



Bachelor of Arts (Honours) in Theology

Full-time, Part-time,
Distance Learning, Blended
Learning

STUDENT HANDBOOK
FOR COURSES IN
2018 - 2019

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Part Five | BA (Hons) in Theology

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Please note:

Descriptions of the units can be found in the documents uploaded under the Unit Descriptors tab on Moodle (see Academic Administration, <https://spurgeons.moodle.webanywhere.co.uk/course/view.php?id=156>).

The General Student Handbook (Parts 1 to 4) also provides details of the College staff (academic and support) and the roles that they undertake, as well as more general information about the College and the way that it works.

WELCOME

Welcome to Spurgeon's College's BA Programme.

We hope you will enjoy your studies with us. Our BA programme is designed to provide you with a good educational experience during your time with us. We hope you will take every opportunity to read, write, listen, study and learn while you are with us.

You will find that the tutors and staff here are eager to help you as much as possible. We will do everything we can to help you succeed with your studies and perhaps even surpass your own expectations and goals. We very much feel that we learn with you as we journey together and open our minds to new perspectives and fields of study. We hope you will embrace this journey and find fulfilment in all that you do.

If you have any questions about your programme of study please do not hesitate to make contact with us by phone, email or by knocking on our office door. We have an open door policy and strongly encourage you to come to see us if you have any question or concern. We also would love to hear your ideas and comments about your programme. There are formal ways to do this through our unit and year evaluation feedback processes, but informal and proactive feedback is welcome too.

Our BA programme is constantly being revised and improvements and changes are being implemented. During the course of this year we will be looking at the programme as a whole through a major review process which aims to ensure that our programme continues to meet the needs of our students. We will keep you informed of new developments and will seek your views and ideas too.

We look forward to working with you.

Revd Dr Stephen Wright
Vice-Principal: Academic Director
Studies
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Dr Debra Reid
Director of Undergraduate
Studies
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A message from Registry:

Welcome to Spurgeon's! I very much look forward to getting to know you during your time at the College. Please do feel free to come and visit the Academic Administration Office should you have any queries relating to Registry, including anything you might like to clarify about your timetable or the work you will be submitting.

My working hours are 8am – 4pm Monday to Thursday, and 8am – 1pm Friday, during which you are very welcome to call in. I look forward to meeting you and wish you all the best as you embark on this new journey.

Katie Walsh
Senior Registrar registry@spurgeons.ac.uk

5.1. PROGRAMME SPECIFICATION

5.1.1. The Programme Specification is found in full on the College website and on Moodle. It gives you the formal information about the BA course. This information is useful to you when you are required to fill out any forms, for example, for student finance. This handbook is based on the Programme Specification and highlights key details.

Awarding body/institution

The University of Manchester

Teaching institution

Spurgeon's College, London

Name of the final award

Certificate of Higher Education in Theology
Diploma of Higher Education in Theology
Bachelor of Arts (Honours)

Exit awards

Certificate of Higher Education in Theology
Diploma of Higher Education in Theology
Bachelor of Arts (Ord) in Theology

Programme title

Theology

UCAS code

0J57

Framework for Higher Education Qualifications

Level 6

Role of the Programme Specification

5.1.2. This document is the source of information for prospective and current students seeking an understanding of the programme. It tells students about the aims, intended learning outcomes and structure of the programme, and the means by which the outcomes are achieved and demonstrated. It also sets out what knowledge, understanding and skills students can expect to have acquired when they graduate.

Further links

- 5.1.3. This programme handbook extracts some of the key elements of the formal Programme Specification which is a detailed document which can be found on the College website: www.spurgeons.ac.uk.
- 5.1.4. Further information about the operations of the BA programme can be found through exploring the Spurgeon's College Moodle site: <http://spurgeons.moodle.webanywhere.co.uk/>
- 5.1.5. The Spurgeon's BA programme is presently validated by the University of Manchester whose own website contains much useful information about Undergraduate degrees of the University: www.manchester.ac.uk

5.2. AIMS AND INTENDED LEARNING OUTCOMES

- 5.2.1. The intended aims and learning outcomes of the BA programme are defined in some detail in our Programme Specification document. You will find it useful to read through these intended outcomes as it will help you to understand the structure and content of the course and will also provide you with some measure of your progress.
- 5.2.2. **The aim of the programme** is to produce competent and independent theologians who have an adequate understanding of the discipline so that they can serve Church and society as well as engage in further academic study.

5.2.3. **The intended learning outcomes are:**

Knowledge and understanding

- 5.2.4. On graduating from the BA (Honours) in Theology, students should be able to:
- demonstrate comprehension of and intelligent engagement with Christianity in its varied forms;
 - analyse some of the political, social, textual, intellectual, historical, theological, spiritual, ritual, ethical and institutional expressions of Christianity;
 - demonstrate the ability to interpret the Bible independently, using appropriate tools;
 - summarise, represent and interpret the history of the Christian Church and its doctrines in ecumenical, multi-faith and secular contexts.

Discipline-specific and intellectual skills

5.2.5. On graduating from the BA (Honours) in Theology, students should be able to:

- represent views other than their own sensitively and intelligently with fairness and integrity, while expressing their own identity without denigration of others;
- demonstrate sophisticated understanding of the multi-faceted complexity of religions, for example in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, norms and aspirations;
- demonstrate intellectual flexibility through the practice of historical, systematic, dogmatic, linguistic, hermeneutical and empirical methods;
- demonstrate awareness of and critical assessment of religious contributions to debate in the public arena about, for example, values, truth, beauty, identity, health, peace and justice.

Generic skills (transferable skills)

5.2.6. On graduating from the BA (Honours) in Theology, students should be able to:

- communicate information, ideas, arguments, principles and theories by a variety of means
- identify, gather and analyse primary data and source material, through textual studies
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others
- engage with empathy, integrity and critical reflection with the convictions and behaviours of others
- demonstrate an understanding of collaborative work
- undertake independent/self-directed study/learning (including time management)
- and reflect on their strengths and weaknesses as learners
- make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations
- use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations
- show independence in thought, and critical self-awareness about their own beliefs and commitments

Intended Learning Outcomes for Progression and Exit Awards

5.2.7. The BA programme is divided into three levels (4, 5 and 6) which are equivalent to the three years of the full-time programme. To successfully complete each level, students must accumulate 120 credits. At the end of each level students will either **exit** or **progress** to the next level. For this reason the Programme Specification has agreed learning outcomes for each level of the programme and you can monitor your progress each year by these learning milestones:

Level	Intended learning outcomes
Level 4 Year 1 Certificate level	<p>On successful completion of Level 4, students will have:</p> <ul style="list-style-type: none"> • acquired a foundation for their study of theology • started to examine critically primary and secondary sources • started to implement good practice in essay-writing • started to develop group work skills and confidence in formulating arguments orally <p>and will be able to:</p> <ul style="list-style-type: none"> • describe, analyse and interpret the basic concepts and principles of Christian theology and the contexts in which it is practised • exercise basic skills in Christian service in an informed, appropriate and credible manner.
Level 5 Year 2 Diploma level	<p>On successful completion of Level 5, students will have:</p> <ul style="list-style-type: none"> • started to identify strengths and weaknesses of different interpretations of primary material • developed their essay-writing skills <p>and will be able to:</p> <ul style="list-style-type: none"> • analyse, evaluate and reflect in a coherent way on major aspects of Christian theology and the contexts in which it is practised • make use of main methods of critical theological enquiry and of appropriate approaches for dealing with issues which arise in Christian mission and ministry • communicate and apply theological learning in an integrated manner • exercise appropriate skills and qualities required for effective leadership.
Level 6 Year 3 Degree level	<p>On successful completion of Level 6, students will have:</p> <ul style="list-style-type: none"> • developed areas of subject specific knowledge, methods and skills • developed their skills of analysing and formulating arguments in interpretation of source material • had opportunity to work independently and synthesise different aspects of their study <p>and will be able to:</p> <ul style="list-style-type: none"> • analyse, evaluate and reflect in an integrated and systematic way on the main aspects of Christian theology and the contexts in which it is practised • communicate core Christian convictions in the light of a critical awareness of the relationship between Christian theology and its wider public contexts • exercise appropriate skills, qualities and confidence for engaging in mature, effective and reflective leadership.

