UNIVERSITY OF LONDON

Programme Regulations 2022–2023

Divinity

BD
DipHE
CertHE
Individual modules

Important document – please read
This document contains important information that governs your registration, assessment and programme of study

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Important information regarding the Programme Regulations

About this document

Last revised: 20 June 2022

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by the University of London which is responsible for the academic direction of the programme. The Programme Regulations will provide the detailed rules and guidance for your programme of study.

In addition to the Programme Regulations you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered. On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the programmes offered under these regulations:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes. The extent to which these are achieved is measured by the programme assessment criteria.

Throughout the Regulations, ‘we’ ‘us’ and ‘our’ mean the University of London; ‘you’ and ‘your’ mean the student, or where applicable, all students.

If you have a query about any of the programme information provided, please contact us. You can use the A*sk a question* tab in the student portal or contact the Divinity Programme Team on divinity@london.ac.uk

Changes to Divinity Programme Regulations 2022–2023

Programme Regulations are reviewed annually and revised if necessary. Where there are changes which may impact continuing students, these are listed below.

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

The Scheme of Award for the BD has been amended for 2022–2023. Classification will be based on the mean average of the best ten marks achieved across all modules of the programme. Please see Section 7: Schemes of award for more information.

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.

1 Qualifications

1.1

The following named qualifications are awarded under these regulations:

- Bachelor of Divinity (BD)
- Diploma of Higher Education in Divinity (DipHE)
- Certificate of Higher Education in Divinity (CertHE)

If you registered prior to 30 October 2020, you may choose to be awarded:

- Diploma of Higher Education in Theology (DipHE)
- Certificate of Higher Education in Theology (CertHE)

(Contact us using the 'Ask a question' tab in the Student Portal homepage if you wish to receive the award under the previous title.)

Qualification structures

Refer to Section 6 for rules relating to progression between levels.

1.2

The BD consists of:

- **Three** compulsory introductory modules at FHEQ Level 4; **and a choice from**
- **One** further module at FHEQ Level 4; **OR**
- **One** specified alternative module at FHEQ Level 5; **and**
- **Seven** elective modules, at least **two** at FHEQ Level 5 and **three** at FHEQ Level 6; **and**
- The Dissertation module.

1.3

The DipHE Divinity consists of:

- **Three** compulsory introductory modules at FHEQ Level 4; **and a choice from**
- **One** further module at FHEQ Level 4; **OR**
- **One** specified alternative module at FHEQ Level 5; **and**
- **Four** elective modules chosen from a list.

1.4

The CertHE Divinity consists of **three** compulsory modules at FHEQ Level 4 and a choice from **one** further module at FHEQ Level 4 or **one** specified alternative module at FHEQ Level 5.

Individual modules

1.5

You may take up to **two** individual modules on a stand-alone basis.

See Appendix C for a full list of modules available for study on a stand-alone basis.

See Regulations 6.17 to 6.19 for details about progression from individual module/s.

1.6

You may apply to register for a module not currently listed in Appendix C on a stand-alone basis. These applications will be considered on a case-by-case basis.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be **30 October** in the year that you initially registered.

Period of registration

See the Programme Specification for the minimum and maximum periods of registration applicable to these programmes.

Refer to the General Regulations for details about continuation of registration.

2.2

If you transfer from the CertHE Divinity to the DipHE Divinity, you will have the maximum period of registration for the DipHE counted from your effective date of registration for the CertHE.

2.3

If you transfer from the DipHE or CertHE Divinity to the BD, you will have the maximum period of registration for the BD counted from your effective date of registration for the DipHE or CertHE.

2.4

If you do not transfer between qualifications, you will retain the maximum period of registration in place when you initially registered on the programme.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

3.1

If you are applying to register on the BD programme, you may apply for recognition of prior learning for up to four modules at Level 4. We do not recognise or accredit prior learning for modules at FHEQ Level 5 or 6.

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 Number of attempts permitted at an assessment

5.1

You have a maximum of **three** attempts at any element of assessment taken as part of the modules offered under these regulations, including the Dissertation.

5.2

If you fail to complete a module:

- any marks obtained will be carried forward;
- you will not be deemed to have made an attempt at any element of assessment which you failed to submit or did not attend;
- you should complete the module at a later date. Your next opportunity to do so will be one full year later. Unless there are mitigating circumstances, you will be required to pay a new module fee when re-registering on the module. Refer to our website for a full list of fees for this programme.

5.3

If you fail a module overall, you should resit any elements of assessment for which you obtained a mark of less than 40%. You will **not** be permitted to resit any assessment element you have passed.

Students with an effective date of registration of 30 November 2018 or earlier

5.4

If you have failed either *Christian doctrine [DT1003]* or *Philosophy of religion [DT1004]*, you may choose to replace the module with *Religion meaning and value [DT1150], Introduction to Islam [DT1155] or History of Christianity [DT2001-03]*, subject to any exclusion rules, as the version of the module that you failed has now been withdrawn.

