



UNIVERSITY
OF LONDON

INTERNATIONAL
PROGRAMMES

Programme Regulations 2017–18

Combined Degree Scheme (CDS)

BA
Diploma of Higher Education
Certificate of Higher Education

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



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Important information regarding the Programme Regulations

About this document

Last updated 05 May 2017

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

These Programme Regulations are designed and developed by the Member Institutions which are responsible for the academic direction of the programmes. The regulations may take account of any associated arrangements at the relevant Member Institutions. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study. Further information about how to use the Programme Regulations and Programme Handbook can be found in the [Student Guide](#).

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

Programme Regulations should be read in conjunction with the General Regulations.

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

Terminology

For the Combined Degree Scheme programme you should note the following terminology:

Course: Individual units of the programme are called courses. Each course is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Stage: The degree (BA) programme consists of 3 Stages, each containing four courses. Stage 1 is made up of FHEQ Level 4 and, for Theology only, some FHEQ Level 5 courses. Stage 2 is made up of FHEQ Level 5 and, for Theology only, some FHEQ Level 6 courses, depending on the programme of study/courses selected. Stage 3 is made up of FHEQ Level 6 and, for Theology only, some FHEQ Level 5 courses.

The **Diploma of Higher Education** consists of Stage 1 and Stage 2 courses only.

The **Certificate of Higher Education** consists solely of Stage 1 courses.

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

A [Glossary](#) provides an explanation of other terms used in this document.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk>.

Changes to Combined Degree Scheme (CDS) Regulations 2017-18

Students may not take both Philosophy of religion [DT2004] and Philosophy of religion [PY3110].

To note: From 1 August 2017 academic direction for the Theology programme will be provided by the University of London. Academic direction was previously provided by Heythrop College, University of London.

1 Structure of the programmes

See the 'Structure' tab for your particular CDS [programme](#) online.

English major with minor programmes:

http://www.londoninternational.ac.uk/sites/default/files/structure_english_with_minor.pdf

Philosophy major with minor programmes:

http://www.londoninternational.ac.uk/sites/default/files/structure_philosophy_with_minor.pdf

Theology major with minor programmes:

http://www.londoninternational.ac.uk/sites/default/files/structure_theology_with_minor.pdf

2 Registration

Effective date of registration

2.1

Your effective date of registration will be 30 November in the year that you initially registered. This allows you to sit your first examinations in the following May.

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning (also referred to as Accreditation of prior learning [APL]).

3.1

If you are a Degree or Diploma of Higher Education student you may apply for Recognition and accreditation of prior learning up to a maximum number of courses, depending on the award, as follows:

	APL to a maximum of:
CDS Degree	4 courses (120 credits)
CDS Diploma of Higher Education	2 courses (60 credits)

A Certificate of Higher Education student cannot apply for Recognition of prior learning.

3.2

Recognition and accreditation of prior learning is at the discretion of the Programme Director, and their decision is final.

3.3

Each request for Recognition and accreditation of prior learning will be considered on its own merits.

4 Course selection

[Appendix A](#) provides details of the course titles.

BA degree

4.1

- You must choose one major programme and take courses to the value of 90 credits at Stage 1, Stage 2 and Stage 3.
- You must choose one minor programme, not already selected as your major, and take courses to the value of 30 credits at Stage 1, Stage 2 and Stage 3.

Diploma of Higher Education

4.2

- You must choose one major programme and take courses to the value of 90 credits at Stage 1 and Stage 2.
- You must choose one minor programme, not already selected as your major, and take courses to the value of 30 credits at Stage 1 and Stage 2.

Certificate of Higher Education

4.3

- You must choose one major programme and take courses to the value of 90 credits at Stage 1.
- You must choose one minor programme, not already selected as your major, and take courses to the value of 30 credits at Stage 1.

4.4

Some courses (at Level 5 and above) have prerequisites. Prerequisite courses must normally be passed in a previous examination.

4.5

You can apply to change your choice of course at any stage in your studies if:

- you have not yet made an attempt at the written examination for the course; and
- you are still within your period of registration and your registration has not ceased.

5 Assessment for the programme

See [Appendix A](#) for the assessment methods of each course

Dates for examinations

5.1

Written examinations take place in May and June each year.

See [General Regulations](#) Rules for taking written examinations
Further information about assessment methods and submission dates can be found in the [Programme Handbook](#).

6 Number of attempts permitted at an examination

6.1

The maximum number of attempts permitted at any examination is **three**.

6.2

If you fail one or all parts of the assessment for a course, we will ask you to re-sit either the entire course or part of the course as applicable. If you do not attempt all the prescribed parts of the assessment for a course your attempt at any completed parts may not count and you may not receive a mark.

6.3

If you re-sit the coursework element of the assessment in a subsequent year you will be required to submit a new assignment in answer to that year's question or assignment topic.

6.4

If you resit and pass a Computing course your mark may be subject to a resit penalty. The mark awarded for a course which you resit and pass will be the arithmetic mean of the mark achieved and the pass mark of 40%.

6.5

If your effective date of registration is 30 November 2016 or later, the mark awarded for an English course which you resit and pass will be subject to a resit penalty. The mark awarded will be the arithmetic mean of the mark achieved and the pass mark of 40%.

6.6

If you do not make a second or a third satisfactory attempt at a failed course, you may still be able to satisfy both the Degree structure and the requirements for the award of the Degree. In these circumstances the mark obtained on the last occasion the course was attempted will be carried forward and may be taken into account for classification purposes. If, however, you are not able to satisfy the requirements for any award listed under these regulations, your registration will cease.

7 Progression within the programme

7.1

In any one year, if you intend to enter for examination, you must attempt examinations in a minimum of the equivalent of one half course (15 credits) and a maximum of the equivalent of four full courses (120 credits), excluding re-sits.

