

School of Divinity

Handbook for Undergraduate Students
2011-2012

UNIVERSITY OF ST ANDREWS



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ABOUT THE SCHOOL OF DIVINITY UNDERGRADUATE HANDBOOK 2011-2012

This handbook is intended to provide information specific to the School of Divinity and the programmes and courses run by it. It is not intended to be a replacement for the *University of St Andrews Student Handbook*, which contains important information relating to the University's policies, procedures and resources. It is the responsibility of all students to ensure that they are familiar with the University's regulations by consulting the *University of St Andrews Student Handbook* and any further documents named therein.

The School of Divinity may be required to update this Handbook during the course of the academic session. Students will be notified of any such changes and the revised version will be made available on the School of Divinity website. The online version will be the most up-to-date and should be regarded as definitive. Students are assured that such changes will only be made when necessary to avoid conflict with changing University policies.

Introduction: Studying Divinity at the University of St Andrews

Divinity is a subject of immense variety. Its roots lie in evidence of spiritual awareness from the earliest times of humanity. In relation to the Christian faith, its origins are found in the ancient biblical world - the history of Israel, the person of Jesus of Nazareth, the rapid growth of the early church, and contacts between Christianity and Greek and Roman philosophy. Its dialogue partners have been philosophy, history, literature, the natural and social sciences.

The concerns of Divinity are not only related to ancient times, however. Religious belief remains a significant component of human existence in the modern world. The subject involves learning what Jewish and Christian traditions now have to say about God, investigating the major challenges to faith, exploring how religious belief and practice are understood in a multi-faith context, and examining how faith traditions can inform and be informed by contemporary culture and art. Contemporary studies in theology can involve, for example, Christian ethics, feminist perspectives, pastoral care, and theology in relation to literature, the arts and politics.

The School of Divinity at the University of St Andrews is strong in several areas of the subject: Theology (philosophical, historical and systematic theology), Old Testament and New Testament, Practical Theology (social and pastoral theology, contextual theology and Christian ethics). The School offers a range of degree programmes and a wide range of modules that are available to students in three Faculties of the University and to students on the evening degree programme. Complete Honours degree programmes are offered in the Faculty of Divinity (M.Theol. and B.D.) and also in the Faculty of Arts (Single Hons M.A. in Biblical Studies; Single Hon M.A. in Theological Studies; Joint Hons M.A. involving combinations with Hebrew, Biblical Studies, New Testament or Theological Studies.) For each of these programmes (or its contribution thereto), the School of Divinity aims:

1. to deliver high-quality education by means of a coherent programme of study;
2. to facilitate the gaining by students of (i) an extensive, systematic and critical knowledge of subjects studied and (ii) an ability to use their knowledge in the assessment of a wide range of concepts, ideas and data, thereby helping students to lay the foundations for a successful career and producing graduates of value to the economy in general and to a wide range of employers;
3. to enhance the skills with which students arrive and to provide them with opportunities to develop new skills, abilities, and attributes;
4. to foster the development of enquiring, open-minded and creative attitudes, tempered with scholarly discipline and social awareness, in a manner that encourages lifelong learning.

Studying Divinity is often conceptually demanding; a command of the subject is not attained easily. Typically, 1000- and 2000-level modules will introduce you to the defining features, terminology and conventions of biblical and theological studies, and to both established and newer methodologies. At Honours (3000- and 4000-level modules) you will have more flexibility to pursue personal interests amongst Divinity options. In all Honours modules, students are encouraged to develop independent evaluation of information; skills of critical analysis and argumentation; more sophisticated understanding of the multi-faceted complexity of the subject; judgement or insight in the addressing of questions; and the ability to communicate effectively to an intended audience, in logically sustained fashion.

Divinity is an exciting and rapidly developing subject; careful reading of the Handbook should enable you to gain the most from your studies this year.

SECTION 1: GENERAL SCHOOL INFORMATION

The School of Divinity is located in St Mary's College. The postal address is:

St Mary's College (University of St Andrews),
South Street, St Andrews,
Fife, Scotland,
U.K.
KY16 9JU

1.1 CONTACTS AND STAFF

Main Contact Information:

General Enquiries: (01334) (46) 2851/2826

Head of School Enquiries: (01334) (46)2850

Fax: (01334) (46)2852

Email: divinity@st-andrews.ac.uk

Link to School web-site: <http://www.st-andrews.ac.uk/divinity/>

The College Office

Communications between students and staff in the School of Divinity are normally co-ordinated through the St Mary's College Office.

Office hours are 0930-12.30hrs and 1400-16.30hrs. The Office telephone number from outside the University is 01334-462851, and the fax number is 01334-462852.

The St Mary's College Office staff are:

Mrs Debbie Smith, Office Manager. Tel: (46)2850. Email: das1@st-andrews.ac.uk

Ms Susan Miller, UG Secretary. Tel: (46)2851. Email: sem3@st-andrews.ac.uk

Key Contacts in the School of Divinity

Head of School

Professor Ivor Davidson. Room H301. Tel: (46)2850.

Email: divhos@st-andrews.ac.uk.

Director of Teaching and Deputy Head of School

Dr. Grant Macaskill. Room T303. Tel (46)2828.

Email: divdot@st-andrews.ac.uk

Director of Research

Professor Mario Aguilar. Room H203. Tel: (46) 2835

Email divdor@st-andrews.ac.uk

Director of Operations

Dr Eric Stoddart. Room T304. Tel: (46)2841.

Email: es61@st-andrews.ac.uk

Examinations Officer

Dr William T. Tooman. Room T305. Tel (46)2848.

Email: wt21@st-andrews.ac.uk

Sub-Honours Advisers

Dr Gavin Hopps. Room T203. Tel: (46)2837

Email: gavin.hopps@st-andrews.ac.uk

Honours Adviser

Dr Ian Bradley. Room A301. Tel: (46) 2834

Email: jrd4@st-andrews.ac.uk

Undergraduate Recruitment and Admissions Officer

Dr Steve Holmes. T301. Tel: (46)2838

Email: sh80@st-andrews.ac.uk

Disabilities Co-ordinator

Ms Debbie Smith. St Mary's College Office. Tel: (46)2850.

Email: das1@st-andrews.ac.uk

Health and Safety Officer

Dr Gavin Hopps. Room T203. Tel: (46)2837

Email: gavin.hopps@st-andrews.ac.uk

Academic Staff in the School of Divinity

	ext.	room no.	email
Professor M.I. Aguilar	2835	H203	mia2
Dr I C Bradley	2840	H202A	icb
Professor D Brown	2831	H304	dwb21
Professor I J Davidson	2836	H301	ijd1
Professor J R Davila	2834	A301	jrd4
Professor K De Troyer	2830	A105	kdt21
Dr S Hafemann	2849	A104	sjh23
Dr S Holmes	2838	T301	sh80
Dr G Hopps	2837	T203	Gavin.Hopps
Dr K Iverson	2839	A302	ki10
Dr G Macaskill	2828	T303	gm37
Prof. R.A. Piper	2829	T202	rap
Vice-Principal (Governance and Planning)			
Dr E Stoddart	2841	T304	es61
Dr W Tooman	2848	T305	wt21
Prof. A.J. Torrance	2843	A203	torrance
Professor N.T. Wright	2827	H302	ntw2

St Mary's College Librarian:

Ms Lynda Kinloch

2855

lmk1

1.2 FACILITIES

Lecture and Seminar Rooms

St Mary's College has two lecture rooms, located in the Tower building, and three Seminar Rooms, located in the Principal's House. Students should familiarize themselves with the location of these prior to the start of teaching.

No food or drink is permitted in these rooms, with the exception of bottled water.

Lectures for larger classes, particularly those for sub-Honours modules, are often held in lecture theatres in other parts of the University. Students should familiarize themselves with the location of these prior to the start of teaching.

Library

Library holdings relevant to the study of Divinity are found in both the main University Library and the South Street Library (often referred to as St Mary's College library). The South Street library is open from 9am-5pm, Mon-Fri.

Books in high demand may be put on Short Loan in either or both libraries. The Short Loan search facility on the Library homepage allows students and staff to identify material on short loan by module, School or lecturer.

Computing Facilities

IT Services maintains a cluster of Macintosh computers with email facilities for the use of undergraduates in the South Street Satellite Library (known colloquially as the St Mary's College Library). Greek and Hebrew fonts are installed on these machines as well as some software also used for Hebrew 1. These computers are normally available only Monday to Friday from 0900-1700hrs approximately.

The School of Psychology also houses a cluster of Sun and PC machines for which there is 24-hour access using a student University ID card. In addition, there are other computer clusters located around the University (including in residences), which are freely available for student use when not booked for classes. Many of these have 24-hour access. A map of where these clusters are located and information about the Classroom Advisor for Students is available at

<http://www.st-andrews.ac.uk/students/itsupport/Overview/Classrooms/>

Notice Boards

Notice boards in St Mary's College contain notices placed on behalf of the School and the University Administration. They also contain other useful information and should be consulted regularly.

Location	Notice Board
1. Immediately outside the college Office	College notice board - recent information
2. Immediately outside the college Office	Honours notice board (3000- and 4000-level modules)
3. In escape corridor leading to college Office	Sub-honours notice board (1000- - 2000-level modules)
4. In escape corridor leading to college Office	Information on School Programmes
5. Opposite student pigeonholes in the St Mary's Annexe	General University notice board
6. Opposite student pigeonholes in the St Mary's Annexe (to right of nb5)	Postgraduate notice board
7. Opposite student pigeonholes in the St Mary's Annexe (to right of nb6)	Courses and job opportunities
8. Junior Common Room (JCR)	Student Representation and St Mary's College Society

Pigeon Holes

Student pigeonholes are located in the St Mary's College Annexe. Any internal mail addressed to students will be placed in the pigeonhole marked with the first letter of their surname. Pigeonholes should be checked each day during semester.

1.3 HEALTH & SAFETY

First Aid boxes are located *in the School Office and outside College Hall (St Mary's)*.

Notices are posted throughout the School indicating who the current First Aiders are and how to contact them.