5.5

Where you choose to replace either of these modules, you will be given three attempts at the new module.

The Dissertation module

5.6

If you fail your Dissertation module, you must re-enter for the Dissertation module, submitting a new Dissertation topic for each new attempt, up to the maximum number permitted. You will be required to pay a new module fee for each new attempt.

5.7

If you submit an approved proposal and later choose not to submit a final Dissertation during the same academic year, you may apply to defer the submission of your Dissertation. In this case, you must complete the deferred assessment application form which is available on the VLE. If your application is accepted, you may submit your dissertation during the following academic year without paying a further Dissertation module fee.

6 Progression within the programme

Performance based admissions

6.1

To enter the CertHE via the Performance based admission route, you must first register for and pass the FHEQ Level 4 module *Religion, meaning and value [DT1150]*.

6.2

If you do not achieve a pass in *Religion, meaning and value [DT1150]*, you must reattempt the failed element/s of assessment, providing you have not exhausted all attempts and you are still within the maximum period of registration.

6.3

You will be permitted three attempts at each element of assessment for the module. If after using all attempts at assessment you have not achieved an overall pass, your registration will cease and you will not be admitted to the CertHE.

Maximum and minimum number of assessments per year

6.4

Although you are recommended to take at least two modules per year, you do not have to complete modules every year. In any one year, you may register for up to **five** modules, in either a combination of new modules and resits (with a maximum of **four** new modules) or resits only.

Fees in relation to assessments will apply as set out in the fee schedule.

Maximum periods of registration for each programme offered under these regulations are noted in the Programme Specification. You should plan accordingly to ensure that you complete your programme of study within this time.

If you have an effective date of registration of **30 November 2019 or later**, it is strongly recommended that you register for *Religion, meaning and value [DT1150]* in your first year of study. You may register for other modules concurrently, subject to progression rules.

6.5

You must keep to the prerequisites, exclusions and other rules that apply for the modules you study.

Any prerequisites are listed alongside the module in Appendix A.

A full list of exclusions can be found in Appendix B.

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 Appendix A for further details.

6.11

Prerequisites for each module are given in Appendix B. You must have passed the assessment for any prerequisite before you will be permitted to register for a module.

6.12

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

- you have been awarded the DipHE; **or**
- you already satisfy the entrance requirements for the degree.

6.13

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

Requirements to progress through the BD

6.14

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 regulation 6.4

6.15

Prerequisites for each module are given in Appendix B. You must have passed the assessment for any prerequisite before you will be permitted to register for a module.

6.16

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.

Progression from Individual modules

6.17

If you achieve a pass mark of 40 or above in a Level 4 individual module you may apply to register for the CertHE Divinity programme.

6.18

If you already meet the entrance requirements for the BD/DipHE Divinity you may apply for entry onto the BD/DipHE.

6.19

The mark/s for your individual module/s will count towards your degree/diploma classification.

See Section 8 for information on the Transfer of registration.

7 Schemes of award

The date of award for the Bachelor of Divinity, DipHE Divinity and CertHE Divinity will be 1 August in the year of the last assessment that contributes to the award.

Bachelor of Divinity

7.1

The BD assessments are marked in line with the following scale:

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

7.2

If you have an effective date of registration on or after 30 November 2011, to be awarded the BD you must have passed the summative assessment in a total of **twelve** modules.

7.3

If you have an effective date of registration prior to 30 November 2011, to be awarded the BD you must have passed a minimum of *eleven* modules (including the Dissertation module). You may be compensated for **one** failed module (excluding the Dissertation) if you achieve an average mark between 30-39%.

7.4

Once the Board of Examiners decides that you are eligible for award of the degree, you will not be allowed to make any further attempts at failed module(s) or to substitute any failed modules with alternative modules.

7.5

The class of degree awarded is determined on the basis of the mean average of the ten best marks achieved in all modules of the programme. To receive a BD with a given classification, you will need to achieve a final mean average mark within the mark ranges shown at section 7.1.

7.6

Recognition of prior learning and credit transfer are taken into account when deciding the number of modules passed.

7.7

If you have been awarded RPL for up to four modules, your final degree classification will be calculated by discarding the marks of the modules for which you were awarded RPL and the two lowest marks and taking the mean average of the marks achieved across the rest of the modules, as follows:

- When eleven marks are taken into account, the final classification is calculated by taking the mean average of the nine best marks achieved.
- When ten marks are taken into account, the final classification is calculated by taking the mean average of the eight best marks achieved.
- When nine marks are taken into account, the final classification is calculated by taking the mean average of the seven best marks achieved.
- When eight marks are taken into account, the final classification is calculated by taking the mean average of the six best marks achieved.

7.8

All modules are weighted equally.

7.9

The Examiners may award a higher or lower class on the basis of your overall performance.