7.2

If you are registered for a **Diploma of Higher Education** or **Degree** we will permit you to progress from Stage 1 to Stage 2 if you have passed a minimum of **three** Level 4 courses (90 credits), including any courses designated as core, at Stage 1. We will not permit you to attempt more than two Level 5 courses at Stage 2 until you have passed all Level 4 courses at Stage 1. Any remaining Stage 1 courses must be attempted in your first exam entry at Stage 2. The minor course at Stage 1 must be passed before you attempt the minor course at Stage 2.

7.3

If you are registered for a **Degree** we will permit you to progress from Stage 2 to Stage 3 if you have successfully passed in a minimum of 90 credits in courses at Stage 2 and all Level 4 courses at Stage 1. This must include any courses designated as core. Any remaining Stage 2 courses must

be attempted in your first exam entry at Stage 3. You will not be permitted to attempt the course from your minor programme at Stage 3 until you have passed the minor courses at Stages 1 and 2.

Programme specific progression rules

7.4

If **Theology** is your major programme of study you can attempt non-core courses designated as Level 5 and Level 6 at Stages 2 and/or 3.

- If you are registered for the Degree you must attempt a minimum of two Level 5 courses (60 credits), including the Stage 2 core course, and a minimum of three Level 6 courses (90 credits), including the Stage 3 core course.
- If you are registered for the Diploma of Higher Education you must attempt the Stage 2 core course (30 credits) and two other courses (60 credits) at Level 5 or 6.

If you wish to attempt a Level 6 course at Stage 2 you must have passed all Level 4 courses at Stage 1.

7.5

If **Philosophy** is your major programme of study, the written paper examination for *Introduction to Philosophy* must be taken in the year in which you first enter for an examination.

7.6

If **English** is your minor or major programme of study you must make a valid attempt at the Stage 1 compulsory formative assessments (with the exception of Introduction to Creative Writing) in order to pass the Stage 1 course(s). A valid attempt constitutes a score of 10% or more for each compulsory formative assessment.

7.7

Failure to submit formative assessment or to achieve a valid attempt within formative assessment will be referred to the examination board for consideration.

7.8

If you are following a **Computing** pathway as your minor programme of study you may only select courses specified within your chosen pathway.

7.9

You may not make an attempt at a dissertation (where it is applicable for your major programme of study) until you have completed all courses for your major programme at Stages 1 and 2 (180 credits).

Transfer from the CDS Certificate of Higher Education or the Diploma of Higher Education

7.10

You may transfer your registration from the Certificate of Higher Education to the related Diploma of Higher Education or Degree (subject to meeting the entrance qualifications or the requirements of the award) or from the Diploma of Higher Education to the related Degree, within the Combined Degree Scheme structure.

7.11

If you successfully complete the Certificate or Diploma of Higher Education and decide to progress to the Diploma of Higher Education or BA degree, you will not receive the intermediate award(s). You may end your studies and accept an exit award for which you are eligible.

7.12

If you have been awarded a Certificate or Diploma of Higher Education and later wish to continue your studies on the Diploma of Higher Education or BA degree, we will ask you to return your certificate or diploma to us.

Transfer between CDS programmes

7.13

You may transfer between CDS combinations subject to meeting the applicable entrance qualifications. Transfer between combinations can be requested at any time in your studies but will be at our discretion. You will only carry forward marks for completed courses if the same courses are part of the new CDS combination to which you have transferred. The progression rules between different Stages will apply.

7.14

If you are following a Computing pathway as your minor programme you may transfer between the pathways subject to meeting the applicable entrance qualifications. Transfer between Computing pathways can be requested at any time in your studies but will be at our discretion. You must attempt the courses specified within your chosen pathway and you may not receive credit for courses completed as part of another Computing pathway. The progression rules between different Stages will apply.

Transfer from a related single honours programme

7.15

If you transfer from any award of a single honours programme to the related CDS structure you may request to be credited with up to four courses (120 credits). Credit transfer is at our discretion and subject to the availability of the course(s) in the structure to which you are applying.

7.16

If you have successfully completed the assessment for one or more individual courses available on a stand-alone basis we may permit your transfer to a related major or minor programme. Transfer is not automatic and is at our discretion.

7.17

If you transfer from a single honours programme to the related CDS structure you must follow the rules of progression and programme structure, regardless of the courses already passed (*i.e.* we may ask you to complete courses at a level lower than those already passed, in order to progress).

7.18

If you transfer from a single honours programme to the related CDS structure you will carry your period of registration with you.

7.19

The marks obtained for passed courses will be taken into consideration for classification purposes and you may not re-sit a course for which you have been credited.

Transfer from BA Philosophy (Old Regulations) or Diploma in Philosophy (Old Regulations) to the CDS

7.20

You will not be credited with courses with a pass mark of 35-39 following transfer to the Philosophy major or minor programmes.

7.21

If you have passed in a course where the title has changed, but the syllabus remains the same, this pass may be carried forward when you transfer, subject to the transfer rules detailed above:

Course title in BA Degree in Philosophy (Old Regulations)	Course title in CDS
Methodology	Methodology: induction, reason and science

7.22

If you have taken and passed

- Ethics: historical perspectives [PY1095]
- Epistemology [PY1025]
- Logic [PY1070]

under the BA Degree in Philosophy (Old Regulations) you will be awarded with 30 credits and will not be required to study the *Introduction to Philosophy* course.

7.23

For the degrees offered under these regulations, you are required to enter the examinations for 12 courses – two more courses in total than for the BA Degree in Philosophy (Old Regulations).

7.24

You are able to transfer from the Diploma in Philosophy (Old Regulations) or BA Degree in Philosophy (Old Regulations) to the Philosophy major or minor programmes as outlined above until August 2017.