Notices are also displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The School Safety Officer is ***Dr Gavin Hopps***. Any hazards or safety-related incidents should be reported to the School Safety Officer or the School Office immediately.

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in discipline.

SECTION 2. Orientation Week: Information for New Students and Returning Students

2.1 ADVICE ON ADVISING

For information on module choices and advising, see below, section 3.2.

2.2 ORIENTATION/FRESHERS' WEEK FOR NEW STUDENTS

Orientation Week is an important part of the academic calendar. The University will hold a number of events intended to facilitate the transition from school to university. As with other departments, the School of Divinity will also hold induction and study skills sessions at this time. **Attendance at the Study Skill sessions in Freshers' Week and weeks 1-2 of teaching is mandatory for students enrolled in the degree programmes held by the School of Divinity.** Students not enrolled in these programmes but taking courses in the School of Divinity are permitted to attend.

Full details of the programme for Orientation Week will be given to incoming students in advance. The following elements are highlighted:

Mon 19th Sep

- Divinity Subject Talks: 9.30am, Lecture Room 2, St Mary's College.

Thu 22nd Sep

- Study Skills Session 1 – Building Graduate Attributes for Divinity Students: 9.00am-10:30pm, Lecture Room 1, St Mary's College.
- Study Skills Session 2 - Planning Academic Pathways for Divinity Students: 2.00pm-3:30pm, Lecture Room 1, St Mary's College.

The First Year Study Skills Programme will continue into Weeks 1 and 2 of teaching, at 9-10am, Lecture Room 1, St Mary's College.

- Study Skills Session 3 – Essay and Exam Skills
- Study Skills Session 4 – Managing Difficulties

2.3 ORIENTATION/FRESHERS' WEEK FOR RETURNING HONOURS STUDENTS

The School of Divinity will hold the following training sessions for Honours students. Attendance is not mandatory, but is strongly advised.

- Transitioning to Honours for 3rd Year Students: Lecture Room 1, St Mary's College, 11.00-12.30, Thu 22nd Sep.
- Dissertation Training for 4th Year Students (and 3rd year BD Students): Lecture Room 1, St Mary's College, 4.00-5.30, Thu 22nd Sep.

SECTION 3. Programme Information

3.1 PROGRAMMES OFFERED

The School of Divinity offers Master of Arts (MA) degrees in the following programmes within the Faculty of Arts:

- MA Biblical Studies (General and Honours).
- MA Theological Studies (General and Honours).
- MA Joint Honours
 - Biblical Studies + another subject
 - Theological Studies + another subject
 - New Testament + another subject
 - New Testament + another subject
 - Hebrew + another subject

A full range of the joint degrees offered by the School can be found at

<http://www.st-andrews.ac.uk/divinity/admissions/ug/courses/>

The School of Divinity offers degrees in the following programmes within the Faculty of Divinity:

- Master of Theology (MTheol; General and Honours).
- Bachelor of Divinity (BD; General and Honours).

Each programme requires certain modules to be taken at each level; the details of such requirements will be made clear to students during the advising process. Details of the credit and module requirements for all programmes are found in Appendix iii, at the end of this handbook.

3.2 ADVISING

At the beginning of each session, before matriculation in the University, undergraduate students must see, in person, their Adviser of Studies, who will approve their choice of modules and can also give help and guidance on matters relating to academic progress.

Pre-Advising

Returning students should indicate their preferred module choices for the next session in the pre-advising period in May each year. Students going into honours

years should see the honours adviser to do this; students going into their second year should do it on-line.

Re-advising

Students are ordinarily allowed to change modules only during the first two weeks of each semester. After two weeks or more then your Adviser of Studies or Programme Coordinator must place a special request, on your behalf, to the appropriate Pro Dean. No matter what level of module are studying, you must contact your Adviser of Studies or Programme Coordinator to obtain the necessary approval for any change. **You must not, in any circumstances, enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being Re-Advised.** Advising is one of the primary means by which your academic record is maintained and unless you ensure that this is kept up to date you may find that you have not been enrolled onto the Module Management System for the module and will not receive the credit for the modules you have taken. You may also find problems with your examination schedule.

3.3 LEVELS OF TEACHING AND LEARNING IN THE SCHOOL OF DIVINITY

The School of Divinity aims to promote effective teaching and learning. Programmes of study are designed so that their intellectual challenge increases as the programme proceeds, and so that students are exposed to a range of teaching and learning methods.

Typically, students taking 1000- and 2000- level modules will be exposed to a combination of lectures, tutorials and other directed learning.

- **Lectures** provide students with overviews of relevant subject areas, indicate the extent and boundaries of the knowledge-base that students are expected to achieve and explain some of the major issues in the field.
- **Tutorials** provide students with opportunity to test and reinforce their own knowledge and understanding in a small group setting in dialogue with peers and a tutor. They are also prime opportunities for the development of discipline-specific and intellectual skills, and also transferable (or key) skills.
- **Module handouts** direct students in the development of their own learning by providing guidance in the selecting of appropriate resource material.

Typically, students taking 3000 & 4000-level modules will gain knowledge and skills through seminar-based modules that may, or may not, be supported by lectures. Module handouts remain an important support for independent learning.

- **Seminars** enable students to 'learn in action' by interacting more directly than is possible at 1000- and 2000- levels with staff who are research-active in relevant fields of study.
- **Presentations** by students in either seminar or lecture-type scenarios are prime opportunities for the development of discipline-specific and intellectual

skills, and for the demonstration of transferable (or key) skills. Some presentations are assessed.

Further information concerning the organisation of modules and teaching/assessment policies is provided below, in Section 4.

The dissertation (Module DI4501), produced under the one-to-one supervision of a member of the teaching staff, provides an important opportunity for students to develop and demonstrate skills of critical analysis and argumentation for themselves, and also transferable (or key) skills. Further information concerning the dissertation is provided below, in section 5.

3.4 PROGRESSION THRESHOLDS

Progression into honours within the School of Divinity is dependent on a satisfactory performance in sub-honours modules as follows:

- MA Biblical Studies (single or joint honours): 11.0 or better in both DI2001 and DI2003
- MA Theological Studies (single or joint honours): 11.0 or better in both DI2004 and DI2005 or (from 2011-12) DI2000 and DI2006.
- MTheol.: 11.0 or better in any two of: DI2000; DI2001; DI2003; DI2004; DI2005; DI2006
- BD: 11.0 or better in any two of: DI2000; DI2001; DI2003; DI2004; DI2005; DI2006

SECTION 4. Key Information Concerning Modules and Teaching

Module handbooks will be provided for all modules. These will provide all basic information about the level, rationale and structure of the module, its intended learning outcomes, class times, assessment methods, and assignments (weightings, due dates, word-limits, and titles/themes/free-choice options as appropriate).

Students must ensure that they have a copy of the module handbook, either in hard copy or electronic form. Hard copies will be distributed to students at the beginning of the semester; electronic editions will be available on the School of Divinity website or on the MMS or Moodle page for the module.

4.1 INTENDED LEARNING OUTCOMES

The School is concerned to identify and help students understand what they should know and be able to do, as a result of participating successfully in individual modules. To this end, every module handbook includes a section in which intended learning outcomes (ILOs) are specified. Students should ensure that they read module handbooks carefully and understand the outlined ILOs. Typically, the ILOs for a given module will relate to a broader set of ILOs recognised by the School as appropriate to the discipline. This general list can be found at the end of this handbook, in Appendix iv.

4.2 STRUCTURE OF MODULES

At 1000 and 2000-level, modules typically involve both lectures and tutorials. Tutorials are intended to facilitate small group learning and are usually led by qualified postgraduate researchers involved in the School of Divinity's Ph.D programme.

There is no set format for the relationship between tutorials and lectures and such details are arranged at the module coordinator's discretion. Tutorials will not necessarily be designed to correspond to lectures and may be intended to complement these.

At 3000 and 4000-level, classes will be smaller and material will usually be delivered through seminars, though lectures may also be used.

Modules will usually involve a combination of assessments, including both coursework and examinations. In most cases, the weighting of coursework to examinations in calculating the final grade is 50:50, but students should check module handbooks in case the weighting is different from this.

4.3 ROLES OF MODULE COORDINATORS, LECTURERS AND TUTORS

The module coordinator is responsible for the running and management of the module and will take responsibility for marking and for responding to any student queries. In most cases in the School of Divinity, the module coordinator will also be the principal lecturer. In a small number of Honours modules, several lecturers may be involved; in such cases, students should be aware which member of staff is the module coordinator and should direct enquiries to that person.

Students should recognize the limited role of tutors in 1000 and 2000-level modules: they are responsible only for the running of their tutorial groups and for such marking as they are required to do. Tutors should not be expected to meet with students outside the scheduled tutorial sessions. Students should recognize that if they have queries, these should be directed to the module coordinator. This includes queries about module content and marks/feedback.

Tutors may be involved in marking coursework at 1000 and 2000-level. Work will be assigned anonymously by matriculation number. Tutors, therefore, will not necessarily mark the work of students in the tutorial groups that they lead. Where tutors are used in the marking of coursework, the module coordinator retains responsibility for ensuring that the marking process has been properly followed.

Some Module co-ordinators in the School of Divinity may advertise office hours in modules handbooks, but in general co-ordinators will meet students by arrangement. Students should contact module coordinators by email to arrange this, or should speak to them after lectures to make arrangements for a meeting.

4.4 ASSIGNMENTS AND COURSEWORK

Module handbooks will contain details of all assignments relevant to a module, including essential reading, due dates and word counts. It is the student's responsibility to ensure that such directions have been properly read and understood; if clarification is necessary, questions should be directed to the module coordinator.

Academic Writing Style and Skills

Students are expected to write in clear English with good style. The School of Divinity will not require students to employ U.K. English in spelling and grammar; U.S. and Australian English are regarded as acceptable, though students must be consistent with whichever they use. Automatic spelling and grammar corrections in word processing software may cause problems in this regard and should be used with caution.