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 qualifications

7.17

BD students who are unable to complete the 360 credits required for the BD may exit with the successful completion of 120 or 240 credits and be awarded a CertHE Divinity or DipHE Divinity respectively.

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.

Appendix A – Structures of the programmes

References to Level 4, 5 or 6 below refer to the FHEQ levels.

The module codes have been appended to each module title and should be used when completing assessment entry forms.

Module titles that appear in italics have been withdrawn and are no longer available to register on in 2022–2023. These modules remain present in the programme structures for registered students who may have completed them in previous sessions.

Bachelor of Divinity (BD)

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

Note: It is strongly recommended that you register for *Religion, meaning and value [DT1150]* in your first year of study. You may register for other modules concurrently, subject to progression rules.

Three compulsory introductory modules:

- Religion, meaning and value (Level 4) [DT1150]
- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

+

A choice of **one** module from the following three:

- Introduction to Islam (Level 4) [DT1155]
- History of Christianity (Level 5) [DT2001-03]
- Christian doctrine (Level 5) [DT2135]
  (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.)

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Seven elective modules (a minimum of three of which must be at FHEQ Level 6) 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 Testament]
- New Testament Greek: Language and Texts [DT2003]
- History of Christianity [DT2001-03] *(If not already taken with Level 4 modules)*
- *Church history: Reformation and society c.1450–c.1600 [DT2001]*
  (This module has been withdrawn. Final examinations took place in May 2021.)
- Christian doctrine [DT2135] [Prerequisite or to be taken concurrently: Reading the New Testament]
- Buddhism [DT2009-02]
- 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.)*

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]
- New Testament theology: Christology, salvation and the last things (texts in English) [DT3050-02] [Prerequisite or to be taken concurrently: Reading the New Testament]
- *Buddhism [DT3009]*
  (This module has been withdrawn. Final examinations took place in May 2021. A redeveloped version of this module is now available at Level 5.)
- Religions in relationship [DT3055-02] *(formerly Interfaith relations)*
- Religion and violence [DT3060-02]
- Religion and global politics [DT3045]
- Religion and science [DT3030]

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One compulsory module:

- The Dissertation module [DT3012]

Students with an effective date of registration of 30 November 2018 or earlier

Two compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001] *(formerly Introduction to the Old Testament.)*

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

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Two further modules chosen from:

- Religion, meaning and value (Level 4) [DT1150];
- Introduction to Islam (Level 4) [DT1155]
- History of Christianity (Level 5) [DT2001-03]
- *Christian doctrine (Level 4) [DT1003]*
  (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.)
- Christian doctrine (Level 5) [DT2135]
  (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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Seven elective modules (a minimum of three of which must be at FHEQ Level 6) 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 Testament]
- New Testament Greek: Language and Texts [DT2003]
- History of Christianity [DT2001-03]
- *Church history: Reformation and society c.1450–c.1600 [DT2001]*
  (This module has been withdrawn. Final examinations took place in May 2021.)
- Christian doctrine [DT2135] [Prerequisite or to be taken concurrently: Reading the New Testament]
- *Islam [DT2008]*
  (*This module has been withdrawn. Final examinations took place in May 2020.*)
- Buddhism [DT2009-02]

- 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 is now available at Level 5.)

- Religions in relationship [DT3055-02] *(formerly Interfaith relations.)*

- Religion and violence [DT3060-02]

- Religion and global politics [DT3045]

- 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 introductory modules:

- Religion, meaning and value (Level 4) [DT1150]
- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

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A choice of **one** module from the following three**:**

- Introduction to Islam (Level 4) [DT1155]
- History of Christianity (Level 5) [DT2001-03]
- Christian doctrine (Level 5) [DT2135]
  (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.)

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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 Testament]
- New Testament Greek: Language and texts [DT2003]
- History of Christianity [DT2001-03] *(If not already taken with Level 4 modules)*
- *Church history: Reformation and society c.1450–c.1600 [DT2001]*
  (This module has been withdrawn. Final examinations took place in May 2021.)

- Christian doctrine [DT2135] [Prerequisite or to be taken concurrently: Reading the New Testament]
- Buddhism [DT2009-02]
- 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)

Level 6 modules:

- Texts in Hebrew [DT3001]
- Texts in Greek: John and Romans [DT3035]
- New Testament theology: Christology, salvation and the last things (texts in English) [DT3050-02] [Prerequisite or to be taken concurrently: Reading the New Testament]
- *Buddhism [DT3009]*
  (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 5.)
- Religions in relationship [DT3055-02] (formerly Interfaith relations)
- Religion and violence [DT3060-02]
- Religion and global politics [DT3045]
- Religion and science [DT3030]

Students with an effective date of registration of 30 November 2018 or earlier

Two compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

+

Two further modules chosen from:

- Religion, meaning and value (Level 4) [DT1150];
- Introduction to Islam (Level 4) [DT1155]
- History of Christianity (Level 5) [DT2001-03]
- *Christian doctrine (Level 4) [DT1003]*
  (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.)
- Christian doctrine (Level 5) [DT2135]