Exit awards

- 5.2.8. Students who satisfactorily complete 60 credits receive a Spurgeon's College Award. Students who satisfactorily complete 120 credits receive a University Certificate of Higher Education in Theology. Students who satisfactorily complete 240 credits receive a University Diploma of Higher Education in Theology. Students who have attempted 360 credits but who only complete 300 credits can be awarded the Ordinary Degree in Theology.
- 5.2.9. Note that students may not acquire all of these awards: once they progress to the next level they must rescind their previous award. For example, if students have received a Certificate in Theology and subsequently resume their studies, they can only be awarded a Diploma or Degree when they rescind the Certificate. This is to ensure that they are not rewarded twice for the same work.

5.3. PROGRAMME ROUTES, MODES AND DURATION

Routes

- 5.3.1. Students may follow either a **vocational** route through the programme, designed to prepare them for Christian ministry, or an **open option** route, designed to allow a wider range of choices in place of the Professional Ministry and Practice units. The vocational route requires students to take a minimum of 10 credits and a maximum of 40 credits through Professional Ministry and Practice units per level. Open option route students do not take Professional Ministry and Practice units.

Modes of study

- 5.3.2. Students may study in **taught (face to face), distance learning or blended modes**. The 'blended' mode entails a mixture of taught and distance learning units.
- 5.3.3. Students may study on a full or part time basis.
- **Open option** students may study in any of the three modes.
 - **Vocational** students may be either **church-based**, in which case their assessed placement component accounts for 40 credits at each level, or **college-based**, in which case the assessed placement component accounts for 10 credits.
 - **Vocational** students may study in either **taught or blended mode**. If they study in blended mode, the majority of the credits, including all those for Professional Ministry and Practice units, must be taken in taught form.

Duration of Study

- 5.3.4. The **full-time** programme lasts for three years, with students attempting 120 credits per year.

- 5.3.5. **Part-time** students normally attempt 60 credits (6 units) per year although other quantities are possible. Most students therefore complete level 4 (Certificate level) in two years and the entire Degree in six years.
- 5.3.6. Students studying in **distance learning** mode are **part-time**. Further information particular to distance learning students is available on Moodle.
- 5.3.7. Students taking a **blended learning** option may be either **part-time or full-time**.
- 5.3.8. It is possible to transfer from the full-time to the part-time mode and vice versa. The maximum period of registration for the degree for part-time candidates is nine years, with an expectation of 3 years per level.
- 5.3.9. A student can apply for an 'interruption of studies'. The Registry Department can give you further information about this. You can also refer to the Interruption of Studies policy.

5.4. TEACHING, LEARNING AND ASSESSMENT METHODS

- 5.4.1. Teaching methods employed for this programme include lectures, group discussions, seminars, practical exercises, working in teams and, for vocational students, reflection on the practice of ministry. Many units are delivered in online learning format so that students can opt for blended learning where appropriate. Distance learning students can access recordings and presentations relating to internal teaching sessions where they are available.
- 5.4.2. The programme is "scaffolded" so that each level of the degree builds on the previous level. For this reason, apart from in exceptional circumstances, it is necessary to complete one level before beginning units at the next level.
- 5.4.3. Tutors provide full guidance before the production of oral and written work and full feedback following its assessment. Such guidance and feedback makes use of the Moodle platform. Each unit has a formative assessment task as well as a summative task.
- 5.4.4. Peer feedback may take place on class presentations for students who attend face-to-face teaching sessions. Those studying in distance or blended mode have an assigned tutor for each unit they study whom they can contact for advice and support where this is required.
- 5.4.5. Summative assessment is undertaken in a variety of ways appropriate to a practical, contextual programme. Normally the total number of words for a standard 10 credit unit where written assignments are required is as follows:

- level 4: 1500-2000 words
- level 5: 2000-2500 words
- level 6: 3000-4000 words

5.4.6. The language units are always assessed by means of a written examination (or by an equivalent timed test for online students). Further details about the assignment requirements for individual units can be found on the Unit Descriptors which are on Moodle.

5.4.7. At level 6 students have the opportunity to attempt a 40-credit dissertation, a 20-credit short dissertation or a 10-credit independent study unit. Open Option students may also have the opportunity to undertake some independent study at Levels 4 and 5.

Submission of assignments

5.4.8. Students submit work electronically via Moodle. Marks and comments are released on a set date, normally about three weeks after the submission date. These are provisional until confirmed at a meeting of the Board of Examiners; these meetings take place each year in June and September.

5.4.9. Try to plan and pace your work so that you do not find yourself under pressure. Please bear in mind that computers and printers and even Moodle can all be subject to problems beyond the College's control so think ahead and try not to leave your work on assignments until the last minute. Some units will be assigned **early submission dates** and you should note carefully the information on Moodle about these, but the main submission deadlines for this year for taught students are as follows:

- **Semester 1: Friday 18th January 2019 at 2pm (marks released on Friday 8th February)**
- **Semester 2: Friday 31st May 2019 at 2pm (marks released on Friday 21st June)**

5.4.10. These submission deadline dates do not apply to distance learning students who will be issued with their own deadline dates for work submissions which facilitate our reporting processes.

5.4.11. All students must observe the **word count** specified for each assessment. The upper limit is an absolute maximum and must not be exceeded (there is no 10% rule). Where two numbers are given ('a 2000-2500 word project') the actual number of words strictly needs to be within the margin indicated. Word count is here defined as including quotations and footnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument.

5.4.12. Material that exceeds the upper limit will not be read or considered in the marking.

Study Skills

- 5.4.13. We are aware that some students begin this programme of study without the advantage of a recent experience of Higher Education in the UK. The programme begins with the Orientation Week in September which includes sessions to get students off to a good start including sessions on use of the library, study skills and avoiding plagiarism in coursework. The librarian also provides training on issues such as accessing electronic material. Study Skills sessions continue once the normal teaching programme commences.
- 5.4.14. Students can also find ongoing support from the Learning Support Department. Students with specific learning needs or disabilities will be given ongoing support from the College's disability officers. In units in the first semester (especially 150 Introduction to Mission) attention is given to essay writing and research skills in order to build up the confidence of those who have little academic background.