Good writing style and critical argumentation are skills that will grow through the period of study at university. To help facilitate this process students should consider making use of the following resources:

- Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument* (Basingstoke; New York : Palgrave Macmillan, 2005) BF441.C7
- Gavin J. Fairbairn and Christopher Winch, Reading, *Writing and Reasoning: A Guide for Students* (Buckingham: Open University Press, 1996) UL LB2300.M75F96
- Moira Teresa Peelo, *Helping Students with Study Problems* (London and Bristol: Open University Press, 1994) UL LB2300.M75.
- Laurence N. Smith and Timothy L. Walter, *The Adult Learner's Guide to College Success* (Belmont: Wadsworth Pub. Co, c1995) LC5215.S6 [Aimed at mature students.]
- W.J. Strunk and E.B. White, *The Elements of Style* (4th Edition. Boston: Allyn and Bacon, 1999. Note, this book is a classic and is available in different editions through a number of different publishers. It may also be available online).

Formatting Citations

The School of Divinity requires that all coursework submitted for assessment is formatted according to the *Chicago Manual of Style* (Chicago: University of Chicago Press, 1982-2010). Recent editions (15th or 16th) should be used for clear guidance on referencing electronic media, including websites, blogs, etc. Students are advised to purchase a copy of the *Chicago Manual*. However, a brief version providing most relevant information for formatting citations is available at the following address:

http://www.chicagomanualofstyle.org/tools_citationguide.html

In adopting the *Chicago Manual of Style* as the required format for citations, the School of Divinity recognizes that this is the basis for the Biblical Studies specific style guide, *The SBL Handbook of Style* (Peabody: Hendrickson, 1999). Students may use this as a specific example of Chicago, tailored for the discipline and should consider purchasing or downloading a copy.

The *Chicago Manual of Style* allows for references to be formatted as either “notes and bibliography” or “author-date.” Descriptions of these formats may be found in the style guide or on the website noted above. The “notes and bibliography” format is most commonly used in the humanities, though “author-date” is sometimes used where specific sub-disciplines (notably Practical Theology) make significant use of the social sciences. **The School of Divinity requires that the “notes and bibliography” format be used except where the module coordinator explicitly requires “author-date.” This requirement will be made clear in the relevant module handbook. Note: in any submission to the School of Divinity, the first citation of a work in footnotes must provide the full bibliographic details.**

Failure to format references and bibliography according to *The Chicago Manual of Style* will be reflected in the final mark awarded to any piece of work. It should be noted by students that this requirement reflects the importance of proper referencing and the ability to follow style guides as key skills for students. It should also be recognized that proper formatting of references will help to prevent inadvertent plagiarism of sources. For further on this, see below, Section *Academic Misconduct*.

For the same reason, all assignments include a complete bibliography, properly formatted. Any failure to include a bibliography will incur penalties and may result in the work being investigated for academic misconduct.

Word Counts

Word counts are strictly enforced.

There is **up to** 10% variance allowed in word count limits (e.g., a 2000 word essay will not be penalised if it contains 2199 words). If an essay exceeds, or falls short of, the word limit by more than this, however, **0.5** will be deducted from the overall mark for each 10% over, or under, the stated limit (e.g., for a 2000 word essay, a submission of 2200 would lose 0.5 mark, 2400 would lose 1 mark). A maximum penalty of 2.0 marks may be applied to word counts.

Note: word counts include footnotes/endnotes/references, but exclude bibliography.

How to Submit: MMS

All coursework is to be submitted in electronic form using MMS (Module Management System). Guidance on using this system will be provided by the University. Unless the module coordinator has given strict guidance otherwise, work should be submitted in .doc or .docx format. Paper copies may be required in some modules. If this is the case, the requirement will be stipulated in the module handbook. These should be posted in the marked boxes in the Student Common Room in the School. Electronic submission by MMS is however the primary and essential method in all modules.

Students must insert a completed coversheet (with details of matriculation numbers, essay title, etc.) into coursework, prior to upload or paper submission. The cover sheet is available to download from the School of Divinity website. The sheet should be copied and pasted into the beginning of the piece of coursework.

Apart from matriculation number, students should not include personal details on coversheets or in headers/footers, in order to avoid compromising anonymity in the marking process.

Coursework submitted for assessment will be rigorously examined for evidence of plagiarism or other forms of academic misconduct. *Turnitin* software will be used for this purpose. For details of the University policy on Academic Misconduct, see the University of St Andrews Student Handbook.

Feedback will be returned to students using the MMS system.

Penalties & rules for late submissions

Where written work requires to be submitted for marking, a deadline will be specified in the module handbook. Deadlines will usually be set for 23:59 (11:59pm) on the due date, though a different time may be specified in a given module. If work is submitted after the specified deadline without prior permission of the module co-ordinator (see below) or clear medical evidence the following penalties will be applied:

Work that is up to 3 days late will have 1.0 on the 20 point scale deducted.

Work that is 4-6 days late will have 1.5 on the 20 point scale deducted.

Work that is 7-9 days late will have 2.0 on the 20 point scale deducted.

IMPORTANT: WORK THAT IS OVER 9 WEEKDAYS LATE WILL BE GIVEN A MARK OF ZERO.

Penalties will continue until the work is actually received via MMS. The time of submission as logged by MMS will be treated as normative for the calculation of lateness penalties. The current University policy is that Saturday and Sunday are not counted in the calculation of lateness penalties.

Penalties will be generated automatically by MMS unless an extension has been granted by the module co-ordinator prior to the original deadline. For this reason it is important that requests for extensions are made ahead of the original deadline to the module co-ordinator.

Failure to submit coursework by the end of the teaching period (Semester 1: 16th December; Semester 2: 4th May), except by express permission of the Director of Teaching will result in students being awarded a mark of 0X for the

module. Any student awarded a mark of 0X will receive no credit for the module and will have no right to reassessment. Any student who wishes to appeal this must contact the Director of Teaching.

Where work has been submitted late as a result of illness or personal circumstances that have prevented the student from making a proper request for an extension, the module co-ordinator should be notified. If appropriate, and on request of the student, the case will be discussed at the Special Circumstances Board (SCB), which will make a recommendation to the module board following the exam diet as to whether the penalty should be removed or allowed to stand.

Requesting an Extension

Requests for extensions should be made to the module co-ordinator. These will only be granted where good reasons are provided. Note: conflicting submission deadlines (i.e., where work is due for two or more modules at around the same time) will NOT be regarded as a valid reason for an extension. While the School will seek to limit such conflicts, it will not be possible to prevent them entirely and students must learn to manage their time in order to ensure that deadlines are met.

Any extensions beyond 23:59 (11:59pm) on the last day of teaching in each semester (Semester 1: 16th December; Semester 2: 4th May) must be approved by the Director of Teaching. Requests for such extensions must still, in the first instance, be directed to the module co-ordinator, who will then refer the matter to the Director of Teaching.

4.5 ASSESSMENT OF WORK: SUMMATIVE AND FORMATIVE ASSESSMENT

The School distinguishes between two kinds of assessment: summative and formative. Summative assessment contributes to the student's mark and/or grade for the module as a whole and, for junior and senior honours students, to their overall degree result. Formative assessment does not contribute to the student's marks or degree result but should have a shaping or constructive effect upon their development. Formative assessment can be conducted by students themselves, a postgraduate tutorial assistant, or lecturer. It can take several forms, for example, written feedback on a variety of assignments, oral or written feedback on student presentations or other types of performance, student self-assessment or peer assessment.

Criteria-Based Summative Assessment

Both coursework and examinations are assessed according to the criteria set out in Appendix ii, which have been developed from the University's core assessment

policies and from benchmarks recognised across the Higher Education Sector. Marks are awarded on the 20 point scale used by the University.

To help prepare students for employment, the School assesses some oral presentations (eg in modules DI3601 and DI3602). The criteria used in these assessments are given in Appendix ii.

Language-based modules sometimes require separate criteria. A statement of the criteria employed for tests and examinations in language-based modules is given in Appendix 6.

Penalties for Poor Presentation

Penalties for presentation will be applied to work that (1) fails to properly reference sources in footnotes and bibliography according to the required style of the School of Divinity [*The Chicago Manual of Style* (Chicago: University of Chicago Press, 1982-2010; Recent editions should be used in order to ensure proper formatting of references to electronic works)], (2) contains errors of grammar or spelling or (3) is inconsistent in formatting. Penalties of up to 2 points will be applied as follows:

Failure to follow the Chicago Style will be penalised as follows:

Penalty	Description
0.5	Minor or occasional failures to format references according to Chicago Style
1.0	Consistent failure to format references according to Chicago Style

Further penalties of up to 2 points for poor presentation will be applied as follows:

Penalty	Description
0.0	Excellent. Work has no major errors; any minor weaknesses are confined to one area.
0.5	some minor weaknesses in more than one area (e.g., inconsistencies and errors in grammar and spelling, or some carelessness in layout/ formatting) but still of a very high standard.
1.0	minor weaknesses in most or all areas and major weaknesses in at least one (e.g., consistently careless spelling, poor layout/formatting).
1.5	some major errors and weaknesses in most areas.
2.0	pervasive major errors and weaknesses in most areas.

Return of Work and Feedback

Marks and feedback will be returned to students using the Module Management System. It is the policy of the School of Divinity that work be returned within 2 weeks of submission. However, in order to ensure that proper diligence has taken place at the level of marking and second marking (or moderation), it may occasionally be necessary for the return of work to take longer than this. All assessed work in the School is subject to external as well as internal examination. All grades awarded by internal markers are formally subject to confirmation by External Examiners at the time of the module boards, which meet after the relevant exam diet has finished.

It is the responsibility of the student to reflect on any feedback they receive on submitted work, which will often highlight weaknesses that need to be addressed. If points of feedback are not understood, the student should seek clarification from the module coordinator.

Retaining Work

All submitted work and feedback will be retained on MMS by the University for 4 years. This material will be relevant for reviews of academic performance and appeals. Students should, however, retain copies for themselves of any work submitted and any marks and feedback they have received.

4.6 EXAMINATIONS

Most modules will include an end-of-semester examination. The University holds examination diets in January and May, with a resit/deferred examination diet in September. Semester 1 modules are examined in January; Semester 2 modules are examined in May. The exam timetable is published in the middle of the semester, but is subject to change. Students should ensure that they check the timetable and know the times and locations of their examinations.