(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 Testament]
- New Testament Greek: Language and texts [DT2003]
- History of Christianity [DT2001-03] *(If not already taken with Level 4 modules)*
- *Church history: Reformation and society c.1450–c.1600 [DT2001]*
  (This module has been withdrawn. Final examinations took place in May 2021.)
- Christian doctrine [DT2135] [Prerequisite or to be taken concurrently: Reading the New Testament]
- *Islam [DT2008]*
  (*This module has been withdrawn. Final examinations took place in May 2020.*)
- Buddhism [DT2009-02]
- 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 is now available at Level 5.)*

- Religions in relationship [DT3055-02]

- Religion and violence [DT3060-02]

- Religion and global politics [DT3045]

- 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.)*

Certificate of Higher Education in Divinity (CertHE)

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

Three compulsory introductory modules:

- Religion, meaning and value (Level 4) [DT1150]

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001] *(formerly Introduction to the Old Testament.)*

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

+

A choice of **one** module from the following three:

- Introduction to Islam (Level 4) [DT1155]
- History of Christianity (Level 5) [DT2001-03]
- Christian doctrine (Level 5) [DT2135]
  (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.)

Students with an effective date of registration of 30 November 2018 or earlier

Two compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

+

Two further modules chosen from:

- Religion, meaning and value (Level 4) [DT1150];
- Introduction to Islam (Level 4) [DT1155]
- History of Christianity (Level 5) [DT2001-03]
- *Christian doctrine (Level 4) [DT1003]*
  (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.)
- Christian doctrine (Level 5) [DT2135]
  (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.)

Appendix B – Exclusions

Exclusions are modules that cannot be taken together. If you are registered for, or have passed one of the listed modules (some of which have now been withdrawn), you cannot register for the other.

- Christian doctrine (Level 4) [DT1003] and Christian doctrine (Level 5) [DT2135]
- Introduction to Islam (Level 4) [DT1155] and Islam (Level 5) [DT2008]
- Philosophy of religion (Level 4) [DT1004] and Religion and reason (Level 5) [DT2145]
- Christian ethics (Level 5) [DT2007] and Religion and ethics (Level 5) [DT2007-03]
- Church history: Reformation and society (Level 5) [DT2001] and History of Christianity (Level 5) [DT2001-03]
- Buddhism (Level 5) [DT2009-02] and Buddhism (Level 6) [DT3009]
- Religion and science (Level 5) [DT2010] and Religion and science (Level 6) [DT3030]
- Johannine writings in Greek (Level 6) [DT3004] and Texts in Greek: John and Romans (Level 6) [DT3035]
- Romans in Greek (Level 6) [DT3003] and Texts in Greek: John and Romans (Level 6) [DT3035]
- Religions in relationship [DT3055-02] (formerly Interfaith relations) and The theology of Christian-Jewish relations [DT3015] or Christian-Muslim relations [DT3016]

Appendix C – Individual modules

The following modules are available for study on a stand-alone basis:

Level 4:

- Religion, meaning and value [DT1150]
- Reading the Hebrew Bible/Old Testament [DT1001]
- Reading the New Testament [DT1002]
- Introduction to Islam [DT1155]

Level 5:

- History of Christianity [DT2001-03]
- Biblical Hebrew: Language and texts [DT2002-03]
- New Testament Greek: Language and Texts [DT2003]
- Religion and ethics [DT2007-03]
- Buddhism [DT2009-02]
- Religion and reason [DT2145]

Level 6:

- Religion and science [DT3030]
- Religion and global politics [DT3045]
- Religions in relationship [DT3055-02]
- Religion and violence [DT3060-02]

Appendix D – Module outlines

Where the English text of the Bible is quoted in examination papers, the *Revised Standard Version* will be used. References to the Old Testament in Hebrew are to the enumeration of the Masoretic Text; references to the Old Testament in English are to the enumeration of the *Revised Standard Version*. Students are recommended to use either the *Revised Standard Version* or the *New Revised Standard Version* when preparing for the examination.

Where the New Testament is quoted in Greek in examination papers, the text and apparatus used by the examiners will be the *Novum Testamentum Graece, 26th edition of Nestlé-Aland, ed. K Aland and B Aland, Stuttgart, Deutsche Bibelstiftung, 1979*. Students are recommended to use either the 26th or 27th edition when preparing for the examination.

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

Level 4

Religion, meaning and value [DT1150]

This module provides an introduction to the study of religion which outlines key aspects of five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and five methods for studying them (anthropology of religion, sociology of religion, psychology of religion, philosophy of religion, ethics in religion).

Topics covered:

Section A: What is religion?