Academic Integrity

- 5.4.15. The College expects academic integrity. This means it is essential that you understand the rules of producing academic essays and accrediting the sources you rely on in your footnotes and bibliography. Full details of expectations are to be found in the College's Referencing Guidelines (see Academic Administration, <https://spurgeons.moodle.webanywhere.co.uk/course/view.php?id=156>) . This is an extensive document which we recommend you take time to read and understand.
- 5.4.16. In the initial stages of your programme you might slip into what is called "**Poor Practice**" (this is defined in Appendix 1). If your tutor notices instances of Poor Practice they will provide you with a Poor Practice Feedback Form which will indicate the nature of the issues they have spotted. This is an attempt to provide you with advice that you can implement for your next submitted assignment so please do take these forms seriously. They serve as a warning and a way of helping you to avoid malpractice investigations in the future.
- 5.4.17. Reported cases of "**Academic Malpractice**" are always investigated and penalties are applied in line with our Malpractice Policy. A short guide to Academic Malpractice can be found in Appendix 1. Please note that the use of third party essay writing services (be that of a personal or professional nature) will always be taken as a serious violation of academic integrity. Students should avoid using essay writing websites and should not purchase packages which promise to avoid plagiarism detection. All essays submitted to the College are passed through a plagiarism detection programme which most universities use (called TurnItIn). This is a highly successful means of plagiarism detection.

Marking Criteria

- 5.4.18. Your work will be assessed by your tutor in line with the marking grid which you will find in Appendix 2. You can expect your feedback on your assignments to use some of the phrases contained in the marking grid. When you complete your assignment read it through alongside the marking grid and try to reflect on where you think your essay fits in terms of meeting the criteria outlined. This will help you develop a critical awareness of the strengths and weaknesses of your work.
- 5.4.19. The work for each unit of study is always moderated. This means that a second tutor will read a sample of the batch to check that the marking has been carried out fairly according to the criteria. In addition external examiners, appointed by the University, also look at students' work and marks awarded to ensure parity with assessment standards across the Higher Education sector. Tutors are always happy to talk through your work and their feedback with you.

Assessment Procedures and Regulations

- 5.4.20. Your achievements will be monitored by both the internal Spurgeon's College Examinations Scrutiny Board and the University of Manchester Examination Board.
- 5.4.21. Both these Boards are governed by the Regulations of the University of Manchester which allows for compensation and resits in some cases (see Appendix 3).
- 5.4.22. Final degree classifications (First class; Upper Second, Lower Second, Third, Pass) will be calculated on the basis of marks achieved at levels 5 and 6, according to University regulations. See Appendix 3 for the full regulations.

5.5. UNIT OPTIONS

- 5.5.1. The BA contains some **core units** at each level of study, which all students are required to take. These cover some of the basic aspects of the discipline of theology – biblical studies, doctrine, church history and practical theology. All are worth 10 credits, unless indicated below. They are as follows:

Level 4:

- 103/8103* Reading and Using the Bible
 133/8133 Introduction to Christian Doctrine
 162/8162 Spirituality

Level 5:

- 211/8211 Pentateuch in English
 233/8233 Early Church History
 234/8234 Incarnation and Atonement

Level 6:

323/8323 New Testament Theology

332/8232 Doctrine of the Spirit

* Four-digit unit numbers beginning with 8 refer to the distance learning version of the unit.

5.5.2. In addition, **vocational/ministerial** students are required to take the following units:

Level 4:

150/8150 Introduction to Mission

4101 Professional Ministry and Practice 1 (college-based students only)

4401a Professional Ministry and Practice 1a (20 credits; church-based students only)

4401b Professional Ministry and Practice 1b (church-based students only)

4401c Professional Ministry and Practice 1c (church-based students only)

Level 5:

5101 Professional Ministry and Practice 1 (college-based students only)

5401a Professional Ministry and Practice 1a (20 credits; church-based students only)

5401b Professional Ministry and Practice 1b (church-based students only)

5401c Professional Ministry and Practice 1c (church-based students only)

Level 6:

6101 Professional Ministry and Practice 1 (college-based students only)

6401a Professional Ministry and Practice 1a (20 credits; church-based students only)

6401b Professional Ministry and Practice 1b (church-based students only)

6401c Professional Ministry and Practice 1c (church-based students only)

- 5.5.3. Students training for the **Baptist** ministry are, in addition, required to take the following units:
- | | |
|----------------------|---|
| 232/8232 or 333/8333 | Doctrine of the Church (level 5 or level 6 version) |
| 344 | English Baptist History in Context |
- 5.5.4. Students training for **Pentecostal** ministry are, in addition, required to take the following unit:
- | | |
|-----|-------------------------------------|
| 346 | Pentecostal and Charismatic Studies |
|-----|-------------------------------------|
- 5.5.5. The remainder of a student's programme of study is built around these requirements. The permutations of the timetable are too complex to reproduce in full here: individual students and cohorts are informed directly by Registry of their forthcoming choices, and then of their timetable when they have made those choices, and the relevant units are added to their Moodle account. The following is a summary of the programmes taken by different groups:
- The timetable for church-based ministerial students, who attend college on only two days per week, does not allow for much choice of units except at level 6.
 - The timetable for college-based ministerial students allows students to choose between studying one or both of the biblical languages, Greek and Hebrew, and studying Philosophy and/or Ethics.
 - The timetable for open option students allows a wider range of choice, enabling students to opt into specific vocational, practical units if they wish, or choose an alternative (occasionally the alternative may be an online unit).
 - All students have a somewhat wider range of options at Level 6, and those expecting to enter that level in 2019-20 will be informed by Easter 2019 of the options that will be available and asked to indicate their preferences. Not all the announced options will be offered if class sizes are too small.
 - The precise range of options available to part-time students studying in taught mode, who only attend college one day per week, will naturally differ slightly from that available to full-time students in a particular year. Part-time taught students cover a level of study over two years.
 - Students studying in taught mode who, for timetabling reasons, are unable to attend the classes for a particular unit, may be offered a 'Moodle +' pattern for individual units, in which they listen to the recording of the class together and have personal access to the tutor. This option is only available for good reason and at the discretion of the Academic Director.
 - Students wishing to take a 'blended' programme involving distance learning as well as taught units should consult the Senior Registrar prior to the start of the academic year. Ministerial students must take at least half of their credits in taught mode.

5.5.6. In addition to the core units mentioned above, the following units will be available to taught students in 2018-19:

Level 4:

Available to all students:

- 123 Jesus and the Synoptic Gospels
- 150 Introduction to Mission
- 153 Missional Church
- 163 Pastoral Theory and Practice
- 164 Worship and Preaching Skills

Available to college-based vocational and Open Option students only:

- 115 Interpreting the Old Testament
- 126 New Testament Greek A
- 127 New Testament Greek B
- 176 Philosophy 1

Available to Open Option students only:

- 102 Studying Christian Theology
- 112 Introduction to the Bible
- 124 Introduction to Paul
- 134 Ethics 1
- 190 Independent Study

Level 5:

Available to all students:

- 240 Reformation Church History
- 256 Evangelism and the Local Church
- 260 Contemporary Homiletics
- 261 Pastoral Care and Counsel
- 274 Transforming Congregations

5.5.7. Available to college-based vocational and Open Option students only:

- 214 OT Writings in English
- 223 Pauline Letter in English [this unit may also be 'audited' by church-based vocational students – that is, they may attend the teaching sessions but cannot be assessed for credit]
- 232 Doctrine of the Church [required for college-based Baptist ministerial candidates]
- 235 Ethics 2
- 273 Apologetics

- 5.5.8. Available to Open Option students only:
224 Acts and Hebrews

Level 6:

Available to all students (students will have been asked for their options prior to the year):