In semester 1 only, JSA students may register to be examined prior to the Christmas vacation.

Examinations for 1000 and 2000-level modules in the School of Divinity will usually last for 2 hours. Examinations for 3000 and 4000-level modules in the School of Divinity will usually last for 3 hours.

Marking Criteria for Examinations

The marking criteria used in grading examinations are the same as those used for marking essays and are found in Appendix ii.

Exam Papers

Exam papers are only approved for use once they have been through a stringent process of consultation between internal markers and external examiners. Occasionally a minor error may occur; if this is detected or suspected, a student should make it known to the invigilator. The School sends an appropriate representative (often the module co-ordinator) to the main venue for each examination; the representative remains present for the first 15 minutes or so of the examination, during which time he or she will be able to clarify any points that are not clear in the exam paper.

Compulsory and Prohibited Questions in Examinations

The School maintains that:

- students should acquire expertise in the subject matter of the whole module;
- students should not receive 'double benefit' for answering examination questions that substantially reproduce work submitted for summative assessment, as either coursework or examination, in any module.

In support of these principles, all students are expected to prepare all the topics of the module for examination.

Some examination papers may contain a compulsory element that must be answered by all students taking the examination. Module co-ordinators will provide basic orientation on the structure of the examination paper; where students have queries about the rubric that may apply, they should consult module co-ordinators. Past papers are also available online, but students should recognise that exam formats may change from year to year:

<http://www.st-andrews.ac.uk/students/academic/Examinations/pastpapers/>

Students are expected to refrain from attempting examination questions for which their answers would significantly reproduce work submitted for summative assessment of any kind in any module. The questions and topics for the examination will not be notified in advance but will be drawn from the subject matter of the entire module. Answers (or sections thereof) that significantly reproduce course work will be disregarded by the examiners and will not, therefore, receive marks. **Moreover, breach of these regulations will normally result in a mark of zero being**

awarded for any essay that does substantially reproduce work previously submitted for summative assessment. Students should note that this penalty has been applied more than once in recent years.

Policy on Illegibility of Examination Scripts

Students whose examination scripts are deemed by an examiner to be illegible may be required (at their own expense) to provide for the services of an amanuensis or for the transcription of their scripts. They may also be required to sit a *viva voce* examination. In the case of a transcription being required, students are advised that they must produce an exact typewritten (or word-processed) copy of their hand-written scripts. No alterations of any kind should be introduced into the transcription. This applies even to matters of style, punctuation and spelling. A transcription should be an exact copy of the original.

Illness at Exam Time and Consideration of Special Circumstances

It is inappropriate to modify an exam mark based on a subsequent claim that the student was affected by illness or personal circumstance at the time. **Consequently, the School of Divinity advises students who are unwell or are otherwise affected by problematic circumstances at the time of examinations not to sit the exam and to contact the Director of Teaching to make alternative arrangements (i.e., a deferred examination).** This will usually be arranged to take place at the end of the exam diet, to enable the grade to be reported with the rest of the module. Where this is not an appropriate arrangement (where illness or circumstances are likely to continue for a longer period of time), a deferred examination will be arranged in the September diet. If the Director of Teaching is unavailable to discuss problems, the student should contact Ms Smith in the School Office.

Any student who believes that his or her performance in an exam or module has been affected by personal circumstances or illness may contact the Director of Teaching (divdot@st-andrews.ac.uk). If appropriate, and if requested by the student, the case will be discussed by the School of Divinity Special Circumstances Board, which will decide if any action may be taken and will make recommendations to the appropriate module board. The purpose of the Special Circumstances Board is to safeguard confidentiality by ensuring that any personal circumstances are discussed in as small a group as possible, but it is the module board that ultimately grants any concessions. The Special Circumstances Board comprises: the Director of Teaching, the Examinations Officer, the Disabilities Coordinator, the relevant external examiner.

Return of Marks and Feedback

Exam marks will be returned to students by MMS.

The School also takes seriously the need for students to receive formative feedback on their exam performance. To this end, the School will hold a session in week 2 of each semester, in which returning students will be allowed to see their marksheets from the previous exam diet. This session will be organised by the Director of Teaching and students will be required to contact him in advance, in order that their paperwork is made available for the session. Students may also obtain copies of their marksheet for a small administrative charge.

Details of these sessions will be made available to students by email during the course of the year.

4.7 PASS MARKS FOR MODULES

All work is marked on the 20 point scale used by the University, according to the criteria listed in Appendix ii. The pass mark for all work is 7. In order to pass a module, the overall weighted mean for coursework and exam must be 7 or greater.

If a student's coursework mean or exam mark is lower than 5, he or she will fail the module, with overall module grade capped at 6.9.

In keeping with the general policy of the University, if a student's final module grade is lower than 4, they will lose the right to reassessment and will gain no credits from the module. They will be required to make up their credits by taking another module.

4.8 REASSESSMENT

First and Second Level Modules (i.e., 1000- and 2000-level modules):

If a student fails a 1000- or 2000-level module, s/he will normally be eligible for reassessment in one reassessment diet in the year in which her/his failure occurred, subject to having Permission to Proceed in that module.

A student eligible for reassessment will normally sit a 3-hour examination at the reassessment diet in early September of the same academic year. This is irrespective of the semester in which the module was taken. (The Course Catalogue provides further details about reassessment for each module. See http://www.st-andrews.ac.uk/registry/course_catalogue) A student who sits a reassessment examination will then pass or fail the module on the basis of this examination; course work will not be carried forward and taken into account. A student's transcript will

show the result for each complete assessment for a module (i.e., an earlier failure or absence will be recorded).

Honours Level Modules (i.e., 3000- and 4000-level modules):

If a student fails an Honours module, s/he will normally be eligible for reassessment by whatever means the Board of Examiners may decide is appropriate (General Regulation 32, see Course Catalogue). This reassessment gives the student an opportunity to obtain credits for the module. However, the honours classification will be based solely on the original grade (of failure) in the module. Honours students may not seek reassessment in order to improve grades.

4.9 POLICY ON LANGUAGE CORRECTION

The School of Divinity recognises that some students may obtain “language-correction” assistance in the preparation of their coursework. This is acceptable, but students must comply with the University of St Andrews Policy on Language Correction, as published in the Undergraduate Handbook and/or Senate Regulations.

Any language correction assistance must be explicitly acknowledged in the following signed declaration at the front of the submitted work:

‘I, [INSERT MATRICULATION NUMBER], received particular assistance in the writing of this work in respect of matters of grammar, style, vocabulary, spelling or punctuation.

The assistance was provided by (delete as appropriate):

A member of the Academic Staff

A non-academic member of Staff

A fellow Student

Other Source (please specify)

The School of Divinity will not permit the use of a language corrector in the following basic language modules: DI1004, DI1005, DI2002, DI2201.

4.10 ACADEMIC ALERTS

From the start of session 2010/11 a new Academic Alert system replaced the previous Permission to Proceed (PtP) policy. The Academic Alert system will provide a way of alerting those students who are not performing well in a given module and directing them to sources of possible help. It will also be used to penalise students for non-attendance at compulsory module elements or for failure to submit compulsory assessed work, and to warn students of the consequences at an early stage. Further details of the Academic Alert system are in the University

Student Handbook. In the context of the School of Divinity, students should note that the only compulsory module element is submission of all coursework by the end of the teaching period, unless otherwise specified in a module handbook.

It is the responsibility of the student to respond to any alerts and take appropriate action. Students should be aware, however, that alerts concerning the failure to submit coursework or to obtain an average grade for coursework of 5 or higher are very serious and that the issuing of these alerts constitutes notice that they are in danger of failing the module. In such cases, students should contact the module co-ordinator immediately and may be required to meet with the Director of Teaching. Where students have failed to submit all coursework by the end of the teaching period, they will be issued with an alert notifying them that they will awarded a grade of 0X for the module, will receive no credit for it and have no right to reassessment. Any student who wishes to appeal this decision must contact the Director of Teaching.

4.11 STUDENT CONSULTATION AND FEEDBACK

Module Representatives

Every semester the students in each module elect a module representative. These elected representatives are responsible for mediating concerns to the module co-ordinator throughout the module and at its completion. To this end, they are encouraged to elicit information from the module group about matters of general concern or satisfaction; they should be pro-active in making contact with all group members and in taking any concerns to the module co-ordinator. They are also required to organise and abstract information from the module questionnaires at the end of the module. Module representatives write end-of-module report (of no more than 350 words) that should be submitted to the Year Representative in advance of the Student Staff Consultative Committee (SSCC). (See Appendix 1.)

Year Representatives

During Semester 1 (Martinmas), the student member(s) of the School Teaching and Learning Committee is/are responsible for ensuring that module representatives organise to elect year representatives (1000, 2000, 3000 & 4000-levels) from amongst themselves. (In the event that students fail to organise this election, the Director of Teaching shall appoint year representatives from amongst the elected module representatives.) Year representatives shall normally serve for the whole academic year, regardless of whether they are elected as module representatives in Semester 2 (Candlemas). This is in order to ensure continuity of representation.

Year representatives should:

- meet with the module representatives in their year and take issues and comments raised by them to SSCC;

- convey the reports written by module representatives to the Module Co-ordinator and to the Director of Teaching;
- inform the Arts and Divinity Senate Student Representative of the date and time of the SSCC meetings.

Any module representative may attend the SSCC and present a particular issue or concern themselves. Otherwise, the year representative shall attend and speak on their behalf.

Student Evaluation Forms

During the year, questionnaires will be circulated for students to express their views about the quality of the teaching provision. Students are encouraged to take this exercise seriously by participating, giving considered answers to the structured questions, and making constructive responses in the free-format sections.

The results of these questionnaires will be analysed by the Director of Teaching in conjunction with reports from the staff peer-observation scheme and the module co-ordinator's own reflections on the module. This will contribute to the annual School Audit Report.

4.12 FURTHER ACADEMIC POLICIES

For information on further academic policies concerning absence from class, withdrawal from a module, special circumstances and S-Coding, academic misconduct and withdrawal from studies, see the *University of St Andrews Student Handbook*.