- Introduction:
  - Definitions, including the relationship between religion, meaning and value,
  - Types of religion (e.g. theism, pantheism, panentheism, non-theistic religion),
  - Major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism).
- Judaism
- Christianity
- Islam
- Hinduism
- Buddhism

Section B: Studying religion

- Anthropology of religion
- Sociology of religion
- Psychology of religion
- Religion, philosophy and ethics

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

Reading the Hebrew Bible/Old Testament [DT1001]

This module provides an introduction to key books of the Hebrew Bible/Old Testament, a knowledge of which is essential for those wishing to gain an understanding of Judaism and Christianity and their cultural, social and political influence during the last two millennia through to the present day.

Topics covered:

Section A: The Pentateuch and the Former Prophets (History of Israel and Judah)

- The Primeval History (Genesis 1–11)
- The Pentateuch (Exodus 1–15 and Deuteronomy 1–11)
- The History of the Kingdoms of Israel and Judah (1–2 Kings)

Section B: The Latter Prophets

- Eighth Century Prophets (Hosea and Amos)
- Prophecy in an Age of Exile (Ezekiel and Deutero-Isaiah)
- Post-Exilic Prophets (Haggai and Zechariah 1–8)

Section C: The Writings

- Wisdom Literature (Proverbs, Ecclesiastes)
- Biblical Songs (The Psalms, Lamentations and Song of Songs)
- Historiography after the Exile (Ezra-Nehemiah)

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

Reading the New Testament [DT1002]

This module provides a basic introduction to key books of the New Testament, a knowledge of which is essential for those wishing to gain an understanding of Christianity and its cultural, social and political influence during the last two millennia through to the present day.

The module will cover the four Gospels, the book of Acts, the letters of Paul, with attention to Romans and 1 Corinthians, the letter to the Hebrews, and the book of Revelation. Students will thus engage with the different kinds of literature we find in the New Testament.

Topics covered:

Section A: The four Gospels and Acts, with reference to set passages.

- Introduction to the Study of the Gospels
- The Gospel of Mark
- The Gospel of Matthew
- The Gospel of Luke and the Book of Acts

- 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
- Reformism and modernity

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

Level 5

Biblical Hebrew: Language and texts [DT2002-03] *(previously named Foundations in Biblical Hebrew [DT2002])*

The Hebrew Bible/Old Testament is a key text in the study of Divinity and a deep understanding of this text is crucial for historical, theological, and narrative analysis. As the text is composed almost completely in Biblical Hebrew, knowledge of this ancient language is a vital tool for developing that deep understanding.

Topics covered:

- The Hebrew alphabet, vocalisation, syllabification and tone, the definite article, the conjunction *waw* (units 1-4)
- Nouns (gender and number); Verb conjugations: *qal qatal*, *yiqtol, wayyiqtol* (5-8)
- Adjectives, demonstratives, the construct chain (formation and use) (9-13)
- Possessive suffixes, personal pronouns, suffixes on prepositions, cardinal numbers (14-18)
- Verb conjugations: *qal weqatal*, active participle, volitives, infinitives construct and absolute (19-23)
- The *qal* passive participle, stative verbs, ordinal numbers, object suffixes on verbs (24-27)
- Verbal stems: the *nifal, hifil, hofal* (27-29)
- Verbal stems: the *piel, pual, hitpael* (30-32)
- Weak roots: I/II/III-guttural, III-alef, III-he, I-alef (33-36)
- Weak roots: I-n, I-y/w, hollow, geminate; minor stems (37-40)

Each topic will additionally involve the translation of adapted Biblical texts from a range of Biblical books.

Assessment: Forum participation (5%), and a 3-hour unseen written examination (95%).

Sacrifice, praise and wisdom [DT2014-03]

This module will enable students to build upon and develop an existing awareness and understanding of the field of Hebrew Bible/Old Testament scholarship by means of a study of three core texts studied in English, namely:

- The Book of Leviticus
- The Psalms
- The Wisdom Literature of Job, Ecclesiastes and Proverbs.

Prerequisite: In order to take this module you must already have passed, or registered to take concurrently, the module Reading the Hebrew Bible/Old Testament (previously named Introduction to the Old Testament) at Level 4.

You must already have passed the module Reading the Hebrew Bible/Old Testament (previously named Introduction to the Old Testament) at Level 4.

Topics covered:

- Method in biblical study

Leviticus

- The shape of the book of Leviticus: a meaningful organisation?
- The concept of ‘holiness’: Purity and Impurity in the book of Leviticus

- 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-word essay (45%) and a 1.5-hour unseen written examination (50%).

New Testament Greek: Language and texts [DT2003]

This module allows students at Level 5 to develop the linguistic skills in koiné Greek needed to move beyond the basic textual interpretation involved in the Level 4 module. It will focus on Mark 8-10 and John 18-21 and will equip you for a more detailed exegetical study of substantial portions of New Testament text at Level 6, for example, in Texts in Greek: John and Romans.

Topics covered include:

- The Greek alphabet
- Verbs
- Nouns
- The definite article
- Prepositions
- Adjectives
- Conjunctions
- Pronouns
- Asking questions
- Translating the prescribed texts

Assessment: Forum participation (5%), and a 3-hour unseen written examination (95%).