Transfer from BA English (Old Regulations) or Diploma in English (Old Regulations) to the CDS

7.25

You may transfer to the English major programme if you have made a valid attempt at Foundation courses *Explorations in Literature 1* and/or *Explorations in Literature II*:

- If you have passed both *Explorations I* and *II* you will be credited with *Explorations in Literature* and one other unspecified non-compulsory course.
- If you have attempted *Explorations I* and *II* and you carry one fail mark below 35% in either subject, you may transfer but must re-sit and pass the failed element with a mark of 35% or above before you can be credited with *Explorations in Literature* and the additional unspecified non-compulsory subject.
- If you have no passes in either *Explorations I* or *II* or you have attempted only *Explorations I* or *II* you may transfer and must attempt *Explorations in Literature* as a first attempt.

8 Schemes of award

8.1

You must achieve a mark of at least 40% to pass a course and have attempted all elements of assessment prescribed for the course (See 8.2 for further information in respect of Computing courses). If you can be awarded an honours Degree we will make the award and not permit a resit attempt of any failed course.

8.2

If you registered for a Computing course before 30 November 2014 the pass mark is 35% and will be scaled in order to comply with the classification schemes outlined within this section. If you registered for a Computing course from 30 November 2014, the pass mark is 40%.

CDS Degree

8.3

All examinations are marked according to the following scale:

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

8.4

In order to be awarded an honours Degree, you are required to have:

- a) Attempted the examination for the equivalent of **12** full courses (360 credits), with **9** courses (270 credits) from your major programme and **3** courses (90 credits) from your minor programme.
- b) Passed in at least **11** full courses (330 credits), including any courses described as ‘core’. This will take account of any compensated fail. Core courses cannot be compensated.
- c) Gained a final average of 40% or above.

Compensated fail

8.5

If you fail a course (*i.e.* receive a mark of less than 40%), we will allow you to make two further attempts at the course.

If you receive a mark between 30% and 39% for a Philosophy or Theology course that is not described as being ‘core’ to the programme and your mean average mark for the level is greater than 45%, then we may award you a ‘compensated fail’ for that course.

If you receive a mark between 35% and 39% for an English or Computing course that is not described as being ‘core’ to the programme and your mean average mark for the level is greater

than 45%, then we may award you a 'compensated fail' for that course. This means that, although the course has not been passed, we will treat it as if it has for the purposes of awarding the Degree.

No more than 30 credits can be compensated across the whole Degree.

8.6

A Pass degree may exceptionally be awarded at our discretion if you fail to meet the criteria for an honours Degree but have:

- a) attempted 12 full courses;
- b) passed in at least **10** full courses (300 credits);
- c) no more than 30 credits as a compensated fail;
- d) passed all core courses for the honours programme.

8.7

The class of Degree awarded will be based on an average of the marks obtained in all Level 5 and 6 courses (240 credits), including the dissertation where applicable.

Diploma of Higher Education and Certificate of Higher Education

8.8

In order to obtain a Diploma of Higher Education, you must be examined in and have:

- a) passed **8** courses (240 credits) at Levels 4 and 5, and 6 where applicable, with **6** courses (180 credits) from your major programme and **2** courses (60 credits) from your minor programme;
- b) passed all core courses for your programme.

8.9

The award of a Diploma of Higher Education will be based on an average of the marks obtained in **8** courses (240 credits) across Levels 4 and 5, and 6 where applicable.

8.10

In order to obtain a Certificate of Higher Education, you must be examined in and have:

- a) passed **4** courses (120 credits) at Level 4, with **3** courses (90 credits) from your major programme and **1** course (30 credits) from your minor programme;
- b) passed all core courses for your programmes.

8.11

The award of Certificate of Higher Education will be based on an average of the marks obtained in **4** courses (120 credits) at Level 4.

8.12

No compensation is allowed for the Diploma of Higher Education or the Certificate of Higher Education.

8.13

A Diploma of Higher Education and Certificate of Higher Education will be awarded as follows:

Mark range	Classification
70 and above	Pass with Merit
50–69	Pass with Credit
40 and over	Pass
0–39	Fail

See [Appendix B](#) for information on what is required to achieve a particular range of marks.

Exit Awards

8.14

A Certificate of Higher Education **or** a Diploma of Higher Education may be awarded if for academic or personal reasons you are unable to meet the criteria for an honours Degree or a pass Degree.

8.15

A Certificate of Higher Education may be awarded if you have:

- a) passed in at least **4** courses (120 credits) at Level 4 or above;
- b) passed all core courses at Level 4.

8.16

A Diploma of Higher Education may be awarded if you have:

- a) passed in at least **8** courses (240 credits) at Level 4 or above;
- b) passed all core courses at Levels 4 and 5.

8.17

Exit awards are offered at the discretion of the Board of Examiners. Once a student has accepted an exit award they will not be permitted to continue the study of that programme with the University of London.

Appendix A – Syllabus

Computing

Creative computing I: image, sound and motion [CO1112] 30 credits

The Bauhaus; History of mathematics and computing in creativity; Multimedia; Point, Line, Plane; Trigonometry 1; Animation 1; Bits and Pixels; Motion 2; Perspective, Projections and Affine Transformations; Open GL; Genetic programming; Simulation; Filters and Special Effects.

Assessment: One three-hour unseen written paper and coursework

Structure: Available as a Stage 1 Minor course (Computing & Cognition pathway)

Course level: FHEQ level 4

Mathematics for computing [CO1102] 30 credits

Number systems; sets and subsets; set algebra; symbolic logic and logic gates; sequences; summations; elementary counting principles; probability; relations and functions; matrix algebra; systems of linear equations; introduction to the theory of graphs and digraphs.

Assessment: One three-hour unseen written paper.

Structure: Available as a Stage 1 Minor course (Computer Science pathway)

Course level: FHEQ level 4

Information systems: foundations of e-business [CO1108] 30 credits

The challenge of applying IT successfully; basic concepts for understanding systems commerce; business processes; information and databases; communication, decision making, and different types of information systems; product, customer and competitive advantage; human and ethical issues; computer hardware; software, programming and artificial intelligence; networks and telecommunications; information systems planning; building and maintaining information systems; information system security and control; the future of information systems; customer relationship management.