SECTION 5: Dissertations

5.1 GENERAL

The Honours Dissertation in Divinity (Module DI4501) is a one-semester project in which students choose and develop an independent research project under the supervision of a staff member, producing a dissertation of 10-12,000 words. For certain degree programmes, this module will be compulsory. Students should carefully read the *Module Handbook for DI4501 (Honours Dissertation)*, available from the School of Divinity office or to download from the School website.

All Honours students who intend to take DI4501 are required to complete a Proposal Form during the pre-advising period in April/May of the year preceding their Senior Honours year. A majority of students take the module in semester 1, but dissertations are also an option for semester 2. The Proposal Form asks for a title, a 500-word outline of the topic, and an indicative bibliography. The student is responsible for discussing the proposal with a potential supervisor, but must also identify a possible alternative supervisor or topic; on the grounds of staff workload, resources and themes, the School makes no guarantee to meet student preferences. Supervisors are asked by students to confirm their willingness to supervise, but final allocations are made by the Head of School. Staff are restricted as to the numbers of Honours dissertations they may supervise. The Head of School's signature is required before a student formally enrolls; the Director of Teaching communicates with students to advise them if there are problems in respect of their proposals.

Supervisors are expected to provide each student with six contact hours of supervision, distributed across the semester in which the project is undertaken. Early discussion is naturally important, with regular contact at agreed times thereafter. It is the responsibility of the student to maintain a suitable schedule of contact.

The supervisor provides a degree of guidance as to the nature and shape of the exercise, advice on reading, emphasis and style, and feedback on draft material, but the research and writing are intended to be the student's responsibility, and *a key feature of the module is the fostering of independent work*.

5.2 ETHICS APPROVAL

Any research which involves data collection from, interviews with, interactive investigation of, experimentation upon or demonstrations involving living human subjects requires formal approval from the School Ethics Committee and/or UTREC (depending on complexity). Students are required to indicate on their proposal form if ethical approval is likely to be required. Supervisors will provide guidance on the process as necessary, seeking advice from the Director of Research in any cases of uncertainty. Further details are available at:

<http://www.st-andrews.ac.uk/utrec/>

Given that ethical approval may take some time to process, students who intend to work with living subjects as part of their dissertation should make this known to their preferred supervisor during the proposal process, in order that applications can be submitted and processed prior to the start of the semester in which the dissertation is written.

5.3 FORMATTING AND LENGTH

The final output of the project will be a dissertation of 10,000 words (an upper limit of 12,000 words is strictly enforced). The word count includes footnotes, references and appendices, but excludes bibliography.

The dissertation must be formatted according to the *Chicago Manual of Style*, in accordance with the guidelines listed above, in section 4.4. The “notes and bibliography” format must be used, except by recommendation of the supervisor and by approval of the Director of Teaching.

5.4 SUBMISSION OF DISSERTATIONS

Dissertations for first semester should be submitted by, and not later than, **1.00 pm Monday 9th January 2012** to the St Mary’s College Office.

Dissertations for second semester should be submitted by, and not later than, **1.00 pm Friday 4th May 2012** to the St Mary’s College Office.

Three identical softbound copies should be submitted. Only two copies will be returned to you after the examination period. The dissertation will be read and marked by both internal examiners and by the external examiner.

In addition, an electronic copy should be submitted by MMS. Marks and feedback will be returned to the student by MMS.

5.5 MARKING CRITERIA FOR DISSERTATIONS

The marking criteria for dissertations are the same as those used for essays and examinations. They are found in Appendix ii, below.

5.6 TRAINING SESSIONS

A training session for students entering DI4501 during this academic session will be held during Freshers' Week: Lecture Room 1, St Mary's College, 4.00-5.30, Thu 22nd Sep.

A training session for students intending to enter DI4501 during the 2012-2013 academic session will be held in February, at a time and venue still to be confirmed. This session is intended to help students through the process of developing and submitting a proposal. Both sessions will be led by the Director of Teaching.

SECTION 6: Interdisciplinary Module (ID4002)

ID4002 COMMUNICATION AND TEACHING IN ARTS AND HUMANITIES. 15 CREDITS – SEMESTER 1

This inter-disciplinary module provides final year students with the opportunity to gain first hand experience of education through a mentoring scheme with teachers in local schools. It will enable students to gain substantial experience of working in a challenging and unpredictable working environment, and to develop a broad understanding of many of the key aspects of teaching in schools.

- Students will spend nine half-days or equivalent in their host school within Fife – appropriate travel expenses will be covered.
- Three one-hour tutorials will be held.
- Attendance at an Induction Day at the start of the semester will be required.

Participation in this module is by interview and places are limited. Applications will be invited in early March and short-listed applicants will be invited to an interview immediately after the Spring vacation.

A further 15-credit module (for Divinity: DI4015) is taken in parallel. Full details are made available when applications are invited but preliminary enquiries can be made to Dr Eric Stoddart (es61).

SECTION 7. Modules for 2011-2012

Semester 1

Module No.	Module Title	Cr	Module Co-ordinator
DI1001	Theology: Issues and History	20	Professor A Torrance
DI1003	The History and Religion of Ancient Israel: An Introduction	20	Dr W Tooman
DI1004	Hebrew 1	20	Dr W Tooman Lecturer: Elizabeth Tracy
DI2000	Christian Thought and Practice	20	Professor A Torrance Lecturer: Samuel Adams
DI2003	New Testament History and Theology	20	Dr S Hafemann
DI2201	New Testament Greek 2: Advanced Grammar and Exegetical Applications	20	Dr S Hafemann
DI3601	Biblical Hermeneutics	30	Dr G Macaskill
DI3602	Theological Explorations	30	Dr M W Elliott/Professor A Torrance
DI4015	Communication in Divinity	15	Dr E Stoddart
DI4501	Honours Dissertation	30	Director of Teaching
DI4610	New Testament Christology and Pneumatology	30	Dr G Macaskill
DI4615	New Testament Special Topic: Paul's letter to the Philippians (Greek Text)	30	Professor N T Wright
DI4726	Hebrew Readings	30	Dr W Tooman
DI4816	Theology of the Musical	30	Dr I C Bradley
DI4826	Themes in Postcolonial Theology	30	Professor M I Aguilar
DI4930	Christian Symbolics: Creeds and Confessions of Faith	30	Dr S Holmes
DI4932	Baylor University Module	30	Dr P Martens
ID4002	School Placement/Communication	15	Dr E Stoddart

Semester 2

Module	Module Title	Cr	Module Co-ordinator
DI1005	NT Greek	20	Dr S. Hafemann Lecturer: John Frederick
DI1006	Jesus and the Gospels	20	Dr K Iverson
DI1012	Living Faith	20	Dr E Stoddart
DI2001	Exile and Return in the Old Testament	20	Professor K De Troyer
DI2002	Hebrew 2	20	Dr K De Troyer Lecturer: Elizabeth Tracy
DI2006	Church History 2: The Late Mediaeval and Early Modern Church and its Theology	20	Dr M Elliott
DI4501	Honours Dissertation	30	Independent Supervisors
DI4608	The Gospel of Matthew (English)	30	Dr K Iverson
DI4609	The Gospel of Matthew (Greek)	30	Dr K Iverson
DI4707	The Wisdom Tradition in Ancient Israel (English)	30	Professor K De Troyer
DI4708	The Wisdom Tradition in Ancient Israel (Hebrew)	30	Professor K De Troyer
DI4825	Theology in Africa	30	Professor M I Aguilar
DI4908	Theological Engagements with Suffering, Evil and Tragedy	30	Professor T A Hart
DI4915	Theology Special Topic: History of Christology	30	Prof. I J Davidson
DI4924	Theology and Imagination	30	Dr G Hopps
*DI4932	Baylor University Module *NB This module is only available for Baylor Students	30	Member of Baylor University Staff

7.3 TIMETABLES

Details of times and locations of classes are published in the School's subHonours and Honours timetables. These will be available from the School Office at the beginning of the semester and will be made available to download from the School of Divinity website.

7.4 MINIMUM AND MAXIMUM NUMBERS IN HONOURS MODULES

If an honours (4000-level) module attracts three students or fewer, the School reserves the right to cancel it before the end of the first week of the semester. Certain honours modules have in the past been oversubscribed. The Students' Association has indicated that quotas are desirable for popular modules. If necessary, the School of Divinity may impose a quota for a given module.

SECTION 8: Prizes

The School of Divinity awards a number of prizes, including those listed in the table below. The School will only award prizes where appropriate standards of excellence have been met and may award prizes jointly. The School also reserves the right not to award particular prizes in any given year.

Agnes Anderson Prize

Awarded to the best student in second-level Old Testament or Hebrew

Grant Anderson Prize

Awarded to a student studying for Church of Scotland ministry, for excellence in field of Practical Theology

Rev John M Anderson Prize

Book prize awarded to the best student at second- or third-level in the following classes in turn: New Testament, Church History, Theology

Barber Prize

Awarded to the best student in first-level Hebrew, failing which to best in first-level Biblical Studies classes

Barty Memorial Prize

Awarded to the winner of the Roxburgh Prize (q.v.), for purpose to be determined by Trustees.

Note: external award, administered by Church of Scotland

E & R Brown Memorial Prize

Awarded every third year to a student preparing for the ministry of the Church of Scotland

G D Buchanan Hebrew Prize

Awarded annually to the best student in first-level Old Testament who intends to enter parish ministry, preferably of Church of Scotland

G S Duncan Memorial Prize

Awarded annually to the best student in Honours classes in New Testament

John R Fleming Essay Prize

Awarded annually for the best essay on a topic relating to Christian theology and mission in non-Western contexts

Rev Andrew Goldie Prize

Awarded annually to the most distinguished student in Divinity who has completed BD (Hons) or MTheol (Hons) that year

Gray Prize

Awarded annually for best essay in each of the areas of the Divinity curriculum in turn

Roy Hogg Memorial Prize

Awarded for performance in second-level Practical Theology

John Hope Prizes

Two prizes awarded to the best student in Honours classes in (i) Church History, (ii) Theology

Note: external awards, administered by the Hope Trust in consultation with St Mary's College

A H Johnstone Memorial Prize

Awarded every second year for excellence in classes in Theology

Walter Lamb Travel Scholarship

Awarded to a candidate for the ministry of the Church of Scotland

Note: External award, administered by Church of Scotland in consultation with St Mary's College, for European travel

Dr Dugald MacFarlane Memorial Prize

Book prize awarded annually for an essay in first-level Theology

Mackenzie Prize

Awarded annually to a Scottish Divinity student who intends to become a minister of the Church of Scotland

Note: external award, applicable at several Scottish universities

Rev David A Murdoch Prize

Awarded annually to the best student in final-year classes in Church History

N H G Robinson Prize

Book prize awarded annually to the outstanding Honours student in Divinity

Roxburgh Prize

Awarded by Church of Scotland on basis of church examination in English Bible.

