advance. You may request an extension by completing a form which is available on the VLE.

Penalty for exceeding the word limit – Coursework and Dissertation

4.5

For coursework elements and the Dissertation there is a maximum word limit which includes footnotes but not the bibliography. If you exceed the word limit, we will reduce the mark you receive as follows:

Excess number of words over the word limit	Penalty applied
Up to and including 10%	5 marks deducted from original mark
More than 10% up to and including 20%	10 marks deducted from original mark
More than 20%	10 marks deducted from the original mark. The updated mark will be capped at a maximum of 40%.

Date of examinations

4.6

Written examinations take place in May each year.

The Dissertation module

4.7

The Dissertation module is assessed by means of an 8,000-10,000-word Dissertation.

The Dissertation proposal, drafts and final version should be submitted in accordance with the procedures and deadlines set out on the Dissertation module page on the VLE.

Mitigating circumstances

4.8

If, for good reason, you are unable to complete the assessment in the year in which you register for a module you may apply for mitigating circumstances to be considered by completing a form which is available on the VLE. If accepted, you will be able to take the assessment during the next academic year without further payment.

5

5.7

If you

Progression from the CertHE Divinity to the DipHE Divinity or the BD

6.6

If you have registered for the CertHE Divinity you may progress to the BD or DipHE Divinity provided that:

you have been awarded the CertHE; **or**

you already satisfy the entrance requirements for the degree/diploma.

6.7

If you are allowed to progress from the CertHE Divinity, you will be credited with the modules passed.

6.8

Previous attempts at the module assessments for the CertHE Divinity will count towards the number of attempts allowed for the same module of the BD or DipHE Divinity.

6.9

If you transfer to the BD or DipHE Divinity part way through the CertHE Divinity you will not normally receive the award of the CertHE.

Requirements to progress through the DipHE Divinity

6.10

You may not take more than **two** modules at Levels 5 and/or 6 unless you have either passed all four Level 4 modules, or three Level 4 modules and either DT2001-03 History of Christianity or DT2135 Christian doctrine, or are registered concurrently to complete any remaining Level 4 modules, subject to the maximum number of assessments permitted in 6.4. Please note that there may be some variation in the modules taken at Level 4 if you registered for the programme before 30 November 2018. Please see Tm0 g7G[(qu)3(i)5(r)-3(e)13(m)-3(en)14



7.2

If you have an effective date of registration on or after 30 November 2011, to be awarded

DipHE Divinity

7.10

You are required to have passed the summative assessment in a total of **eight** modules.

7.11

All modules are weighted equally.

7.12

The final mark is decided by taking the mean average of the six best marks achieved across the eight modules studied.

7.13

To obtain the DipHE Divinity you must achieve a final mark within the following ranges:

Mark range	Diploma grading
70 and above	Pass with Distinction
60 – 69	Pass with Merit
50 – 59	Pass with Credit
40 – 49	Pass

CertHE Divinity

7.14

You are required to have passed the summative assessment in a total of **four** modules. All modules are weighted equally.

7.15

The final mark is decided by a mean average of all four marks received for each of the four modules studied.

7.16

To obtain a CertHE Divinity with a given grading, you must achieve a final mark within the following ranges:

Mark range	Certificate grading
70 and above	Pass with Distinction
60 – 69	Pass with Merit
50 – 59	Pass with Credit
40 – 49	Pass

Exit

7.18

DipHE Divinity students who are unable to complete the 240 credits required for the DipHE Divinity may exit with the successful completion of 120 credits and be awarded the CertHE Divinity.

7.19

Exit qualifications are granted at the discretion of the University and are subject to the Board of Examiners being satisfied that the award represents a coherent programme of study.

8 Transfer of registration

Transfer from a higher award to a lower award

8.1

You may transfer your registration from the BD or DipHE Divinity to the DipHE Divinity or CertHE Divinity respectively.

To request this, you should contact us through the [Student Portal](#).