Assessment: One three-hour unseen written paper and coursework.

Structure: Available as a Stage 1 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 4

Creative computing II: interactive multimedia [CO2227] 30 credits

Signals and systems; perception; audio and image signal processing (including convolution, filters, the Fast Fourier Transform); image techniques (such as texture mapping, transparency. Blending); advanced computer graphics for scene description and rendering; animation (techniques and concepts); user interface issues (such as advanced mouse control, keyboard control, text input/text output); creative development; visual literacy; multimedia manipulation; action scripting.

Assessment: One three-hour unseen written paper and coursework.

Structure: Available as a Stage 2 Minor course (Computing & Cognition pathway)

Course level: FHEQ level 5

Software engineering, algorithm design and analysis [CO2226] 30 credits

This course provides an introduction to software engineering, algorithm design and analysis. The main topics include: Software design in UML: use cases, class modelling, objects and links, aggregations and dependencies, activity diagrams, state-charts; Principles of good software design, software development lifecycle, the role of design and modelling in software development; Software verification and validation; Project management and planning; Case studies and software horror stories. Abstract data types, design patterns, algorithmic issues, complexity theory, the application and implementation of common data structures in Java.

Assessment: One three-hour unseen written paper and coursework.

Structure: Available as a Stage 2 Minor course (Computer Science pathway)

Course level: FHEQ level 5

Database systems [CO2209] 30 credits

Introduction to Database Systems (motivation for database systems, storage systems, architecture, facilities, applications). Database modelling (basic concepts, E-R modelling, Schema deviation). The relational model and algebra, SQL (definitions, manipulations, access centre, embedding). Physical design (estimation of workload and access time, logical I/Os, distribution). Modern database systems (extended relational, object-oriented). Advanced database systems (active, deductive, parallel, distributed, federated). DB functionality and services (files, structures and access methods, transactions and concurrency control, reliability, query processing).

Assessment: One three-hour unseen written paper and coursework.

Structure: Available as a Stage 2 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 5

Artificial intelligence [CO3310] 15 credits

Knowledge representation, propositional and predicate calculus; problem solving: state-space search; breadth-first and depth-first search; planning; natural language; expert systems; philosophy of AI;

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition, and, Computer Science pathways)

Course level: FHEQ level 6

Neural networks [CO3311] 15 credits

The artificial neuron; network architecture; perceptrons. Single layer networks; supervised training in batch and individual mode. Multilayer feedforward networks; backpropagation; momentum. Counterpropagation networks; unsupervised training; initialisation of weights. Statistical methods; Boltzmann training. Feedback networks; Hopfield nets; energy; training. Applications.

Additional software requirements: recommended that some neural nets software is obtained (e.g. MATLAB).

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition pathway)

Course level: FHEQ level 6

Information systems management [CO3318] 15 credits

An introduction to the various facets of Information System Management to help students understand the importance of non-technical issues. The importance of close integration between business and IS planning will be stressed. The following topics are included: information security and safety critical systems; data protection legislation; Computer Misuse Act and other relevant legislation. Ethical and professional issues. Strategic planning of IS; evaluation of IS investments.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 6

Electronic commerce [CO3323] 15 credits

This course is designed to familiarise students with current and emerging electronic commerce, technologies using the internet. Subject areas will include 'Internet Technology for Business Advantage', 'Web-based Tools for Electronic Commerce', 'Electronic Payment Systems', 'Strategies for Marketing', 'Sales and Promotion', 'Internet Security', 'International, Legal, Ethical and Tax Issues'.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 6

Data compression [CO3325] 15 credits

Minimum redundancy coding; data compression and information theory; adaptive Huffman coding; arithmetic coding; statistical modelling; dictionary-based compression; sliding window compression; LZ78 compression; speech compression; graphics compression; fractal image compression.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computer Science pathway)

Course level: FHEQ level 6

Computer security [CO3326] 15 credits

Passwords; access controls; symmetric and asymmetric encryption; confidentiality; authentication; integrity; nonrepudiation; availability; hash functions. Security for electronic mail, IP, Web, databases, distributed systems. Standards.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computer Science pathway)

Course level: FHEQ level 6

Interaction design [CO3348] 15 credits

This course examines the notion of 'interaction with technology' with a focus on the design concepts of modern user experience design and production. It begins with a grounding in the specification, design, prototyping and evaluation of advanced interactive systems, with an introduction to HCI and a short history of the field. An overview of design approaches follows. Human/user attributes and requirements, and interaction paradigms, looks at the human in HCI and available types of interaction.

Usability requirements/usability engineering are discussed in the context of a number of specific design approaches and techniques, requirements and issues. Design guidelines and standards, accessibility requirements, and issues involved in designing for specific populations (globalization and internationalism) follows. Finally, information on current interaction design questions and approaches for new and emerging technologies and paradigms provides an exposition of real-world applications and sectors where Interaction Design is relevant.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition and Computing Information Systems Pathways)

Course level: FHEQ level 6

Operations research and combinatorial optimisation [CO3352] 15 credits

Pre-requisite: Software engineering, algorithm design and analysis CO2226.

Not available to students with an effective registration date of 1 September 2015 or later. The last examinations for this course will be in 2017, except for final re-sits in 2018.

The course offers a modern and computationally-oriented introduction to discrete optimisation. The theory of matroids is covered in detail as providing a deep and coherent approach to the principles of optimisation. The more advanced topic of matroid intersection is given a novel treatment using symbolic computation which focuses on the underlying concepts while maintaining a strong link to computing science. This leads on to a consideration of algorithmic and computational complexity and to the theory of linear and integer linear programming.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computer Science pathway)

Course level: FHEQ level 6

Introduction to natural language processing [CO3354] 15 credits

This course combines a critical introduction to key topics in theoretical linguistics with hands-on practical experience of developing applications to process texts and access linguistic resources. The main topics covered are accessing text corpora and lexical resources; processing raw text; categorizing and tagging; extracting information from text; analyzing sentence structure.