Note:

External award, usually for travel, administered by Church of Scotland

Samuel Rutherford Prizes

Two awards for the most distinguished Senior Honours work in (i) Church History, (ii) Theology/Practical Theology and Christian Ethics

Note: There is also a separate postgraduate Rutherford award for best PhD thesis.

James McGlashan Scott Memorial Prize

Awarded for performance in Church History

Mary Simmers Prize

Awarded to a Divinity student for excellence in Church Music

Note: Normally a choral scholarship for a Divinity student in one of the Chapel choirs

William Watson Prize

Awarded to the best student of Hebrew or Biblical Greek in second-level Old or New Testament classes

Prof R McL Wilson Prize

Awarded for distinguished work in first- or second-level studies in New Testament

SECTION 9: Bursaries and Awards

St Mary's College makes a number of bursary awards annually. These are primarily for excellence in studies, but other factors, such as financial hardship, may also be taken into account. Certain historic bursaries also require a connection with the Church of Scotland. Bursaries are generally made to students in their second, third or fourth year of study, and only in very exceptional circumstances to a first-year student. The College no longer offers entrance awards.

The number and value of bursaries may vary each year, depending upon the suitability of applicants and the availability of funds. At present the College has two distinct categories of award:

9.1 BURSARIES AWARDED UPON APPLICATION:

Academic merit is the primary factor of assessment for these awards, but personal circumstances are also taken into consideration. Applications are invited in mid-October, with a closing date in mid-December. For the 2011-12 session, the closing date is 9th December 2011. You are eligible to apply if you are a Divinity student, but not if you are an Arts student taking Divinity modules (MA Theological Studies and MA Biblical Studies students are eligible).

Applications must be made on the standard Undergraduate Bursary Application form and you are required to say why you feel a bursary would be of particular assistance in your studies. The form may be downloaded from this URL:

<http://www.st-andrews.ac.uk/divinity/current/ug/bursaries/>

Awards are normally for one year only, but students (including previous holders of awards) are eligible to apply each year. Applicants are notified in late January.

9.2 BURSARIES AWARDED DIRECTLY:

A number of other awards are also made each year exclusively on the basis of merit or excellence in studies. No application is invited for these. Students selected for such bursaries are informed in late June.

9.3 ST MARY'S AMBASSADORS AWARDS:

Each year a number of second- or third-year students are selected to serve as School Ambassadors during the next academic session. This invitation is on the grounds of academic merit and a strong record of contributions to the life of the College. In return for a modest financial award, Ambassadors assist with events such as Visiting Days for prospective students. Students who receive these awards for the coming session are notified in late June.

SECTION 10: COLLEGE SOCIETY

10.1 ABOUT THE SOCIETY:

St Mary's College is a unique and special community, and the College Society exists to build and nurture that community by fostering relationships between all members of the College, students and staff alike. The society has three main tasks. Firstly and most importantly, we ensure that everyone has the opportunity to socialise as a community and get to know more personally the people with whom we study each day. To this end we organise regular social events, from a weekly lunch, to our annual ball and much more. We also look after the Junior Common Room (JCR) as a social space for undergraduates, providing refreshments and a cosy place to relax within the College. Secondly, the Society takes a keen interest in charity work, supporting a number of different charities in many different ways throughout the year. We endeavour to hold at least one charitable event each month during term time, giving everyone a wide variety of ways to get involved. Thirdly, although we are not a religious society, we do recognise that for many members of the College, prayer and worship are an essential part of studying theology. To provide for this need, the society organises weekly ecumenical Christian worship for those who wish to be involved. Anyone who takes one or more modules in Divinity is automatically a member of the society, with no membership fee, and anyone is welcome to attend our events.

10.2 WEEKLY EVENTS:

College lunch – Fridays, 1pm in the SCR

A buffet lunch for just £2, and a chance to socialise with fellow Divinity students and staff

College Worship – Tuesdays, 1pm

A service of ecumenical Christian worship, either in the form of Holy Communion, or a student-led time of prayer, followed by a sandwich lunch for £1 in the SCR.

Worship takes place in St Leonards Chapel, except on the first Tuesday of each month, when we meet in Holy Trinity Church

Other events will be advertised through the weekly email bulletin

10.3 MAJOR EVENTS THROUGHOUT THE YEAR:

September 25th – Opening Chapel Service, 5pm in St Leonard’s Chapel.

October 14th - Extraordinary General Meeting, 1pm in the SCR
A general meeting of the society when we will be electing first year and postgraduate representatives to the Society Committee.

November 26th – College Ball, 7:30pm, Venue TBC.

December 14th – Christmas Lunch, 12pm at the Doll’s House Restaurant

February (TBC) – College Photograph, St Mary’s College Quad.

March 23rd -25th – Weekend away at The Burn House

April 28th – Summer Barbecue and Boules Match

May 3rd – Annual Dinner at the Vine Leaf Restaurant

10.4 ST MARY’S COLLEGE SOCIETY COMMITTEE

President- Ruth Prentice

Vice-President- Fiona Brown

Secretary- Rebecca Fodder

Treasurer- Josh Townson

Social Representative- Averill Blackburn

Charities Representative- Matt Wakeling

Worship Representative- James Roberts

Publicity Representative- Rachel Orbodo

Ordinary Member- Rebecca Seed

Postgrad Representative- Kathleen Burt

First Year Representative- To be elected at the EGM.

Please feel free to contact the Society: stmarys@st-andrews.ac.uk

SECTION 11 Careers Advice for Divinity Students

The University Careers Advisory Service <<http://www.st-andrews.ac.uk/careers/>> provides a range of services designed to help students make educated and informed decisions about their futures after graduation.

One of the Careers Advisors at the Service has special responsibility for Divinity students. Appointments with this advisor may be made via the Reception at the Careers Advisory Centre (opposite the Student Association Shop in Market Street) or on (46)2688.

The University Careers Advisory Service website includes a 'Careers Planner', Vacancy Information, details about a 'CV and Application Form Clinic', individual careers-guidance interviews, and much more. Based at 6 St Mary's Place (opposite the Students' Union), the Careers Advisory Service is open all year from 0900-1700hrs Monday to Friday, except during July and August when the service closes from 1300-1400hrs. Ext. 2688.

The University Careers Advisers are happy to talk with students and graduates about career plans - whether specific or unspecific. Students are invited to 'drop in'.

EMPLOYABILITY ATTRIBUTES: KEY AND TRANSFERABLE SKILLS

It is important for students to be aware of the knowledge and skills that they have acquired through their degree programme and the value of these to potential employers. Students will have acquired specific points of knowledge and understanding; they will also have acquired transferable skills that may be applied in a range of situations and tasks.

A general list of attributes is presented in Appendix iv. Students will also benefit from a careful reading of the programme specifications for their degree programme, developed in light of internationally recognised benchmarks. The programme specifications for Divinity can be found at this address:

<http://www.st-andrews.ac.uk/divinity/rt/tld/progspec/>

Appendix i: Student Staff Consultative Committee

Membership and Remit of the UG Student/Staff Consultative Committee

Membership of the Committee

- Professor I J Davidson (Head of School).
- Dr G Macaskill (Director of Teaching)
- Dr W Tooman (Examinations Officer).
- Dr S Holmes (Undergraduate Recruitment and Admissions Officer).
- Ms S Millar (Secretary)
- Student Year-Representatives including postgraduates.
- School President

NB all elected module representatives and the Arts and Divinity Senate student representative are eligible to attend. Up to three additional members of the teaching staff may be invited to attend by the Director of Teaching

The intention is that teaching staff membership of the SSCC should not normally exceed five representatives and should not be in the majority.

The remit of the SSCC is:

- to facilitate greater communication between students and staff within a School;
- to enable students and staff jointly to participate in routine reviews of the School provision of teaching and learning, with a view to improving its quality;
- to provide a forum in which students taking modules in Divinity may raise any concerns they have about teaching or related matters within the School;
- to identify and disseminate examples of good practice;
- to provide documentary evidence of the participation of students in the quality assurance and development of programmes delivered by the School.

Frequency of Meeting

The SSCC should meet once per semester. Additional meeting(s) may be convened by the Director of Teaching, if deemed necessary by him/her or the Head of School.

Structure and Procedure

The 3000-Level Junior Honours Representative should draw up the agenda for the meeting in consultation with the Director of Teaching, and should convene and chair the meeting. The agenda should include the following standard items:

- Reports from Year Representatives. Reports should summarise internal systems of accountability for individual modules, notably module questionnaires, and outline any particular causes of concern. Where appropriate, Module Representatives may speak directly to the reports they submitted to their Year Representative;
- Report from student member(s) of the School Teaching and Learning Committee on discussion of SSCC business at this Committee;
- Opportunity for general comment on degree programmes;
- Opportunity for general comment on new and revised degree programme developments;
- Opportunity to mention examples of good teaching practice;
- Opportunity for general comment on library, IT and other teaching/learning resources.

The agenda should be posted on the appropriate School notice board before the date of a meeting of an SSCC

Appendix ii: Criteria for Marking

A) Criteria for Essays, Examinations and Dissertations

The relationship of each mark band to Honours Classification is provided in parentheses. All criteria will be applied according to the level of module (1000-4000). Students are reminded that penalties will be applied for lateness and presentation (see section 4.4, above).