- 315 Old Testament Prophetic Texts
- 317 Old Testament Theology
- 324 John – Gospel and Letters
- 334 Resurrection, Theology and Hope
- 344 English Baptist History in Context
- 345 Ecumenism*
- 346 Pentecostal and Charismatic Studies
- 362 Chaplaincy* (20 credits)
- 364 Chaplaincy*
- 385 Educating the Church
- 390 Dissertation* (40 credits) (only students who have averaged at least 55% in their marks so far are permitted to take this unit)
- 391 Short Dissertation* (20 credits)
- 392 Independent Study* (10 credits)

*These units are independent study units: that is, there are no taught classes, but students work independently under the guidance of a tutor. The tutor for the Ecumenism unit is Dr Joshua Searle, j.searle@spurgeons.ac.uk The Chaplaincy units involve a certain number of hours worked in a placement; these are overseen by Dr Chris Voke and students who have opted for one of these units need to get in touch with him if they have not already done so (c.voke@spurgeons.ac.uk). Those taking the Dissertation, Short Dissertation or Independent Study units should already have been assigned a supervisor, but if not they should contact Dr Debra Reid (d.reid@spurgeons.ac.uk).

Unit Descriptors

- 5.5.9. The 'Unit Descriptor' is the university-approved summary of the aims, content, assessment methods and recommended reading of the unit. The precise sequence of lectures may vary from year to year and the tutor will normally suggest further reading possibilities, but you should refer to the Unit Descriptor to check the learning that you are expected to demonstrate.
- 5.5.10. Unit Descriptors for the units for which you are enrolled will be found under the unit tab on your personal Moodle page. A full collection of Unit Descriptors will be found under the Academic Administration tab on Moodle, and also on the college website. It will be helpful if, after completing your work for the first semester, you can consult the descriptors for units you will be studying in the second semester and if possible start some of the reading. Similarly, your timetable for 2019-20

will be available before the summer break and it will be very helpful to consult the descriptors for your units for that year and if possible start some of the reading.

5.6. MOODLE

- 5.6.1. You will need to become familiar with Moodle - the College's Virtual Learning Environment - in order to study on the BA programme. You may feel overwhelmed by the prospect when you begin but you will soon become familiar with the way Moodle works and how to navigate its pages.
- 5.6.2. Joanna Zaplotna, our Virtual Learning Administrator, is ready to help you when you have any queries or difficulties. She can help you with password issues, assignment submissions, downloading issues or in finding something on Moodle. You can pop up to see her in her office or email her (j.zaplotna@spurgeons.ac.uk) or send her a message via Moodle. Please remember you can also ask other students for help and advice. Tutors will be able to assist you in finding unit content material and will often refer you to the Additional Resources at the foot of their unit pages.
- 5.6.3. The units you undertake will be automatically added to your Moodle account. You will also be given access to various other sections. You can report absences, request extensions, contact staff, access library information, access your student reps, read information from the Finance Department, receive career news, access audio and video recording of College events – and much more - through Moodle.
- 5.6.4. Please also keep an eye on the News items posted on your Home page and your Moodle message board.
- 5.6.5. In particular please take time to look at the various documents under the **Academic Administration** tab. Some of these are essential reading and will help you considerably with your Undergraduate studies. For example you will find there: University Registration Forms; Student Handbooks; Policies relating to Disability and Special Educational Needs, Extensions, Interruption of Studies, Late Work, Referencing Guidelines, Student Attendance Policy, Exegesis Guidelines, Dissertation Guidelines, Complaints Procedure etc.; and information about Annual Reviews, Malpractice, How to submit essays, College dates and the current Teaching Timetable. You can also view reports from our External Examiners. If you have a question check here first to see if you can find the answer for yourself – if you can't do contact the relevant member of staff.

5.7. PROGRAMME EVALUATION, MONITORING AND REVISION

- 5.7.1. The BA programme is subject to regular evaluation, monitoring and revision. These processes always involve input from students, tutors and external experts. Students are represented on the Academic Board and on the Quality Assurance Committee. We encourage all students to feed into their Students Reps comments and reflections about the BA programme. The Academic Board of the College are responsible for the oversight of these review procedures.
- 5.7.2. At the end of each unit, students are asked to evaluate their learning experience. The completed evaluation forms (now submitted anonymously online) are sent to the unit tutors who add their comments; they are subsequently scrutinised by the programme leader and the Quality Assurance Committee which reports to the Academic Board. Students are represented on both committees and any significant outcomes are shared via the Student-Staff Liaison Committee.
- 5.7.3. At the end of each year, students are asked to evaluate their experiences on the programme as a whole and the support they have received. This feedback may be gained by both oral and written means.
- 5.7.4. The programme monitoring procedures form a continual process of review by the teaching staff team, with a rolling action plan in response to data about the quality of teaching, learning and achievement and the student experience.
- 5.7.5. The Academic Director provides an annual report to the Academic Board and the University.
- 5.7.6. The BA programme is part of the College's internal scheme of periodic reviews. Every five years the University carries out a review of the validated programmes.

Document control box			
Title	Bachelor of Arts (Honours) in Theology Student Handbook for Courses in 2018-2019		
Date approved	September 2018	Implementation date	September 2018
Next review date	August 2019		
Version	2018-2019/v1	Supersedes versions	July 2012 / last revised March 2018

Approving body	Governors
Quality Code consulted	
Member of staff responsible	Academic Director

Appendix 1 A Short Guide to Understanding and Avoiding Academic Malpractice

What is academic malpractice?

Academic malpractice is any activity –intentional or otherwise – that undermines the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously.

Types of academic malpractice

- Plagiarism is the presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student, and the submission, in whole or in part, of a student's own work –self-plagiarism –where, for example, such work may have been previously submitted for a different assessment.
- Collusion is when a student or students collaborate with another student or students, as an individual or group to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work are also committing collusion and both the copier and the provider of the work are liable to be penalised.
- Cheating in exams is another form of academic malpractice, entailing the possession of unauthorised material or the use or attempted use of unauthorised or unfair means. Specifically, it is an offence: to copy from the work of another candidate, or allow copying from one's own work; to obtain assistance from another candidate, or provide assistance to them, by whatever means; and to impersonate another candidate, or allow oneself to be impersonated.

Malpractice Panels and Tribunals

Suspected cases of academic malpractice are dealt with by Malpractice Panels/Tribunals which assess carefully the level of infringement, if any. All students will be treated equally and given a fair hearing. Panels/Tribunals have a range of penalties open to them depending on the severity of the case and the degree of intentionality or deceit, including the cancellation of marks for the unit, reduction of a degree class, or cessation of the student's registration. Panels will always endeavour to be consistent and proportionate in any penalty that is given.