Transfer from a lower award to a higher award

8.2

You may progress from the CertHE Divinity to the DipHE Divinity or BD by transferring your registration.

To request this, you should contact us through the [Student Portal](#).

Sacrifice, praise and wisdom [DT2014-03] [Prerequisite or to be taken concurrently: Reading the Hebrew Bible/Old Testament]

New Testament Greek: Language and Texts [DT2003]

History of Christianity [DT2001-03] (*If not already taken-0.0178 Tc[(17)] al*)

Reading the New Testament (Level 4) [DT1002] (*formerly Introduction to the New Testament.*)

Religion and ethics [DT2007-03]

Christian ethics [DT2007]

(This module has been withdrawn. Final examinations took place in May 2021.)

Religion and reason [DT2145] *(formerly Philosophy of religion.)*

Theology and atheism [DT2015]

(This module has been withdrawn. Final examinations took place in May 2021.)

Religion and science [DT2010]

(This module has been withdrawn. Final examinations took place in May 2021.

Please note that a redeveloped version of this module is now available at Level 6.)

Level 6 modules:

Texts in Hebrew [DT3001] [Prerequisite: Biblical Hebrew: Language and texts]

Texts in Greek: John and Romans [DT3035] [Prerequisite: New Testament Greek: Language and texts]

Johannine writings in Greek [DT3004] [Prerequisite: New Testament Greek]

(This module has been withdrawn. Final examinations took place in May 2020.

Please note that Texts in Greek: John and Romans is a redeveloped version of Johannine Writings in Greek and Romans in Greek.)

Romans in Greek [DT3003] [Prerequisite: New Testament Greek]

(This module has been withdrawn. Final examinations took place in May 2020.

Please note that Texts in Greek: John and Romans is a redeveloped version of Johannine Writings in Greek and Romans in Greek.)

New Testament theology: Christology, salvation and the last things (texts in English) [DT3050-02] [Prerequisite or to be taken concurrently: Either Introduction to the New Testament or Reading the New Testament]

Liturgical studies [DT3006]

(This module has been withdrawn. Final examinations took place in May 2021.)

The theology of Christian-Jewish relations [DT3015]

(This module has been withdrawn. Final examinations took place in May 2021.)

Christian-Muslim relations [DT3016]

(This module has been withdrawn. Final examinations took place in May 2021.)

Buddhism [DT3009]

(This module has been withdrawn. Final examinations took place in May 2021.

Please note that a redeveloped version of this module

Religion and science [DT3030]

The tasks of life: Pascal, Kafka, Weil and Levinas [DT3013]

(This module has been withdrawn. Final examinations took place in May 2021.)

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One compulsory module:

The Dissertation module [DT3012]

Diploma of Higher Education in Divinity (DipHE)

Note: You may not take more than **two** modules at Levels 5 and/or 6 unless you have either passed all required Level 4 modules, or are registered concurrently to complete any remaining Level 4 modules.

Students with an effective date of registration of 30 November 2019 or later

Three compulsory



(May not be taken if you have already taken Christian doctrine (Level 4) [DT1003]. This alternative is only available to students who have previously registered for the module but not taken the assessment, or who have failed the assessment. It may still be chosen as an optional module at Level 5.)

*Philosophy of religion (Level 4) [DT1004]
(This module has been withdrawn. Final examinations took place in May 2020. Please note that a redeveloped version of this module is now available at Level 5 with the new title of Religion and reason.)*

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Four elective modules chosen from:

Level 5 modules:

Biblical Hebrew: Language and texts [DT2002-03]

Sacrifice, praise and wisdom [DT2014-03] [Prerequisite or to be taken concurrently:
Reading the Hebrew Bible/Old Testame

Texts in Greek: John and Romans [DT3035] [Prerequisite: New Testament Greek: Language and texts]

*Johannine writings in Greek [DT3004] [Prerequisite: New Testament Greek]
(This module has been withdrawn. Final examinations took place in May 2020.
Please note that Texts in Greek: John and Romans is a redeveloped version of
Johannine Writings in Greek and Romans in Greek.)*