History of Christianity [DT2001-03]

This module introduces the central events, personalities, movements and ideas that have influenced the history of Christianity from the first to the twenty-first century. It provides an overview of the experiences, theological debates and socio-political contexts that have

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

Christian doctrine [DT2135]

This module is for anyone who wishes to gain an understanding of key Christian beliefs and the study of Christian 'theo-logy' that is, how Christians 'speak' about God. It builds on theological ideas about the nature of Jesus Christ, the doctrine of a Trinitarian God, and the salvation of humankind, drawing on key theological discussions and their developments.

Prerequisite: In order to take this module you must already have passed, or registered to take concurrently, the module Reading the New Testament (previously named Introduction to the New Testament) at Level 4.

Topics covered:

The module is divided into three major themes: Christology, Trinity, and Salvation.

Christology

- The 'Historical Jesus' vs The 'Christ'
- The Incarnation
- The Hypostatic Union

Trinity

- The Trinity as Love and Self-Gift
- Persons and Relations

- The Processions and the Relation to Creatures

Salvation

- 'The Paschal Mystery': Jesus' Suffering, Death, and Resurrection
- Justification and Salvation: How the 'Work' of Jesus is Applied to Human Beings
- Consummation: Rising from the Dead

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

Buddhism [DT2009-02]

This module is an introduction to Buddhism. It focuses on the exploration of the 'Three Jewels' of Buddhism, i.e. the Buddha (its founder and inspirational icon), the Dharma (his teachings, including doctrinal developments in subsequent centuries, and systems of practice) and the Sangha (the communities of those who identify themselves in different ways as 'Buddhists'). The module will look at how Buddhists perceived the world and deities in the pre-modern period, and how they analysed human experience as a background to religious practice. It will examine core religious practices including meditation and look at major historical developments of Buddhism in India and Southeast Asia.

Topics covered will include:

- Dharma, the Buddha's teaching
- The Buddha and the bodhisattva; polytheism and atheism
- The Sangha: The role of monastics and the rules they follow
- Women in Buddhism
- Buddhist practice: meditation
- Buddhist Ethics: karma, precepts, non-harming. Buddhist approaches to disability, abortion, suicide and euthanasia
- Buddhist Ethics: the environment, attitudes to meat-eating, and social engagement
- Buddhist scripture
- Doctrinal developments in India: the Mahayana
- Ritual and 'magical' dimensions from soteriology to protection: Vajrayana; apotropaic practices including amulets.

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

Religion and ethics [DT2007-03]

Ethics is an important aspect of the teaching of all of the world's major religions. In each case, attempting to live an ethical life is a key practical consequence of genuine religious belief. Each religion describes how to do this (e.g. 'Love your neighbour as yourself' in Christianity), and some give practical examples and suggest practices which help to develop virtue (e.g. the loving-kindness meditation in Buddhism). Various philosophical theories (e.g. utilitarianism) may be used to help believers to work out the best way to apply ethical teachings in particular situations, especially when the answer is by no means

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 (45%) and a 1.5-hour unseen written examination (50%).

Religion and reason [DT2145] *(previously named Philosophy of religion)*

The Level 4 module Religion, meaning and value includes a brief introduction to the philosophy of religion. This Level 5 module provides an opportunity to study the philosophy of religion in greater depth, focusing on arguments for the existence of God, questions about the nature of God, key objections to belief in God, and beliefs about life after death. .

Topics covered:

- Cosmological arguments for the existence of God
- Design arguments for the existence of God
- Arguments from religious experience
- Ontological arguments for the existence of God
- The nature of divine power
- The nature of divine wisdom
- Divine action: miracles and petitionary prayer
- An objection to belief in God: The problem of evil
- An objection to belief in God: The problem of religious diversity
- Life, death and hope.

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

Level 6

Texts in Hebrew [DT3001] *(previously named Advanced Biblical Hebrew)*

This Level 6 module provides an opportunity to use the skills learned at Level 5 to engage in depth with the language and interpretation of a selection of longer texts from the Hebrew Bible.

Prerequisite: In order to take this module, you must already have passed the module Biblical Hebrew: Language and texts (previously named Foundations in Biblical Hebrew) at Level 5.

Topics covered:

Students will conduct a detailed study of Exodus 1-15 and Proverbs 1-9 in Hebrew. The primary emphasis is the exegesis of the texts, but attention will also be paid to textual and philological questions.

Assessment: Forum participation (5%), and a 3-hour unseen written examination (95%).

Texts in Greek: John and Romans [DT3035]

This module allows students who have passed the module New Testament Greek: Language and texts at Level 5 to use and develop their skills in reading and interpreting New Testament Greek through detailed study of more extensive sections of the Gospel of John and the Epistle to the Romans in Greek.