Grade	Description	Criteria for essays and other non-language elements
20 19 18 17	Excellent (First Class)	Outstanding work, displaying wide knowledge, awareness of the current state of thinking on the subject, critical analysis, independence of mind, and intellectual rigour. Theories are properly understood and critiqued by close engagement with points of detail. There is substantial evidence of independent study beyond a basic/core bibliography. Clearly prepared, with a well structured argument, avoiding irrelevance. Originality is rewarded, but is not a necessary requirement.
16 15 14	Very Good (II.1)	Well-organised, detailed and logical work, showing a thorough understanding of the subject as taught, with some evidence of study beyond a basic/core bibliography. Theories are properly understood and critiqued by means of engagement with points of detail, with only minor omissions. Clearly prepared, with a well-structured argument.
13 12 11	Good (II.2)	Work displaying overall competence and an understanding of the basics of the subject. The answer contains reasonably good information, but there may be only limited evidence of additional, independent study beyond a basic/core bibliography and there may be a small number of minor errors. There may be insufficient discussion, and conclusions may not always be adequately supported.
10 9 8	Acceptable (III)	Work displaying limited comprehension of basic facts and principles, with significant gaps or errors of detail, some irrelevance, and badly constructed argument; it may be largely descriptive, rather than arguing a case; or it may fail to focus properly on the question set.
7-7.5	Barely Acceptable	Work displaying barely adequate comprehension of basic facts and principles, with significant gaps or errors of detail, some irrelevance, poorly constructed argument or no argument at all.
6 5	Compensatable Fail	Work displaying inadequate understanding of basic facts and principles, with significant errors, omissions or irrelevance, and which shows a lack of grasp of the essentials of the subject.
0-4	Fail 0-3	Work displaying misunderstanding of basic facts and principles, with significant errors, omissions or irrelevance, and which shows a lack of grasp of the essentials of the subject.

Work that falls in the band 4-6.9 fails, but may be compensated by other assessed elements in the module to bring the module mean to 7 or greater. Work below this threshold is deemed to constitute such serious failure that an overall passing mark for the module will not be granted. This requirement applies to the final coursework mean (i.e., not individual items of coursework) and the final exam mark.

For further detail of the University's Common Reporting Scale and how this relates to degree classification, see:

<http://www.st-andrews.ac.uk/staff/policy/tlac/examinations/commonreportingscale/>

and

<http://www.st-andrews.ac.uk/staff/policy/tlac/examinations/classification/>

B) Criteria for Oral Presentations

This is the standard sheet for marking oral presentations. A module coordinator may depart from the list of criteria or from the relative weighting of criteria, but in such cases, the revised mark sheet must be made available in the module handbook at the beginning of the semester.

CRITERION DESCRIPTION	POOR MIN	GOOD MAX	CRITERION DESCRIPTION	WEIGHT	SCORE AWARDED
TIMEKEEPING Disorganised, poor timing.	0	20	TIMEKEEPING Well organised; starts and ends on time.	10%	
STRUCTURE Unstructured, no clear aims; poor introduction, development of argument and conclusion to topic.	0	20	STRUCTURE Well structured: clear overview and well signalled transitions between introduction, development and summary.	10%	
SCHOLARLY CONTENT Poor standard of knowledge and understanding of basic facts and source material; too much or too little material at wrong level.	0	20	SCHOLARLY CONTENT Accurate and correct amount of material pitched at appropriate level	40%	
VERBAL DELIVERY Unclear, too quiet, mumbled, monotonous & uninteresting	0	20	VERBAL DELIVERY Clear; audible, varied engaging tone, well explained in conten	10%	
NON-VERBAL DELIVERY Lacking confidence and enthusiasm; ignoring audience	0	20	NON VERBAL DELIVERY Energy and enthusiasm; good eye contact; no distracting mannerisms.	10%	
VISUAL AIDS Illegible, cluttered; uncoordinated with verbal delivery.	0	20	VISUAL AIDS Legible and interesting; enhancing presentation.	10%	
RESPONDING TO QUESTIONS/LEADING GROUP DISCUSSION Inappropriate (inadequate or overly directive).	0	20	RESPONDING TO QUESTIONS/ LEADING GROUP DISCUSSION Attentive to group, facilitating discussion, appropriate intervention.	10%	
			TOTAL	(100%)	

Specific Qualitative comments:

Quality of preparation and time-keeping

Points for commendation and areas for improvement

Quality of academic content (structure and technical content) *Points for commendation and areas for improvement*

Quality of delivery (verbal, non-verbal, visual aids (if used)) *Points for commendation and areas for improvement*

Quality of leadership of group discussion
Points for commendation and areas for improvement

Further Tips for Good Presentations:

Adapted from a guide prepared by Dr Colin Mason University of St Andrews

Identified aspect of Verbal Presentation	Category
On time	<i>Preparation</i>
Ensure equipment is working	<i>Preparation</i>
Few Key points per slide	<i>Visual aids</i>
Purpose of presentation is made clear	<i>Structure (Aims)</i>
Map the whole presentation	<i>Structure (Overview)</i>
Speak clearly	<i>Verbal Delivery</i>
Engage the audience	<i>Verbal delivery</i>
Explain clearly and keep audience with the arguments	<i>Verbal delivery</i>
Use intermediate summaries	<i>Structure (Summary)</i>
Know the facts	<i>Technical Content</i>
Adapt the presentation to the level of the audience	<i>Technical content</i>
Sense of humour	<i>Verbal delivery</i>
Hide fear or be confident (pretend)	<i>Non verbal delivery</i>
Create enthusiasm	<i>Non verbal delivery</i>
Be believable	<i>Non verbal delivery</i>

Feedback is an important part of improving the performance of any presenter, and may take the form of self-assessment, peer-assessment, or tutor-assessment.

Self-Assessment

It is important to encourage honest self-assessment. Strong as well as weak points in the presentation should be acknowledged by the presenter.

Peer-Assessment

Helpful, constructive feedback is the order of the day. The model for giving the feedback is as follows:

- 1 What went well;
- 2 What could be improved;
- 3 Suggestions for improvement

Since the aim of the session is to improve performance and help presenters to take away as much as possible that was positive in their presentations then the following should be also be borne in mind. The number of positive comments should outweigh the number of negative comments.

C) Criteria for Assessment in 1000- and 2000-Level Language Modules

Marks in the outstanding range (17-20) are awarded for work that is completely accurate or with one or two minor errors. Grammatical observations or parsing will be complete and without errors. Translations will be at the standard of a contemporary translation, accurate and idiomatic with no omissions. Exegetical comments will be pertinent and detailed.

Marks in the very good range (14-16) are awarded for work with a high degree of accuracy, but may contain a number of minor errors and omissions. Parsing will be correct except for a single detail. Translations may have an occasional omission, mistranslation or a slightly wooden style. Exegetical comments will be largely accurate and relevant, but with a minor error.

Marks in the good range (11-13) are awarded for work that has a degree of accuracy, but may contain some major errors or omissions. Parsing may be incomplete or erroneous in more than one detail. Translations may have a major omission or a number of mistranslations. Exegetical comments will have some deficiencies and may miss major matters worthy of comment.

Marks in the satisfactory range (8-10) are awarded for work which demonstrates a limited degree of accuracy. Errors and omissions will be widespread. Less than half the parsing will be correct. Translation will have a number of omissions and mistranslations, but will evidence some sense of the overall topic of the text being translated. Exegetical comments will have significant deficiencies and comments on relatively minor matters

Marks in the barely satisfactory range (5-7) are awarded for work which shows very limited knowledge of the language. Grammatical observations or parsing will contain some accurate information but also numerous errors. There will be little continuous translation and numerous omissions or mistranslations, such that it is impossible to determine what the text concerned. Exegetical comments will be seriously deficient or commonplace.

Marks in the unsatisfactory range (1-4) are awarded for work which does not approach an acceptable level of knowledge of the language. Grammatical observations or parsing will be almost entirely erroneous. There will be no attempt at continuous translation with only occasional words translated correctly. Exegetical comments will be almost entirely erroneous or of little or no relevance.

Appendix iii: Programmes and Requirements

1. B.D. Honours

B.D. Honours degree students must accumulate a total of 390 credits normally over a period of three years, of which 150 credits will be in Honours modules (also referred to as 3000, 4000 or (H) level modules).

Single Honours Divinity Degree:

Level 1: 80 credits comprising DI1001, DI1002 or DI1012, DI1003, DI1006.

Level 2: At least 80 credits of which: (a) 60 credits must be from DI2000, DI2001, DI2003, DI2004, DI2005, DI2006 with a pass at Grade 11 or better in two of these modules; and (b) at least 20 credits must be from either a fourth module listed in (a) above or from one of the following: DI2002, DI2007, MO2001, PY2003, PY2004, PY2001 plus PY2002, PH2101 plus PH2102 or any other 2000-level module in a cognate subject-area chosen with the permission of the Head of School.

Level 3: At least 30 credits comprising DI3601 or DI3602.

Level 4: At least 90 credits in Divinity modules, to include (a) either DI4501 or DI4502, and (b) at least a further 60 credits in 4000-level modules in Divinity.

2. M.Theol Honours

In addition to the specific requirements listed below, the following general conditions must also be met in order to graduate with an Honours degree. All M.Theol. Honours degree students must accumulate a total of 480 credits over a period of normally four and no more than five years. The Honours Programme will normally involve the study of modules worth at least 240 credits gained during the 3rd and 4th years, of which at least 210 will be in Honours modules (also referred to as 3000, 4000 or (H) level modules) and at least 120 credits of which must be at 4000 or (H) level in Divinity.

Single Honours Master of Theology Degree:

Level 1: 80 credits comprising DI1001, DI1002 or DI1012, DI1003, DI1006.