Avoiding academic malpractice

The most common form of academic malpractice is plagiarism. You can avoid this by making sure that whenever you quote a phrase or longer from another person's words (whether from a book, article, website or any other source), you put the words in quotation marks and give a proper reference to the source. Instances of plagiarism include:

- referencing that is so inadequate that it undermines the integrity of the work
- a bibliography that omits texts drawn on in the main body of the work (compounding the failure to cite them in the main text and/or references)

- more than isolated examples of the omission of quotation marks from quotes
- close paraphrasing of phrases or sentences of someone else's material without direct and immediate acknowledgement (anything more than isolated examples where the source is referenced properly elsewhere)
- extensive misuse of secondary quotations (i.e. when you make it seem as if you have looked up a text yourself when in fact you have found the words quoted in another book/article which you have not cited)
- copying the work of another student, or submitting material from 'essay banks'

Poor Academic Practice

Often students starting out on degree-level study need help learning how to present their work in a clear and ethical way. Inadvertently, they may slip into 'poor practice', which is not in itself malpractice but which, if not checked, may lead to it. It is important to learn from any feedback your tutors give you about this. Instances of poor academic practice include:

- inadequate referencing, e.g. failure to repeat footnote references each time a text is drawn on
- an incomplete bibliography, which as a result of carelessness fails to include sources mentioned in the main text and references, or gives inadequate or inaccurate information about them.
- isolated examples of the omission of quotation marks from quotes (i.e. cases where it is clear that sloppiness or a misunderstanding of academic conventions is to blame)
- close paraphrasing of a phrase or sentence of someone else's material without direct and immediate acknowledgement (again, brief and isolated examples, where the source is referenced properly elsewhere in the work)
- failure to give a complete record of the sources drawn on (e.g. omitting reference to the secondary source when using secondary quotations)

Tutors are trained to distinguish carefully between academic malpractice and poor academic practice. There is no penalty for poor academic practice, except that the piece of work will probably receive a lower mark than it might have done otherwise, since quality of presentation is one of the normal marking criteria.

The consequences of academic malpractice

Malpractice is treated by the College and the University as a disciplinary matter. At the very least, if you are detected committing plagiarism, you can expect to get a mark of zero for that piece of work. In cases of serious or repeated malpractice may find you have failed the whole course and are asked to leave the College. It is vital that you understand what constitutes malpractice, take strenuous steps to avoid it, and recognise the consequences and penalties of committing it. More information can be found in Understanding and Avoiding Academic Malpractice.

Appendix 2 The Undergraduate Marking Grid

%	Classification <i>Relation to Intended Learning Outcomes</i>	Criteria	Additional criteria for practical and oral assignments	Criteria for sermons
90-99	Exceptional 1 st <i>Has learned far more than expected</i>	Exceptionally good work, publishable without serious revision	Exceptional work worthy of dissemination in the public sphere	Exceptional preaching. In addition to 70-79 and 80-89 qualities, evidence of a mature degree of biblical, theological and homiletical grasp, and confidence without self-inflation in delivery
80-89	Excellent 1 st <i>Has exceeded learning outcomes</i>	In addition to 70-79 qualities, outstandingly cogent argument applying a high degree of independent insight to the topic; mature evaluation of a wide range of sources; potentially publishable	In addition to 70-79 qualities, work of professional quality that has clear value and relevance beyond the student's own situation; outstanding presentation skills	In addition to 70-79 qualities, convincing integration between content, form, personality and situation
70-79	1 st <i>Demonstrates intended learning admirably</i>	Deep knowledge of the issues; excellent skills in argument, synthesis and evaluation; evidence of independent judgement and originality applied to a range of sources; accurate and polished presentation; effective and well-focused content	Excellent linking of theory and practice, yielding very valuable material for ministry; excellent use of resources; highly creative and imaginative; excellent presentation skills	Insightful and independent engagement with biblical text; thorough engagement with theological issues; imaginative, relevant connections to context and contemporary world; imaginative use of sermon structure; arresting and imaginative communication skills
60-69	2:1 <i>Demonstrates intended learning solidly</i>	Wide knowledge of the issues, with clear ability to argue and synthesize; some evidence of independent judgement applied to sources; careful and well-organised presentation; no significant errors	Very good linking of theory and practice, yielding valuable material for ministry; good initiative in obtaining and using resources; creative and imaginative work; very good presentation skills	Insightful engagement with biblical text; persuasive theological content; creative and relevant connections to context and contemporary world; creative use of sermon structure; persuasive communication skills

%	Classification	Criteria	Additional criteria for practical and oral assignments	Criteria for sermons
50-59	2:2 <i>Demonstrates intended learning, but with some gaps</i>	Good knowledge of the issues, with some ability to argue and synthesise; engages carefully with sources; reproduces other views capably, but less adept at constructing own judgements; fairly well ordered, with few errors	Good linking of theory and practice; evidence of initiative in obtaining and using resources; some degree of creativity and imagination; good presentation skills	Ability to identify key issues in biblical text; clear and coherent theological content; good integration with context and contemporary world; clear and coherent sermon structure; good communication skills
40-49	3 rd <i>Some intended learning demonstrated, but with major gaps</i>	Satisfactory handling of the issues, but with noticeable gaps in knowledge; some engagement with sources, but lacking effective synthesis of ideas;; some weaknesses in organisation and presentation, as well as some errors	Satisfactory linking of theory and practice; limited evidence of initiative in obtaining and using resources; a limited degree of creativity and imagination; adequate presentation skills	Some critical engagement with biblical text; clear and relevant theological content; clear relevance to context and contemporary world; clear sermon structure; competent communication skills
30-39	Compensatable fail <i>Failure to demonstrate key intended learning</i>	Does not deal adequately with one or more significant elements of the issues despite inclusion of relevant material; superficial use of sources; lack of organization; weak presentation; probability of significant errors	Significant weakness in the area of link between theory and practice, despite inclusion of some satisfactory material; very little evidence of initiative or creativity; weak presentation skills	Non-critical engagement with biblical text; basic but inconsistent theological content; limited relevance to context and contemporary world; rather ineffective structure; inadequate communication skills
25-29	Fail <i>Failure to demonstrate a wide range of intended learning</i>	Does not address issues coherently, though may have presented general information relevant to the question; poor use of sources; disorganized;; poor presentation	Failure to make adequate link between theory and practice; lack of creativity and imagination; poor use of resources; poor presentation skills	Superficial approach to biblical interpretation; weak theological content; little relevance to context and contemporary world; little recognizable structure; poor communication skills
1-24	Fail <i>Failure to demonstrate learning from unit</i>	Does not address issues; serious gaps in knowledge; no use of sources; incoherent; very poor presentation	Lack of any link between theory and practice	Incompetent use of biblical text; confused theology; irrelevant to context and contemporary world; no structure; incoherent communication
0		Unfair practice; collusion		

Appendix 3 University of Manchester Assessment Regulations

[Extracted from the Faculty of Humanities Annotated Undergraduate Degree Regulations including Integrated Masters, September 2012; V4 (August 2014)] A full version of these regulations can be found on Moodle and at (<http://www.tlso.manchester.ac.uk/degree-regulations/>),

A. Credit and Award Framework

1. All awards of the University of Manchester will be given on the basis of the accumulation of credit as mapped out in table 1. This table is based on the credit/awards and levels required by the national Framework of Higher Education Qualifications (FHEQ):

Table 1: Credit and Postgraduate Award framework:

Name of Award	Minimum Credit for the Award	ECTS	Minimum credits at the level of qualification	ECTS	FHEQ level
Integrated Masters Degree	480	240	120	60	7
Bachelors Degree with honours	480	240	180	90	6
Bachelors Degree with honours	360	180	90	45	6
Ordinary Bachelors Degree	300	150	60	30	6
Diploma of Higher Education (DipHE)	240	120	90	45	5
Certificate of Higher Education (CertHE)	120	60	90	45	4

Note 1: the table refers to the levels as defined in the FHEQ. It may be of assistance to the reader to understand that Level 7 of the FHEQ relates to a Masters, while levels 4, 5 and 6 correspond to years 1, 2 and 3 of an undergraduate degree.