Assessment: One 2 ¼-hour unseen written paper and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition and Computer Science pathways)

Course level: FHEQ level 6

English

Note: You are forbidden to use the same text in more than one answer in an examination paper, or at any other examination, except that a text studied for a Level 4 course (or as part of the Certificate of Higher Education for students proceeding to the Diploma of Higher Education or the BA in English) may be studied again for a course at Levels 5 or 6, provided that the same material or treatment of that material is not substantially repeated. For exceptions involving individual examinations see the syllabuses/ course outlines for **Approaches to Text, Renaissance Comedy: Shakespeare and Jonson** below.

For more information about the current structure and requirements of examination papers for each course, students should consult the subject guide for that course, the Programme Handbook, and the past examination papers/Examiners' reports.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information, <http://www.londoninternational.ac.uk/exams>

Explorations in Literature [EN1021] 30 credits

(Compulsory Course)

This course introduces a wide range of works from the literary canon, from ancient Greek texts in translation to the contemporary, covering the major genres, and embodying significant interventions or influences in literary history. The emphasis is on reading primary texts voraciously and discovering—or rediscovering—diverse writers and cultures, so that students can make informed choices from more specialized courses later in their programme. Not being limited to a period, genre or single approach, the course cultivates difference and chronological sweep; it aims to challenge and surprise, as rewarding 'exploration' should.

Prescribed reading includes:

- Homer, *The Odyssey*
- Sophocles, *Antigone*
- Ovid, *Metamorphoses*
- Dante, *The Inferno*
- Geoffrey Chaucer, *The Canterbury Tales: The Wife of Bath's Prologue and Tale*
- *Sir Gawain and the Green Knight*
- William Shakespeare, *Hamlet*
- Metaphysical Poetry: John Donne, Andrew Marvell, Thomas Carew
- John Milton, *Paradise Lost Books 1 and 2*
- Alexander Pope, *The Rape of the Lock*
- Henry Fielding, *Joseph Andrews*
- Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*
- Jane Austen, *Emma*
- Charles Dickens, *Great Expectations*
- August Strindberg, *Miss Julie*
- Thomas Hardy, *Jude the Obscure*
- James Joyce, *A Portrait of the Artist as a Young Man*
- T.S. Eliot, *Prufrock and Other Observations*
- Virginia Woolf, *Mrs Dalloway*
- Samuel Beckett, *Waiting for Godot*
- Leonora Carrington, *The Hearing Trumpet*

- Margaret Atwood, *The Penelopiad*

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major/Minor course

Course level: FHEQ level 4

Approaches to Text [EN1010] 30 credits

(Compulsory Course)

This course introduces you to essential concepts in modern literary study, enabling you to become a more observant, perceptive and analytical reader and critic in your own right. You are introduced to the history and nature of literary studies, and to contemporary critical debates. You learn a vocabulary in which to discuss literary language, ideas of literary convention and genre, poetic rhythm and form, and the nature of narrative voice and narrative structures. You are introduced to debates about the relation of texts on the page to texts in performance, and to wider questions about the interpretation of texts.

Students may draw on reading completed for Explorations in Literature answers to questions, but must not present substantially the same material in more than one answer in this or in any other part of the Level 4 course examinations. In addition, students are required to read the following:

- M.H. Abrams, *A Glossary of Literary Terms*, (Heinle Languages, 2008), ninth (International) edition
- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, (Manchester: Manchester University Press, 2009), third edition
- Jonathan Culler, *Literary Theory: A Very Short Introduction*, (Oxford and New York: Oxford University Press, 2000), new edition
- Martin Montgomery, Alan Durant, Nigel Fabb, Tom Furniss and Sara Mills, *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 2nd edition (London: Routledge, 2006), third edition
- D. Walder (ed.) *Literature in the Modern World*, (Oxford: Oxford University Press, 2003), second revised edition

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Renaissance Comedy: Shakespeare and Jonson [EN1020] 30 credits

This course provides students with an introduction to the works of Shakespeare and Jonson within the genre of 'comedy', and seeks to draw attention to the principles of classification which enable these plays to be seen as forming a group. Starting with the hypothesis that the plays themselves may problematize such formulations, the course will examine the cultural specificity of the term 'comedy', and the extent to which these plays are part of a process which redefined the role of drama in Elizabethan/Jacobean society. The plays will be treated primarily as literary texts but students will be encouraged to consider the possibilities for interpretation which a 'stage-centred' critical approach produces. The plays will be placed in the context of a new dramatic practice which arose within a London of competing commercial and political interests, and students will be required to grasp an overview of the forces shaping the creative production of Shakespeare and Jonson. The demands of the market for which the dramatists were producing, the operation of patronage, the

expectations of theatre audiences, and the role of censorship will be considered, and the course will attempt to read through the plays to find the 'marks' of these influences.

Prescribed reading will include:

- Jonson, *Bartholomew Fair*, *Volpone*, *The Alchemist*, *Every Man in his Humour*, *Eastward Ho!*, *Epicoene*; or *the Silent Woman*.
- Shakespeare, *Much Ado about Nothing*, *As You Like It*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *Twelfth Night*.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Introduction to Creative Writing [EN1022] 30 credits

This course introduces students to some of the key concepts involved in Creative Writing, especially for those beginning to write. Students are introduced to a writing practice in three different styles of writing (writing fiction; writing poetry and writing for the stage), and will explore how to differentiate between the approaches needed for each style. The course will help students to develop an awareness of not only of the contexts into which they write, but some of the different techniques that can be used to grow their writing. The course further aims to develop understanding of Creative Writing in its literary contexts, using texts students may study elsewhere on their programme as examples. As such, this course ties students' writing practice very closely to their reading practice, which they may find helpful in subsequent study in the wider field of English.