*Romans in Greek [DT3003] [Prerequisite: New Testament Greek]
(This module has been withdrawn. Final examinations took place in May 2020.
Please note that Texts in Greek: John and Romans is a redeveloped version of
Johannine Writings in Greek and Romans in Greek.)*

Assessment:

The Gospel of John

Section B: The Pauline Epistles, with a focus on Romans and 1 Corinthians

Introduction to the Study of Paul and his Letters

1 Corinthians

Romans

Section C: Hebrews and Revelation

Hebrews

Revelation

Assessment: Forum participation (5%), a two thousand-word essay (45%) and a 1.5-hour unseen written examination (50%).

Introduction to Islam [DT1155]

This module provides a basic introduction to key themes in the study of Islam, a knowledge of which is essential for those wishing to gain an understanding of Islam and its cultural, social and political significance in the world today.

Topics covered:

Islam's beginnings

The role of the Prophet

The centrality of the Qur'an

Sects and Schisms

Islam in practice

Islamic law

Islamic theological thinking

Philosophical traditions in Islam

Understanding Ritual in the book of Leviticus and contemporary issues

Psalms

The poetry and shape of the canonical book of Psalms

Psalms in worship

Wisdom

Wisdom Literature in Israel and the Ancient Near East

Proverbs: linking creation and moral order

Job and the limits of theodicy

Ecclesiastes: A Crisis of Wisdom?

Assessment: Forum participation (5%), a two thousand-

impacted the development of Christianity from a sect of Judaism into a global religion. It critically analyses notable turning points in the evolution of this religion and highlights both the reforms and ruptures that brought about its three major branches: Catholicism, Protestantism, and Orthodoxy. Students should expect to reflect critically on the reconfiguration of Christianity over time, forming their own interpretation of its historical and contemporary significance.

Topics covered include:

Jewish and Non-Jewish Christianity

Early Christian Martyrdom: Perceptions and Realities

Imperial and Conciliar Christianity

Medieval Reform and Rupture

Medieval Christianity: Conquest and Creativity

The Protestant Reformations

The Radical and Catholic Reformations

Christianity during the Age of Enlightenment

Christianity during the Age of World War

Ecumenism, Vatican II, and the Global Realignment of Christianity

Assessment:

straightforward. Mistakes are therefore common and forgiveness and reconciliation may be necessary.

This module is being revised for 2022-23 but topics are likely to include some or all of the following:

- Key ethical teachings in Judaism, Christianity and Islam
- Key ethical teachings in Hinduism and Buddhism
- Free will and moral responsibility
- Interpreting key ethical teachings using philosophical theories such as utilitarianism, deontology, and virtue ethics
- Making ethical decisions about life and death (abortion, euthanasia, veganism/vegetarianism)
- Respect and relationships (diversity and equity, friendship, sexuality)
- Using resources responsibly (environmental ethics, social justice, business ethics)
- Forgiveness and reconciliation

Assessment: Forum participation (5%), a two thousand-word essay (4

Christian-Jewish relations in the New Testament

Later Christian responses to Judaism

Franz Rosenzweig on Judaism and Christianity

Contemporary Jewish responses to Christianity

Jewish-Muslim relations, geopolitics and scriptural interpretation

Christian-Muslim relations: Legacies of Christian responses to Islam

Muslim-Christian relations: Legacies of Muslim responses to Christianity

Hinduism and interfaith relations: Responding to Eurocentrism

Buddhism and interfaith relations: Complicating the definition of 'religion'

Assessment: Forum participation (5%), a two thousand-word essay (45%) and a 1.5-hour unseen written examination (50%).