Note 2: One ECTS (European Credit Transfer System) is equivalent to two UK credits.

Note 3: The column titled 'minimum credits at the level of qualification required for an award' is to be used when making awards only and is not to be used for the purpose of deciding progression.

Ordinary degrees are intended as exit awards only (except for exceptional mitigating circumstances); students are not normally expected to progress onto an Ordinary degree for example due to course unit failure. Students can progress onto an Ordinary Degree on the basis of decisions made by a School or Faculty misconduct committee.

At the Faculty's Undergraduate Programmes Sub-Committee meeting (13/11/13) it was agreed that a student will normally only be allowed to take up to a maximum of 30 credits at a neighbouring level, so they will not be permitted to take level 4 credits in level 6. However, exceptionally, by permission of the Teaching & Learning Director / Undergraduate Director in consultation with the Programme Director a student may be allowed to take up to a maximum of 30 level 4 credits in level 6.

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1.

Exit Award	Total Credits Required	Minimum Credits at Level of Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6

3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1. However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

Award	Min credit required / level	Additional credit required	Minimum Credit Required for Award
CertHE	90 / 4	30	120
DipHE	90 / 5	150	240
Ordinary Bachelors	60 / 6	240	300
Bachelors with Honours	90 / 6	270	360
Bachelors with Honours	180 / 6	300	480
Integrated Masters	120 / 7	360	480

B. Title of Awards

4. Titles of degrees can be found in the University's Regulation XI "Titles of Degrees and other Distinctions" at

<http://www.manchester.ac.uk/medialibrary/governance/generalregulations.pdf>

Authority to approve titles of degrees lies with Senate. The following degrees are governed by the UG Regulations: BA; BA(Econ); BEconSc; BSc; BSocSc; MTCP; LLB; MGeog; MHist; IPML; MusB.

C. Accreditation of Prior Learning –AP(E)L

5. A maximum of 120 credits of a three year Bachelors degree, and 240 credits for four year Bachelors degree can be considered for AP(E)L. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.

Principles: At least half of the programme should be assessed at the University of Manchester. Prior learning is relevant and current to the award.

Any unit exempted will not be awarded a mark but should be graded a pass and hence excluded from the calculation of the overall marks.

The University's Document 'Principles and guidance relating to the Accreditation of Prior Learning' can be found at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2856>

Schools should have processes in place at the admissions stage to consider AP(E)L requests. Principles

6. AP(E)L may be used in exceptional circumstances for entry into Level 6 (or 7 of an Integrated Masters). However, a case must be made to and approved by the Faculty.

Approval must be sought from the Faculty using the form available at:
<http://www.tlso.manchester.ac.uk/degree-regulations/>

7. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance in University of Manchester also satisfies the award requirements in table 1 and at least half of the credits have been awarded by the University of Manchester.

8. Schools can stipulate when AP(E)L is not allowed due to Professional Body requirements.

Schools must stipulate, in relevant publications, when AP(E)L is not permitted. Schools need to report this to the Faculty on the form available at: <http://www.tlso.manchester.ac.uk/degree-regulations/>

D Assessment & Progression

9. Undergraduate students must pass a minimum of 40 credits on the first attempt at each level, including any compulsory units, specified by the School, in order to progress. When a student fails to do this they will have failed the level (see section on repeating the year or exit awards).

Minimum 40 credits to be passed at first attempt in order to progress.

The credit required to automatically progress from level 4 to level 5 is 120 credits, 240 credits to progress from level 5 to level 6.

Students who fail more than two thirds i.e. more than 80 credits are deemed to have failed the level and D11 details the options available to Examination Boards.

The above regulation does not mean that all compulsory units must be passed at first attempt (e.g. a programme may have 80 credits which are compulsory at level 1); the minimum 40 credits that must be passed can include compulsory units. Schools can stipulate that more than 40 credits have to be passed first time.

10. Undergraduate students progress on the basis of credit accumulation in accordance with the programme requirements. Students can progress once they have achieved enough credit as specified in the programme handbook at each level of their programme.

Students (normally) need to pass 120 credits in each year in order to progress to next year of programme (120 credits required to progress from level 4 to level 5; 240 credits required to progress from level 5 to level 6).

Students need to pass a minimum of 40 credits at first attempt in each year (if they don't achieve this the Examination Board decides what happens see Regulation 11).

11. Where a student has failed more than the required credits on the first attempt, or fails to meet progression requirements after compensation or reassessment, the Examination Board has the following options at its discretion:

- Withdraw the student and award an Exit Award if criteria are met in accordance with table 1.
- Permit the student to retake the year (see section on repeating the year)
- Permit the student to carry over up to 20 credits (see section on carrying over credit) in exceptional circumstances, as defined by an examination board
- Consider reassessment, where there is approved and verified mitigation.

12. The progression rules, D9 to D11 apply to progression to and from any year of study, regardless of level, except when progressing to the final year (level 7) of an integrated masters degree (see D14).

13. Schools may have alternative progression and assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs). However, should students fail to meet PSRB standards, but have succeeded in achieving University standards then a 'non professional' alternative award may be awarded by an Examination Board (see I41).

A different named award can be set up on Campus Solutions (CS). Schools to contact their Faculty QAE Administrator to request a new programme / exit award are put on CS, as and when required.

14. Students progressing to the final year (level 7) of an integrated masters must achieve an average of at least a lower second classification in order to progress.

An average of at least 50% is required to progress to the final year (level 7) of an Integrated Masters. The average required to progress can be higher than 50% but this must be clearly articulated in the relevant publications. Schools to inform Faculty where the average specified for progression is higher than 50%; form available at: <http://www.tlso.manchester.ac.uk/degree-regulations/>

E. Compensation

15. The compensation zone is defined by the Standard Unit Marking Scheme, found in the Guide to the Taught Degree Regulations.

Compensation zone 30% - 39%.
Non compensatable fail less than 30%.
Course unit marks are recorded as whole numbers.

The mark can be compensated for credit only and the original mark will stand. Course unit mark which has been compensated has a suffix of (C).

Unless the unit has been defined as non-compensatable, compensation is automatic.

NB The Taught Degree Regulations Glossary of Terms <http://www.tlso.manchester.ac.uk/degree-regulations/> identifies compulsory course units as those which 'cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme'. Compulsory course units are NOT compensatable i.e. they must be passed.

The Glossary identifies core course as 'curricula can identify course units that are optional which are distinct

16. A maximum of 40 credits, per level, can be compensated at Level 4 and 5 of an undergraduate programme.

Compensation of failed units is a measure to reduce the need for referred assessment where the student has demonstrated academic ability through passing at least two thirds i.e. at least 80 credits (at levels 4 & 5).

Compensation applies to marks between 30% - 39%. Special compensation permitted in final year (level 6 & 7) see J46 / J47.

Total 'failure' permitted is 80 credits; 40 credits of which could be compensated. It must be the Examination Board which determines which units to compensate and which to refer when there are more than the permitted credits in the compensation zone.

assessment or reassessment).

Referred assessment is compensatable provided the number of compensated credits (40) permitted haven't been exceeded. Schools can decide when a unit is not compensatable, but this must clearly be defined in the handbook and programme and unit specifications.