Prerequisite: In order to take this module, you must already have passed the module New Testament Greek at Level 5.

Topics covered:

John's Gospel

- John 1. The Prologue and its prospects in the Gospel
- John 2-6. "Signs" and debates
- John 7-12. Conflicts and context
- John 13-17. Farewell discourses
- John 18-21. Passion and postscripts

Romans

- The Romans Debate. Why did Paul send this letter to Rome? Does it matter?
- Romans 1-4. Jew and Greek, faithfulness and unfaithfulness
- Romans 5-8 Sin, flesh, Adam and righteousness
- Romans 5-8 Sin, flesh, law and restoration
- Romans 9-11. Israel, Gentiles and Paul's mission

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

New Testament theology: Christology, salvation and the last things (texts in English) [DT3050-02]

This module builds on the introductory module, Reading the New Testament to focus on New Testament theology. The module enables students to explore three key areas of New Testament theological thought: Christology, soteriology, and eschatology. As students engage with the Gospels, the Pauline writings, the letter to the Hebrews and the Book of Revelation, they will gain an appreciation of the university and diversity that characterises New Testament theology. They will develop skills in interpreting New Testament texts in terms of their theological content, while remaining sensitive to the historical, social and cultural context of the texts.

Prerequisite: In order to take this module, you must already have passed the module Reading the New Testament at Level 4.

Topics covered:

Selected texts in English on the following themes:

A. Christology

- The Synoptic Christologies
- Pauline Christology
- Christology: John's Gospel
- Christology: Hebrews

B. Soteriology (Mainly Pauline)

- Soteriology: The Death of Jesus
- Soteriology: Justification by Faith
- Soteriology: Participation in Christ

C. Eschatology

- Eschatology: The Synoptic Gospels
- Eschatology: Paul
- Eschatology: Book of Revelation

Assessment: Forum participation (5%), a two thousand-word essay on a topic from Sections A or B of the module (45%) and a 1.5-hour unseen written examination, consisting of three sections; students must answer two questions from different sections (50%).

Religions in relationship [DT3055-02] *(previously named Interfaith relations)*

In this module, students will be offered an opportunity to examine a range of key interactions between the five main world religions – clashes of beliefs and values, the historical events to which these have given rise, and ways in which difficulties, actual and potential, might be resolved.

Topics covered:

- Introduction to the study of religions in relationship

- 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 ritual violence that in some measure appear to validate further religious violence. This module addresses these and related issues in a reflective and analytic way.

Topics covered:

- Introduction and preliminary readings and orientation
- Religious violence, terrorism and the secular city
- Violence in sacred texts
- Monotheism and violence
- Islam and violence
- Religious non-violence: Tolstoy and Gandhi
- A non-violent Jesus in a violent world: N. T. Wright
- René Girard on violence, religion and scapegoating
- 'The Myth of Religious Violence': W. T. Cavanaugh
- Freud on the 'primal murder' and religion

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

Religion and global politics [DT3045]

Religion plays an increasingly prominent role in our world today. Religion is central to political developments across the globe, ranging from presidential elections in the United States to Hindu nationalism in India, and from inter-state conflict to peace and reconciliation. In this module we will begin with the study of various models of how states structure their relationship with religion, such as the established church and the separation of church and state. We will then look at how the political motivations of religious people can shape a range of political issues, from the anti-apartheid movement of the late 20th century to terrorism today. Finally, we will take a fully global perspective to consider the roles of religions in large-scale issues of conflict, peace, and democratization.

Topics covered:

- Introduction to Religion and global politics

Section A

- Religion-state Relations
- Religion and state in Europe
- Religion and state in the United States
- Religion and state in India and China

Section B

- Political engagement and activism
- Religion in 20th century political movements
- Islam in Europe
- Religion and politics in a global city

Section C

- Global conflict, peace, and democracy
- The clash of civilisations
- The changing politics of global Christianity
- Religion and democracy

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

Religion and science [DT3030]

This module aims to explore the multiple relationships between science and religion in the light of the cutting-edge developments in science and technology which are reshaping our lives. Key topics which will be explored include robotics, bioengineering and genetic modification, the prospects for human life-extension, the development of neurophysiological accounts of what is going on inside our brains and bodies when we meditate or pray, and the discussion about what ‘life’ is, why it has emerged, and where else we might expect to find it.