Level 2: At least 80 credits of which: (a) 60 credits must be from DI2000, DI2001, DI2003, DI2004, DI2005, DI2006, with a pass at Grade 11 or better in two of these modules; and (b) at least 20 credits must be from either a fourth module listed in (a) above or from one of the following: DI2002, DI2007, MO2001, PY2003, PY2004, PY2001 plus PY2002, PY2101 plus PY2102, or any other 2000-level module in a cognate subject-area chosen with the permission of the Head of School. The required pass must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 60 credits comprising DI3601 and DI3602

Level 4: At least 150 credits in 4000-level modules in Divinity, including either DI4501 or DI4502, save that, with the permission of the Head of School, 30 of these

150 credits may be taken in a 3000-level or 4000-level module or modules offered by another School.

3. M.A. Theological Studies Honours

The general requirements are 480 credits over a period of normally 4 years (and not more than 5 years) or part-time equivalent; the final two years being an approved honours programme of 240 credits, of which 90 credits are at 4000-level and at least a further 120 credits at 3000 and/or 4000 (H) levels. Refer to the appropriate Faculty regulations for lists of subjects recognised as qualifying towards either a B.Sc. or M.A. degree.

A) Single Honours Theological Studies Degree:

Level 1: 40 credits comprising DI1001 and DI1002 or DI1012.

Level 2: 40 credits comprising passes at Grade 11 or better in both DI2004 and DI2005 or (from 2011-12) DI2000 and DI2006. The required pass must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 30 credits comprising DI3602.

Level 4: At least 180 credits of which (a) 30 credits must be either DI4501 or DI4502; and (b) 120 credits must be in modules chosen from DI4800 - DI4999, save that with the permission of the Head of School, 30 of the 150 credits may be taken in a 3000-level or 4000-level module or modules offered by another School.

B) Joint Honours Theological Studies

Theological Studies element of Joint Honours Degrees:

Level 1: 40 credits comprising DI1001 and DI1002 or DI1012.

Level 2: 40 credits comprising passes at Grade 11 or better in both DI2004 and DI2005 or (from 2011-12) DI2000 and DI2006. The required pass must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 30 credits from DI3602.

Level 4: At least 60 credits of which (a) 30 credits must be either DI4501 or DI4502 unless a 4000-level dissertation is taken in the other Honours subject of the Joint Honours programme; and (b) at least 30 credits must be in modules chosen from DI4800 - DI4999. A total of 120 credits must be taken in 3000-level and 4000-level modules in Divinity. Students must ensure that their Joint Honours programme results in at least 90 credits at 4000-level.

4. M.A. Biblical Studies Honours

The general requirements are 480 credits over a period of normally 4 years (and not more than 5 years) or part-time equivalent; the final two years being an approved honours programme of 240 credits, of which 90 credits are at 4000-level and at least a further 120 credits at 3000 and/or 4000 (H) levels. Refer to the appropriate Faculty regulations for lists of subjects recognised as qualifying towards either a B.Sc. or M.A. degree.

A) Single Honours Biblical Studies Degree:

Level 1: 40 credits comprising DI1003 and DI1006

Level 2: 40 credits comprising passes at 11 or better in both DI2001 and DI2003. .
The required passes must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 30 credits comprising DI3601

Level 4: At least 180 credits of which (a) 30 credits must be either DI4501 or DI4502; and (b) 120 credits must be in modules chosen from DI4600 - DI4799, save that with the permission of the Head of School, 30 of the 150 credits may be taken in a 4000-level module or modules offered by another School.

B) Joint Honours Biblical Studies

Biblical Studies element of Joint Honours Degrees:

Level 1: 40 credits comprising DI1003 and DI1006

Level 2: 40 credits comprising passes at 11 or better in both DI2001 and DI2003.
The required passes must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 30 credits from DI3601.

Level 4: At least 60 credits of which (a) 30 credits must be either DI4501 or DI4502 unless a 4000-level dissertation is taken in the other Honours subject of the Joint Honours programme; and (b) at least 30 credits must be in modules chosen from DI4600 - DI4799. A total of 120 credits must be taken in 3000-level and 4000-level modules in Divinity. Students must ensure that their Joint Honours programme results in at least 90 credits at 4000-level.

5. M.A. Hebrew Joint Honours

The general requirements are 480 credits over a period of normally 4 years (and not more than 5 years) or part-time equivalent; the final two years being an approved honours programme of 240 credits, of which 90 credits are at 4000-level and at least a further 120 credits at 3000 and/or 4000 (H) levels. Refer to the appropriate Faculty regulations for lists of subjects recognised as qualifying towards either a B.Sc. or M.A. degree.

Hebrew element of Joint Honours Degrees:

Level 1: 40 credits comprising DI1003 and DI1004

Level 2: 40 credits comprising a pass at Grade 11 or better in both DI2001 and DI2002. The required passes must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 30 credits comprising DI3601

Level 4: At least 90 credits of which (a) 30 credits must be either DI4501 or DI4502 unless a 4000-level dissertation is taken in the other Honours subject of the Joint Honours programme; and (b) at least 60 credits must be in modules chosen from modules with Hebrew, Aramaic or Syriac content chosen from DI4700 to 4799

A total of 120 credits must be taken in 3000-level and 4000-level modules in Divinity. Students must ensure that their Joint Honours .

6. M.A. New Testament Joint Honours

The general requirements are 480 credits over a period of normally 4 years (and not more than 5 years) or part-time equivalent; the final two years being an approved honours programme of 240 credits, of which 90 credits are at 4000-level and at least a further 120 credits at 3000 and/or 4000 (H) levels. Refer to the appropriate Faculty regulations for lists of subjects recognised as qualifying towards either a B.Sc. or M.A. degree.

New Testament element of Joint Honours Degrees:

Level 1: 40 credits comprising DI1006 and a pass at Grade 11 or better in one of DI1005 and GK1001, or a pass in Higher Greek or A level Greek

Level 2: 20 credits comprising a pass at Grade 11 or better in DI2003. The required pass must be gained at the first round of assessment; results of reassessment will not give entitlement to entry to Honours.

Level 3: 30 credits from DI3601

Level 4: 90 credits of which (a) 30 credits must be either DI4501 or DI4502 unless a 4000-level dissertation is taken in the other Honours subject of the Joint Honours programme; and (b) at least 60 credits must be in modules chosen from DI4600 - DI4699 with Greek language content.

A total of 120 credits must be taken in 3000-level and 4000-level modules in Divinity. Students must ensure that their Joint Honours programme results in at least 90 credits at 4000-level.

Appendix iv: Key Knowledge and Skills in Divinity

The School is concerned to identify and help students understand what they should know and be able to do, as a result of participating successfully in individual modules. To this end, every module handout includes a section in which intended learning outcomes (ILOs) are specified. Typically, the ILOs for a given module will relate to the following list of ILOs recognised by the School:

Knowledge and Understanding (Biblical Studies)

Will normally apply to students taking 1000- and 2000-level modules

- the socio-political history, religion and literature of Israel;
- key themes in, and the defining features of, biblical theology;
- the origins and canon of the New Testament, the religious and social contexts of early Christianity, and the New Testament church;
- a range of historical, archaeological, social-scientific, literary, and other methodological approaches to study of biblical and related texts;
- what is required for basic exegesis of biblical and/or extra-biblical texts;
- language(s) relevant to Biblical Studies.

Will normally apply to students taking 3000 & 4000-level modules:

- detailed knowledge of selected biblical text(s) and/or biblical history, and of methodological approaches that have informed their study;
- appreciation of how selected biblical texts have featured in the history of Jewish or Christian thought and practice, including that of the present day;
- familiarity with extra-biblical texts, e.g., Dead Sea Scrolls or Old Testament Pseudepigrapha, that have bearing upon Biblical Studies.

Knowledge and Understanding (Theological Studies)

Will normally apply to 1000- and 2000-level modules:

- central themes and questions in Christian theology from historical, philosophical, and other contemporary perspectives, and an awareness of the historical, social, cultural, and intellectual contexts within which they emerged;
- major challenges to Christian belief in the modern and postmodern world;
- methodological and conceptual tools for studying religious belief and ritual, as well as for studying Christian liturgy and the interaction of church and society in different parts of the world;

- Christian ethics and contribution to debates in the public arena, in relation to notions of biblical authority, Christian theology, and philosophical categories of ethics;
- religions or belief-systems other than Christianity.

Will normally apply to 3000 & 4000-level modules:

- knowledge of how engagement with disciplines such as philosophy, anthropology, feminist theory, and literature has informed and enriched theological studies in recent years;
- knowledge of selected theological texts, theologians, philosophers, and/or Christian history and traditions;
- appreciation of how the Bible has featured in the history of Christian thought and practice, including the present day;
- knowledge of how Christian belief has been expressed ethically, spiritually, and socio-politically within various historical and contemporary contexts.

Discipline Specific and Intellectual Skills

Will normally apply to students taking 1000- and 2000-level modules:

- to acquire different kinds of information about from a variety of sources including lectures, books, journals, and on-line resources;
- to explain and analyse how scholars have developed and used a range of methodological tools and/or techniques;
- to apply a range of methodological tools and/or techniques to set questions;
- to attend to, reproduce accurately, and reflect on the ideas and arguments of others with fairness and integrity, and to express, as appropriate, personal views without denigration of others.

Will normally apply to students taking 3000 & 4000-level modules:

- to select appropriate methodological tools and/or techniques for the set task;
- to apply methodological tools and/or techniques to problems, in sustained and robust fashion;
- to manipulate relevant ideas and concepts with adeptness;
- to demonstrate awareness of inter-disciplinary issues.

Transferable (or Key) Skills: Argumentation and Evaluation

- to present and sustain a reasoned line of argumentation to manage, analyse, and critically evaluate large amounts of information;

- to design, plan, execute and evaluate various tasks and activities;
- to work creatively in applying knowledge, understanding and skills to new problems.

Transferable (or Key) Skills: Presentation and Bibliography

- to submit work in competently word-processed form;
- to prepare a bibliography using a standard format;
- to use end- or foot-notes appropriately;
- to demonstrate a style of writing that is fluent and easy to understand.

Attributes of Autonomy, Accountability and Working with Others

- to exercise substantial autonomy in the management of their own learning;
- to exercise judgement based on awareness of key issues in the area;
- to work effectively with others as reflective practitioners in peer relationships;
- to accept responsibility for determining and achieving personal and group outcomes.