Extract from the SSO Bulletin 56 – 4 February 2013

If a referral mark is compensated, it is capped at the compensation level and recorded as a pass-by-resit with a suffix **R**

It can sometimes happen that a student who resits a course unit ends up with an overall mark after resit that is in the compensation zone. This is illustrated in the example below:

Career	First Sit	Resit Mark	Final Mark
UG	25	38	30R

In this example, an Undergraduate student has failed the module with an overall mark of 25%. As a result, the student is asked to resit the unit. While the student's performance has improved after resit, they have still not passed the course unit: The overall mark after resit is 38%, and this is in the compensation zone.

Referral marks are compensatable. After reviewing the student's overall record, the Exam Board decides to allow this course unit mark to be compensated.

The resit mark is capped at the compensation level, and so the final course unit mark is 30%. Nevertheless, in spite of this use of compensation, the final mark is recorded on Campus Solutions with a suffix of R. If a referral mark is compensated, it is still treated as a pass by resit.

Guide to degree Regs - In the event of a student failing a course unit with a mark less than 30% & then obtaining a compensatable fail in the resit where there is compensation available the student would receive the credit and the mark would be capped at 30R.

19. Decisions on compensation are made by Examination Boards. Schools can specify when a unit is not compensatable or when PSRB rules take precedence.

Schools to specify, in relevant publications, when a unit is not compensatable e.g. core unit / subject to PSRB requirements – **these must be approved by the Faculty**. Schools to submit the information on the form available at: <http://www.tlso.manchester.ac.uk/degree-regulations/>

F Reassessment

20. Where the overall unit mark is below the compensation zone or the maximum amount of compensation has been exceeded, reassessment may be taken unless in the final year (or level 6) of a Bachelors degree (see section E) or the final years of an integrated masters (level 6 or 7). This is known as a 'Referral' and the referred assessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The referred assessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

No reassessment permitted in final year of Bachelors Degree or Integrated Masters Degree.

Students need to pass minimum of 40 credits at first attempt in each year.

Reassessment is available for units with marks below compensation zone i.e. 29% or less; or where more than the 40 credits are in the compensation zone.

Course unit final mark calculated as a whole number. Reassessment is not available for improving marks.

The Vice President Teaching, Learning & Students has confirmed that the number of referral & compensation credits allowed is NOT cumulative; i.e. the total number of credits of referral and compensation is 80 credits.

It is expected that reassessment will take place in same academic year as the original assessment i.e. no later than the August resit period. The word 'normally' is used to allow for mitigating circumstances. Schools to decide when best to do resit by essay – needs to be in time for consideration by Examination Board after August resit period.

21. If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse referred assessment. See ordinances/ regulation XX – Work and Attendance of Students.

22. The Examination Board must specify the minimum circumstances to enable the student to progress and any remedial action required by the student, subject to teaching capacity not being exceeded (i.e. taking into account the number of students on a specific programme at one time).

The examination board will decide which referred assessment should be taken, to achieve the credit to enable them to progress.

It must be Examination Board that chooses which units to compensate and which to refer when there are more than the permitted 40 credits in the compensation zone.

23. An Examination Board may allow a student one attempt, per unit, at referred assessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances. Additional attempts at assessment as a result of mitigating circumstances are known as 'Deferrals', are considered a first attempt and no cap is applied.

24. When a student fails to achieve the required credit after referred assessment, the Exam Board may decide to allow them to take the whole course unit again, on one further occasion, in attendance (see section G), subject to teaching capacity not being exceeded (i.e. consideration given to the number of students being taught within the course unit). This only applies to level 4 or 5.

25. Undergraduate students can be offered referrals in up to 80 credits, per level, except level 6 and 7 (see F28 for exceptions relating to PSRBs). The authority to decide which units are retaken rests with the Examination Board.

The number of referral & compensation credits allowed is NOT cumulative; i.e. the total number permitted for referral and compensation is 80 credits.

26. Referral pass marks will be capped at the lowest compensatable mark (30) for undergraduate students, unless the previous mark was within the compensation zone, in which case the original mark will stand.

Extract from the 'Guide to Taught Degree Regulations' (Nov 2012 v1.2)

Some of the principles behind the way referrals are handled are as follows:

- If a student passes a course unit by resit, then they should not end up with a lower mark than they obtained at the first sit. So if a UG student gets 35% in the first sit (which is a fail), and then they get 60% in the resit, then their final mark should be 35R and not 30R.
- A student who got a low mark in the first sit of an exam should not gain an advantage compared to a student who got a relatively good mark in the first sit. So, for example, if a UG student got 23% in the first sit and then 60% in the resit, their final mark will be 30R. That is, their resit mark is capped at the compensation level. This final mark is lower than that of the student in the first example, above, as intended.

So the basic rule is that if the student **passes** the resit, then the resit mark is capped at the compensation level. However, if the original first-sit mark was in the compensation range, then this original mark is retained. On the other hand, if a student **fails**, then the first-sit mark stands.

For all referred assessment, the original pass mark will stay the same; therefore for Undergraduate referred assessment, a student will have to achieve a mark of 40 to pass, but this mark will be capped at the lowest compensatable mark (30%). This includes dissertations.

27. If a student fails a referred assessment that was previously in the compensated zone, the first mark stands and the student has failed to achieve the required credit (see section G on carrying forward failed credit).

Students can only carry forward 20 credits. Compensation zone 30%-39%. Fails 29% and below.

28. Students cannot be referred in order to improve their marks at level 6 or 7.

G. Carrying Forward Failed Credit on UG Programmes

29. An Examination Board may exceptionally permit an undergraduate student to carry forward up to 20 failed credits. This decision will be based on a student's academic standing and in cases of mitigating circumstances. The student should resit, in attendance, at the next available opportunity subject to teaching capacity not being exceeded. There may be restrictions imposed on programmes which have PSRB accreditation.

30. Credit for compulsory units cannot be carried over to subsequent levels.

The Taught Degree Regulations Glossary of Terms defines compulsory course units as *'course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme. Compulsory units are not compensatable'*.

31. Whole units must be repeated in attendance, with assessment taken in full and marks are capped to the lowest compensatable mark.

32. Students can only have one attempt at regaining credit carried over to a subsequent year/ level. If they fail to regain the credit, they will be considered for an exit award.

Only 20 credits can be carried over and only one further attempt available to regain credit (3 attempts in total); if fail to regain credit student to be considered for relevant exit award.

Schools need to make it clear to students in the letter notifying them of the requirements following the Board of Examiners any consequences for failure of carried credit.

Students don't have to do the same unit again, this can be a different unit, but only one attempt is available to pass it. Students need to be counselled that this is risky as they will only have one attempt to pass it and the consequences of failure will result in an exit award.

34. Students should be advised by the Examination Board that if they fail the credit then they may not qualify for an Honours degree. Because 'carrying' extra units imposes a significant additional burden on the student, the Examination Board should give permission only where it judges that, in the light of previous results, the student is likely to be able to cope adequately.

The consequence of failure needs to be included in communication to students, from the School following the Examination Board.

H. Repeating the Level – 120 credits

35. Examination Boards are permitted to make a decision on academic grounds when deciding whether or not a student is academically suitable to repeat a level of study. This outcome of this decision is also subject to teaching capacity not being exceeded.

36. An undergraduate can normally only repeat the level on one occasion during the whole programme, at level 4 or 5 subject to teaching capacity not being exceeded. Exceptions may be permitted in cases of mitigating circumstances.

37. Fees are payable when levels are repeated as a result of a failure, without approved and verified mitigating circumstances.