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
First Class Honours (70 and above) **Work of outstanding quality, generally displaying:**	**Knowledge and understanding** • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • 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 **Transferable skills** • Excellent selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Clear and fluent style • Minimal inaccuracies in grammar and punctuation	**Knowledge and understanding** • Excellent knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable **Intellectual and cognitive skills** • Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Excellent focus on key issues • Well-developed use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Clear, sustained argument running throughout, concisely summarised in the conclusion **Transferable skills** • Excellent selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Clear and fluent style • Minimal inaccuracies in grammar and punctuation	**Knowledge and understanding** • Excellent detailed and systematic knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, at least some of which is at, or informed by, the forefront of the discipline, showing awareness of a range of approaches/interpretations where applicable **Intellectual and cognitive skills** • Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Very clear identification of key issues • Excellent focus on key issues • Sophisticated use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with significant evidence of own assessment • Strongly sustained argument throughout, concisely summarised in the conclusion, which may also show the implications of the findings for further study of the subject **Transferable skills** • Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources • Excellent selection and organisation of material from a wide range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Highly-developed ability to offer an accurate

Class/Mark	Level 4	Level 5	Level 6
			exposition and fair assessment of opposing views • Exceptionally clear structure – overall, and within sections/paragraphs • Complete and consistent referencing (where appropriate) • Clear and fluent style • Minimal inaccuracies in grammar and punctuation
Second Class Honours (Upper division) (60 – 69) **Work of high quality, generally displaying:**	**Knowledge and understanding** • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • Coherent argument running throughout and summarised in the conclusion **Transferable skills** • Good selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Balanced account and assessment of opposing views • Appropriate structure – overall, and within sections/paragraphs • Good style • Few inaccuracies in grammar and punctuation	**Knowledge and understanding** • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable **Intellectual and cognitive skills** • Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Good use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Clear, coherent argument running throughout and summarised in the conclusion **Transferable skills** • Good selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Balanced account and assessment of opposing views	**Knowledge and understanding** • Good detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable **Intellectual and cognitive skills** • Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Well-developed use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Sustained argument throughout and summarised in the conclusion **Transferable skills** • Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources • Good selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5

Class/Mark	Level 4	Level 5	Level 6
		• Clear structure – overall, and within sections/paragraphs • Fluent style • Few inaccuracies in grammar and punctuation	• Balanced treatment of opposing views • Clear structure – overall, and within sections/paragraphs • Complete and consistent referencing (where appropriate) • Fluent style • Few inaccuracies in grammar and punctuation
Second Class Honours (Lower Division) (50 – 59) **Commendable work, generally displaying:**	**Knowledge and understanding** • Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work **Transferable skills** • Satisfactory selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Fairly balanced account and assessment of opposing views • Fairly clear structure – overall, and within sections/paragraphs • Reasonable style	**Knowledge and understanding** • Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work **Transferable skills** • Satisfactory selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Fairly balanced account and assessment of opposing views • Fairly clear structure – overall, and within	**Knowledge and understanding** • Satisfactory detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments **Intellectual and cognitive skills** • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work **Transferable skills** • Ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources • Satisfactory selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Fairly balanced treatment of opposing views

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:**	**Knowledge and understanding** • Adequate knowledge and understanding of key texts, events, doctrines, theories • • , interpretations and arguments **Intellectual and cognitive skills** • 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 **Transferable skills** • Some attempt to select material from a limited range of concise primary and secondary sources at the appropriate level • Fairly balanced account and assessment of opposing views • Some evidence of structure, probably following that	**Knowledge and understanding** • Adequate knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Some attempt to identify key issues • Some attempt to focus on key issues • Limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work **Transferable skills** • Some attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Fairly balanced account and assessment of opposing views	**Knowledge and understanding** • Adequate knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with limited attention to detail **Intellectual and cognitive skills** • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Some attempt to identify key issues • Some attempt to focus on key issues • Limited use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work **Transferable skills** • Some ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources • Some attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5

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 referencing, although this may be neither complete nor consistent • Lacks fluent style • A significant number of inaccuracies in grammar and punctuation
Marginal fail (35 – 39) **Defective work, generally displaying:**	**Knowledge and understanding** • Partial knowledge and understanding of some key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • Inadequate grasp of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Little attempt to identify key issues • Little attempt to focus on key issues • Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • No clear conclusion **Transferable skills** • Little attempt to select material from a limited range of concise primary and secondary sources at the appropriate level • Little or no attempt to consider opposing views • Little evidence of structure • Very difficult to read • Multiple inaccuracies in grammar and punctuation	**Knowledge and understanding** • Partial knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments **Intellectual and cognitive skills** • Inadequate grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Little attempt to identify key issues • Little attempt to focus on key issues • Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • No clear conclusion **Transferable skills** • Little attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Little or no attempt to consider opposing views • Little evidence of structure • Very difficult to read • Multiple inaccuracies in grammar and punctuation	**Knowledge and understanding** • Partial knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with no attention to detail **Intellectual and cognitive skills** • Limited grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Little attempt to identify key issues • Little attempt to focus on key issues • Poor use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered • No clear conclusion **Transferable skills** • Little evidence of ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources • Very limited attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Little or no attempt to consider opposing views • Little evidence of structure

Class/Mark	Level 4	Level 5	Level 6
			• Little or no attempt at referencing • Very difficult to read • Multiple inaccuracies in grammar and punctuation
Poor fail (21 – 34)	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.
Comprehensive fail (0 – 20)	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.