Prescribed reading includes:

Essential literary texts

- Samuel Beckett, *Collected Shorter Plays*, (London: Faber and Faber, 2006)
- Seamus Heaney, *North*, (London: Faber and Faber, 2001)
- Virginia Woolf, *Mrs Dalloway*, (1925). Numerous editions, any will suffice.

Essential critical texts

- J. Bell and P. Magrs. *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry*, (London: Macmillan, 2001)
- L. Anderson and D. Neale, *Writing Fiction*, (London: Routledge, 2008)
- M. Strand and E. Boland, *The Making of a Poem: A Norton Anthology of Poetic Forms*, (New York: Norton, 2001)
- V. Taylor, *Stage Writing: A Practical Guide*, (Marlborough: Crowood Press, 2002)

Assessment: Coursework submitted through the VLE

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Introduction to English Language [EN1023] 30 credits

This course introduces students to basic terminology and concepts in the study of the English language. Students get a general introduction to English linguistics, including phonetics and phonology (the study of speech sounds), morphology (the study of words), syntax (the structure of

sentences), and semantics (the study of word and sentence meaning). The aim of the course is to give students a basic critical understanding of the theoretical notions used in these disciplines, as well as of the range and variety of approaches to them. The terms and concepts introduced in this course are of relevance to the study of literary texts in any of the English Literature courses.

Students who complete this course may also wish to take Varieties of English at Level 5, Language and Gender and/or Language and Media at Level 6.

Prescribed reading includes:

- D. Crystal, (2003). *The Cambridge Encyclopedia of Language*. Cambridge University Press, Cambridge, 2nd edition
- K. Börjars, and K. Burridge, K. (2010). *Introducing English Grammar*. Hodder Education, London, 2nd edition.
- R. Huddleston, and G.K. Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge University Press, Cambridge.
- I. Plag, M. Braun, S. Lappe, and M. Schramm, (2007). *Introduction to English Linguistics*. Mouton de Gruyter, Berlin and New York.
- G. Yule, (2010). *The Study of Language*. Cambridge University Press, Cambridge, 4th edition.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Literature of the Later Middle-Ages [EN2025] 30 credits

This course offers an introduction to English literature of the later Middle Ages, placed within a broad historical and cultural context. A diversity of genres, styles, dialects and literary traditions may be explored.

Among topics which students may study are: social satire; the Arthurian tradition and uses of the Arthurian myth; shifts in literary technique, genre and attitudes toward women; myths of social and literary decadence; ideas of society and the individual; high and low culture, spirituality and secularity; chivalry and the figure of the knight; literacy and education; art and architecture; magic and the supernatural; medieval Scotland and the Scottish Chaucerians.

Among text and authors which students may choose to study are:

- Chaucer, Malory, Henryson, *the Breton lai*, selected lyrics.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Renaissance and Restoration [EN2030] 30 credits

This course offers an overview of English literature and literary culture in the period from the reign of Henry VIII (the lyric poets Thomas Wyatt and the Earl of Surrey) to the satirists and dramatists of the Restoration.

Among topics which students may study are:

- women and writing in the early modern period; Jacobean drama; the origins of Elizabethan tragedy; literature of the commonwealth; Restoration comedy; surveys of the period and other more specialist topics.

Among topics and authors which students may choose to study are:

- Wyatt, Surrey, Castiglione, Machiavelli, Sidney, Spenser, Raleigh, Kyd, Marlowe, Shakespeare, Jacobean tragedy, Jonson, the Metaphysical poets, Milton, Dryden, Rochester, Restoration Comedy, Bunyan, Locke, Hobbes, Aphra Behn, Lady Mary Wroth.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Augustans and Romantics [EN2035] 30 credits

This course draws together two periods of English literary history that have traditionally been seen in strong contrast; an antithesis which was frequently underscored by critical manifestos issued during the eighteenth and early-nineteenth centuries. The course explores what appear to be the important distinctions, but also considers continuities that may exist between the two periods.

Among topics which students may study are: prose and verse satires of the early eighteenth century; the emergent novel; attitudes towards the language of poetry; Romantic poetry; author-based studies.

Among authors whose work students may choose to study are:

- Swift, Defoe, Gay, Pope, Thomson, Richardson, Fielding, Sterne, Gray, Goldsmith, Sheridan, Blake, Wordsworth, Coleridge, Keats, Austen.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Victorians [EN2040] 30 credits

This course considers a range of textual forms typical of the Victorian period, with reference to poetry, fiction and drama in the nineteenth century. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of Victorian literature such 'realism', 'naturalism', and 'Darwinism'.

Among topics which students may choose to study are:

- the narrative poem; the social problem novel; the literary avocation of the woman's role; Darwinism; faith and doubt; social unease; Decadence; author-based studies.

Among authors whose work students may choose to study are:

- Thackeray, Hopkins, Mrs Gaskell, Tennyson, Dickens, Christina Rossetti, Hardy, George Eliot, Charlotte Brontë, Emily Brontë, Browning, Elizabeth Barrett Browning.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Moderns [EN2045] 30 credits

This course considers a range of textual forms typical of the modern and contemporary period, being concerned with poetry, fiction and drama in the twentieth-/twenty-first centuries. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of twentieth- and twenty-first century literature (terms such as ‘modern’, ‘postmodern’, ‘postcolonial’ and so on).