UG students permitted to repeat a year of study are charged full tuition fees at the rate applicable for the academic year concerned.

38. A student who is repeating a level cannot carry over credit from the level that is repeated.

The student has to do all of the level again i.e. the full 120 credits. Any results from the previous attempt at the level are discounted.

39. Schools may seek approval for alternative arrangements where professional body requirements take precedence. Professional Bodies might stipulate extra conditions or may not allow students to repeat any part of the programme.

I. Exit Awards

40. Once a student has exhausted all the opportunities to retrieve failed assessment they will be given an exit award in accordance with table 1, subject to the accrual of the appropriate number of credits, as defined in the Programme Specification.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6

41. All programmes must have approved exit awards.

42. If a student decides to withdraw, they will automatically be awarded the relevant exit award in accordance with table 1 and as defined in the Programme Specification.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6

J. Final Year of an UG (including Integrated Masters) Programme

43. There will be no reassessment in the final year (level 6 or 7) Special compensation is applied to failed units in the final year (level 6 & 7)

44. In order to qualify for an award, students must meet the credit criteria as stated in the credit and award framework (See: Table 1) and passed assessment as specified in the Unit/ Programme Specifications.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification	FHEQ Level
CertHE	120	90	4
DipHE	240	90	5
Ordinary Bachelors	300	60	6
Bachelors with Honours	360	90	6
Bachelors with Honours	480	180	6
Integrated Masters	480	120	7

45. In year three (level 6) of a four year Integrated Masters programme, reassessment can be considered at the discretion of the Examination Board and based on the academic standing of the student and/or mitigating circumstances.

46. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award special compensation* for up to 40 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 80 credits at the level of the award.

* Information about special compensation can be found in the Taught Degree Regulations glossary of terms.

A student must be awarded 360 credits for a 3 year Bachelors programme and 480 credits for a four year Integrated Masters programme therefore allowance must be made for course unit failure as there are no referrals permitted in the final year. This is known as 'special' compensation. There is no change in marks as 'special' compensation is for credit only. For both bachelors (level 6) & Integrated Masters (level 7) special compensation permitted – retains classification – 80 credits at level of award needed.

classification	Special compensation (credits)	Number of credits to be passed at (same) level
1 st	40	80
2.1	40	80
2.2	40	80

47. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award.
However, there is a penalty applied due to the failure of more than 40 and up to 60 credits and the student will have the classification reduced to the classification below that which would have been awarded on the bases of the weighted average for the programme.

For both bachelors (level 6) & Integrated Masters (level 7) special compensation permitted – reduces classification – 60 credits at level of award needed

Classification	Special compensation (credits)	Number of credits to be passed at (same) level	Award
1 st	60	60	2.1
2.1	60	60	2.2
2.2	60	60	3 rd

Special compensation – original marks used to calculate degree classification
Regulation 47 relates to the classification for classes 1st; 2.1 & 2.2 for those students who have failed between 50 – 60 credits.

48. When considering classifications for a third class degree, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award

Bachelors' 3 rd class degree classification			
Classification	Special compensation (credits)	Number of credits to be passed at (same) level	Award
3 rd	60	60	3 rd

Special compensation – original marks used to calculate degree classification. 60 credits need to be passed at level of award.

49. Where 'special' compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification.

50. Where up to 20 credits have been carried over from level 5 to level 6, this credit may be considered under the 'special compensation' regulations providing the maximum allowable has not been exceeded. This also applies to credit carried over from level 6 to level 7 of an Integrated Masters (see section G).

Special compensation can be applied to 20 credits taken out of level. If passed you would use the level 5 capped mark to recalculate the level 4 average, contributing to the overall average for classification. If failed, 'special compensation' can be applied giving the student the credit only for the carried over unit/s and the original failed mark is used for the level 4 average calculation.

51. Ordinary Degrees can be awarded at the end of a programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to Ordinary degrees. Students can also progress onto an Ordinary degree on the basis of decisions made by a School or Faculty misconduct committee/discipline panel or equivalent.

(Previously stated: Ordinary Degrees can only be awarded at the end of a programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to ordinary degrees).

[K omitted]

L. Classification of a Bachelors Programme

54. To be considered for a Bachelors Degree a student must have achieved the requisite minimum credits listed in table 1 in accordance with the unit marking scheme and grade descriptors. Students who have not achieved the minimum credit requirement for an honours degree will be awarded an ordinary degree in accordance with table 1.

Award	Minimum Credit for Award	Minimum Credit at Level Qualification (6)
Bachelors with Honours	480	180
Bachelors with Honours	360	90
Ordinary Degree	300	60

55. Bachelors degree classification will be decided using weighted total points for three year degrees.

[55-61 omitted]

62. Examination Boards will take place at the end of each academic year or at points in the calendar were decisions are required with regards to progression, overseen by an External Examiner.

Decisions about progression or exiting must be taken in consultation with External Examiners.

Appendix A Undergraduate Degree Classification Scheme

This scheme should be used in conjunction with 'Table 1 of the Undergraduate Degree Regulations'. Table 1 has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table1, prior to the classification being calculated, using the weightings, thresholds and boundaries below:

The Undergraduate Degree Classification Scheme is based upon weighted average using a 0-100 mark range calculated to one decimal place, where marks for individual course units are recorded as whole numbers.

Weightings

Bachelors degree classification will be decided using a weighted average for three year degrees (see L55). These weightings will also be used as a guide for four year Bachelors programmes and those which also include with a study abroad year or placement; unless there are alternative requirements for external accreditation by a PSRB.

Integrated masters programmes will be classified using the weightings in K52; unless there are alternative requirements for external accreditation by a PSRB;

Stage 1: Classification Thresholds and Boundaries

Bachelor degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted average falls below a classification threshold.

Table A1 Bachelors degree classification and boundary zone using weighted average with mark 0-100:

Bachelors Degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Third class	40.0	37.0 to 39.9

Consideration of bachelor degree students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be awarded the higher degree classification as long as the following are satisfied (see also notes on AP(E)L),

- 2/3 of the credits at level 6 are equal to/higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfil this criteria and award the students a first class degree).

Stage 2: Mark Review and use of Viva Voca

If a student is in the boundary zone of the average mark and does not satisfy the additional criteria, Schools will apply a further stage of 'Mark Review', overseen by an External Examiner. The process of 'Mark Review' should not change unit marks and can only influence the classification awarded.

Schools may choose to viva students once the process of 'Mark Review' has taken place and the results considered to be inconclusive. However, this option must be applied consistently across a whole School, be approved by the Faculty and programme handbooks must clearly articulate to students that it is an option.

In addition, Schools must prepare all students for vivas by offering them similar experiences and opportunities to gain the necessary skills within the assessment of the programme. Further advice on the use of vivas in 'Mark Review' can be found in the 'Guidance and Glossary: Taught Degree Regulations'.

Document Control Box	
Policy Procedure Title:	Faculty Annotated UG Regulations
Date Approved:	
Approving Body:	Faculty of Humanities Teaching & Learning Committee
Implementation Date:	September 2012
Version:	V4 (August 2014)
Supersedes:	V3 (November 2013)
Previous Review Dates:	-
Next Review Date:	
Related Statutes, Ordinances, General Regulations / Policies	
Related Procedures and Guidance	-
Policy Owner:	Faculty of Humanities Teaching & Learning Committee
Lead Contact:	Lisa McAleese