Religion and violence [DT3060-02]

Religiously infused violence has become a feature of life at the present time, and the relation of religion and violence has become a matter of considerable public debate. Critics of 'religion' accuse it of being the source and cause of violence, and members of different religious traditions, partly under this pressure, examine the way in which their sacred texts, history and present life contain not only actual violence in the name of God, but also symbolic and rit

These cutting-edge topics will be securely rooted in an initial overview of the historical relations between religion and science and more specifically in an exploration of Ian Barbour's classic 'four types' of relationship: conflict, independence, dialogue and integration. The first half of the module will provide students with a clear grasp of the historical tensions and methodological differences between science and religion. The second half will look to extend this understanding by looking at a series of specific problems.

Topics covered:

Section A:

The relations between religion and science

Problematic models of these relations: new atheism and intelligent design

Section B:

A key historical dispute: Galileo

The idea of scientific method

Cosmology and the Anthropic Principle

Teleology and biology

Neuroscience and the evolutionary psychology of religion

Religion and technology 1: Robotics

Religion and technology 2: The ethical implications of life extension

Faith and the crossing of biological boundaries

Assessment: Forum participation (5%), a two thousand-word essay (45%) and a 1.5-hour unseen written examination (50%).

Dissertation [DT3012]

A Dissertation of 8,000-10,000 words on an agreed topic.

Appendix E – Assessment criteria

Participation-based assessment

For modules which include a participation-based assessment element for all ten module topics, you will be awarded up to 5% of the module mark for participation, as follows:

Marks are awarded on a pass/fail basis.

A student will be granted all of the allocated marks if they actively participate in at least 3 of the 10 discussion forums of each module. If they do not actively participate in the required number of discussion forums they will receive a grade of 0 (zero).

‘Active participation’ means:

Posting thoughtful, considered contributions that display engagement with the study materials and address the question(s) posed. Such contributions can also include:

- Responding to questions that arise in the discussion forum.

- Asking relevant questions in the discussion forum.

- Providing personal viewpoints concerning issues arising in the discussion forum.

- Reflecting on the discussion by providing summaries of the arguments so far.

- Providing pointers to relevant links or articles relating to the discussion.

Essays and examinations

Class/Mark	Level 4	Level 5	Level 6
<p>First Class Honours (70 and above)</p> <p>Work of outstanding quality, generally displaying:</p>	<p>Knowledge and understanding</p> <p>Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</p> <p>Intellectual and cognitive skills</p> <p>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> <p>Transferable skills</p> <p>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</p>		

Class/Mark	Level 4	Level 5	Level 6
<p>Second Class Honours (Upper division) (60 – 69)</p> <p>Work of high quality, generally displaying:</p>	<p>Knowledge and understanding</p> <p>Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</p> <p>Intellectual and cognitive skills</p> <p>Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical</p> <p>Clear identification of key issues</p> <p>Good focus on key issues</p> <p>Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered</p> <p>Coherent argument running throughout and summarised in the conclusion</p> <p>Transferable skills</p> <p>Good selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</p> <p>Balanced account and assessment of opposing</p>		<p>exposition and fair assessment of opposing views</p> <p>Exceptionally clear structure – overall, and within sections/paragraphs</p> <p>Complete and consistent referencing (where appropriate)</p> <p>Clear and fluent style</p> <p>Minimal inaccuracies in grammar and punctuation</p>



Class/Mark	Level 4	Level 5	Level 6
	A number of inaccuracies in grammar and punctuation	sections/paragraphs Reasonable style A number of inaccuracies in grammar and punctuation	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
Third Class Honours (40 – 49) Adequate work, generally displaying:	<p>Knowledge and understanding</p> <p>Adequate knowledge and understanding of key texts, events, doctrines, theories</p> <p>, interpretations and arguments</p> <p>Intellectual and cognitive skills</p> <p>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> <p>Transferable skills</p> <p>Some attempt to select material</p>		

Programme Regulations 2022–2023 Divinity (BD/DipHE/CertHE/Individual modules)

Class/Mark	Level 4	Level 5	Level 6
	found in one or more secondary sources Lacks fluent style A significant number of inaccuracies in grammar and punctuation	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	Fairly balanced treatment of opposing views Some evidence of structure, probably following that found in one or more secondary sources Some attempt at