Among topics which students may study are:

- the definition and function of terms such as ‘modern’, ‘modernism’, ‘postmodernism’; the effects of war and technological change on literary production; the link between art and politics; the proletarian novel; feminist drama; regional literatures (such as Scottish poetry or Caribbean novels); the fiction of empire; poetry of the First World War; postmodern fiction; author-based studies

Some authors whose works students may choose to study are:

- Virginia Woolf, Joseph Conrad, James Joyce, Ezra Pound, TS Eliot, WB Yeats, WH Auden, Aldous Huxley, Evelyn Waugh, Earl Lovelace, George Barker, Philip Larkin, Sylvia Plath, George Orwell, Lewis Jones, John Somerfield, John Osborne, Alan Sillitoe, John Braine, Muriel Spark, Harold Pinter, Kurt Vonnegut, Vladimir Nabokov, JG Farrell, Jean Rhys, Samuel Beckett, Doris Lessing, John Fowles, Amos Tutuola, Angela Carter.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Varieties of English [EN2001] 30 credits

This course explores how and why language is used differently in a range of contexts. Students will examine the variation of spoken language in relation to region, gender, ethnicity, age and social class; students will see that individuals are able to shift their style of speaking from one situation to the next and we will explore the attitudes that people have towards different varieties of English. The course also examines a range of tools and methodological frameworks that linguists use to analyse both spontaneous spoken interaction, written media and advertisement texts/discourses. The questions that will be addressed may include the following: Do women and men speak differently? What is slang? How and why do adolescents speak differently from adults? What are the public stereotypes about speakers with “non-standard” accents? What is Standard English? How do language choices influence the representation of social groups (e.g. women, asylum seekers) in the media? What are the language strategies employed by politicians? What is the difference between spontaneous talk and scripted drama/soap opera interaction?

The course builds on theoretical knowledge and analytical skills developed in ‘Introduction to English Language’ at Level 4. Students who complete this course may also wish to take Language and Gender and/or Language and Media at Level 6.

Prescribed reading includes:

- Thomas, Wareing and Singh (eds.) (2003) *Language, Society and Power*. 2nd edition. Taylor & Francis Books Ltd
- Janet Holmes. (2008) *An Introduction to Sociolinguistics*. 3rd edition. Longman
- Deborah Cameron. (2001) *Working with Spoken Discourse*. London: Sage

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

American Literature [EN3116] 30 credits

This course introduces students to the diverse literatures and literary trends of the United States of America, from its early inception as a colonial project through to the present day, ranging across the 17th/18th/19th/20th and 21st centuries, and exploring the main concepts and contestations which have underpinned the evolution - and various re-shapings - of what has come to be known as 'American' literature. The main areas that will be covered in this course – which proceeds thematically rather than strictly chronologically – include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature, culture and identity; the Frontier, the West and Manifest Destiny; regional literatures, including the Southern Gothic; constructions and treatments of race and ethnicity, including the literature of slavery, African-American writing, constructions of whiteness and white anxieties, Jewish-American writing; constructions of gender and sexuality, including writing by women, treatments of 'masculinity,' and queer texts; and the impact of modernity and globalisation, especially within modernist/postmodernist American writing, including the 'Lost' and 'Beat' generations. Students will consider a range of genres (prose fiction, short stories, poetry, plays), and their connections to other creative mediums (especially visual cultures and music), and will be encouraged to explore a host of literary modes (Romanticism, Realism, Naturalism, Modernism, Postmodernism) as they have been constituted and contested in various American contexts.

Among authors whose work students may choose to study are:

- Anne Bradstreet; Mary Rowlandson; Phyllis Wheatley; Louise May Alcott; Emily Dickinson; Ralph Waldo Emerson; Nathaniel Hawthorne; Washington Irving; Henry James; Sarah Orne Jewett; Herman Melville; Edgar Allan Poe; Harriet Beecher Stowe; Henry David Thoreau; Mark Twain; Walt Whitman; Ralph Ellison; William Faulkner; Gertrude Stein; Carson McCullers; Toni Morrison; Alice Walker; Amy Lowell; Marianne Moore; Ezra Pound; Allen Ginsberg; Langston Hughes; Sylvia Plath; Arthur Miller; Tennessee Williams; Paul Auster

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Drama since 1860 [EN3085] 30 credits

This course aims to provide students with historical and critical perspectives on the major thematic and stylistic developments in a selection of British, American and European drama between 1860 and the present day. The course encourages students to trace the relationship between the theory and practice of the dramatists listed and seeks to examine the way in which the choice of style or presentation, be it realism, expressionism or the avant-garde, might be seen to reflect the thematic concerns of their plays. The course will also encourage students to consider the relationship between the dramatic text on the page and play in performance, where appropriate.

Amongst playwrights whose work students may study are:

- Ibsen, Strindberg, Shaw, Yeats, Eliot, Synge, Wilde, O'Casey, Lorca, Brecht, Beckett, O'Neill, Williams, Miller, Pinter, Osborne, Delaney, Hellman, Wandor, Gems, Orton, Churchill, Friel and Roche.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Language and Gender [EN3117] 30 credits

This course aims to give a comprehensive introduction to the study of language and gender. We will examine how gender is reflected and constituted in language, that is, how women and men speak, how language is used to accomplish femininity and masculinity. Students will become familiar with a wide range of studies exploring the language used by women, men and children in a range of different contexts, including informal talk among friends and talk in work or public settings. The course encourages a critical engagement with past and present approaches to the study of language and gender and draws on a range of different theoretical and methodological frameworks to show how gender and identity can be analysed in language.

Questions which will be addressed on this course include: Do women and men speak differently? How do men and women speak to their friends and to their colleagues at work? How does gender interact with other social variables such as ethnicity, class, and age? In what way does language constitute a resource for the construction of (gender) identity?

The course builds on theoretical knowledge and analytical skills developed in *Varieties of English* at Level 5.

Prescribed texts include:

- Jennifer Coates and Pia Pichler, (eds.) (2011) *Language and Gender: A Reader*. 2nd edition. Oxford: Blackwell.
- Jennifer Coates (2004) *Women, Men and Language*. 3rd edition. Longman.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

Language and the Media [EN3118] 30 credits

This course offers an introduction to a number of approaches in the analysis of media texts, and to a multi-modal perspective in the analysis of communication. Students will compare and analyse media and literary texts and genres, engaging with a broad range of examples, for instance newspaper texts, advertising, the language of film, language of television, and others. The course develops critical awareness of a variety of linguistic techniques for analysing media discourse types, and engages with the relationship between text and context.

The course builds on theoretical knowledge and analytical skills developed in *Varieties of English* at Level 5.

Prescribed texts include:

- R. Carter, M. Bowring, A. Goddard, D. Reah, K Sanger, N. Swift (2007). *Working with Texts*, 3rd edition. London and New York: Routledge. Edited by A. Beard.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

The Novel [EN3070] 30 credits

This course aims to provide students with some historical and critical perspectives on an evolving aesthetic form central to English Studies. Focusing on both works originally written in English and ones in translation, the course surveys selected novels in three broad chronological groupings: eighteenth and nineteenth-century realist novels; early twentieth-century modernist novels; and finally a wide-ranging exploration of the major themes and characteristic narrative strategies associated with 'anti-realist' or 'postmodern' works of fiction in the later twentieth/ early twenty-first centuries.

The course encourages students to consider some relevant theoretical questions on the nature of narrative and the role of the reader, together with critical writing on a variety of topics, ranging from mimesis to genre. Attention will also be given to narrative techniques, including characterisation, use of imagery, narrative voice, scene-making - the strategies of fiction whereby novelists develop individual structures that enable them to say something new in fictional terms.

Among the texts which may be studied for this course (these are suggested texts, not prescribed texts):

- Defoe, *Moll Flanders*; Laclos, *Les Liaisons Dangereuses*; Zola, *Germinal*; Tolstoy, *Anna Karenina*; Dostoyevsky, *Crime and Punishment*; James, *The Turn of the Screw*; Woolf, *To the Lighthouse*; Nabokov, *Lolita*; Robbe-Grillet, *In the Labyrinth*; Calvino, *If, On a Winter's Night, a Traveller*; Rushdie, *Midnight's Children*.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Postcolonial Literatures in English [EN3100] 30 credits

This course will primarily examine the range of literature produced since 1947 in the regions of the world formerly under British rule. Students may study literature from the former 'white Dominions' such as Australia and Canada, as well as literature from Asia, Africa and the Caribbean and work produced by the various diasporas of Commonwealth origin within contemporary western societies such as Britain. Themes to be explored include: representations of 'the metropolitan centre' and 'the periphery'; postcolonial interactions with the metropolitan centre through British colonial novels; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of western literary form; the usages of the English language; problems and opportunities of the postcolonial woman.

Among authors whose work may be studied are:

- Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Harris, Brathwaite, Collins, Philips, Atwood, Hulme, Head, Naipaul, Mo, Rushdie, Lovelace, Emecheta.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Shakespeare [EN3065] 30 credits

This course is concerned with study of Shakespeare's plays, undertaken roughly in the order in which they were written or performed, augmented by close analysis of the poetic means and theatrical conditions through which the playwright emerges. Looking at the plays alongside the theatres of Elizabethan London and the social politics of the period, the course will examine how language and drama evolve in Shakespeare's craft, and the enduringness of his art. The course will

take in a range of early modern concerns, political, social, domestic, geographical and aesthetic to explore the evolution of media - the written text and the theatrical production.

By the end of the course you should: have acquired a wide knowledge of the range and variety of Shakespeare's work, of its evolution, and its place within Elizabethan dramatic culture; be able to identify in a range of plays or poems instances of particular themes, artistic patterns, conventions, or problems, and compare these varied instances; be able to analyse and describe in close detail a range of ideas, techniques and themes in a passage selected from a set play.

You will be assessed according to your ability to: demonstrate writing skills and an appropriate conceptual vocabulary sufficient to enable lucid and persuasive critical arguments; respond to questions searching for knowledge of, comparison between, assessment of, and sensitivity to, a wide range of Shakespeare's works; demonstrate close reading and interpretative skills responsive to specified aspects of 'set play' passages.

Among texts to be studied are (from which six extracts will be drawn for Section A of the examination):

- *Titus Andronicus, Richard III, King John, Henry V, Troilus and Cressida, Measure for Measure, King Lear, Antony and Cleopatra, Pericles and The Winter's Tale*

Students may refer to both the above list and Shakespeare's other plays and his poems in their examination answers for Sections B and C. **However, no answers are allowed on the plays listed for study in the courses Explorations in Literature** (namely *Hamlet* and *The Tempest*) **and Renaissance Comedy** (namely *Much Ado About Nothing, As You Like It, The Merchant of Venice, A Midsummer Night's Dream, The Taming of the Shrew* and *Twelfth Night*).

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy

Introduction to philosophy [PY1020] 30 credits

(Core Course)

An introduction to the subject matter and methods of philosophy by means of a study of certain fundamental philosophical problems and texts. Included here will be: the problem of free-will and determinism, the nature of the self, arguments for equality and the foundations of knowledge.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major/Minor course

Course level: FHEQ level 4

Ethics: historical perspectives [PY1095] 30 credits

An exploration of the history of moral philosophy, including the views of Plato, Aristotle, Hume, Kant and Mill.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Epistemology [PY1025] 30 credits

An investigation of the problems of analysing knowledge, and dealing with the challenge of scepticism.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Logic [PY1070] 30 credits

The course itself is broadly concerned with the philosophical questions that arise from logic. Topics included are: truth, conditionals and validity, reference, necessity, vagueness, as well as a number of issues addressing the relationship between natural language and logic. (Note: it is advised that students acquire some background in elementary formal logic either whilst doing this course, or before attempting it.)

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Greek philosophy: Plato and the Pre-Socratics [PY1085] 30 credits

The interpretation of the extant fragments of Pre-Socratic Philosophy and a selection of Plato's dialogues, including (but not limited to) *The Republic*, *Symposium*, *Theatetus*, *Phaedo*, *Philebus* and *Parmenides*.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Modern philosophy: Descartes, Locke, Berkeley and Hume [PY1065] 30 credits

Study of the main metaphysical, logical and epistemological views of Descartes, Locke, Berkeley and Hume.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Ethics: contemporary perspectives [PY3115] 30 credits

Prerequisite: Ethics: historical perspectives [PY1095]

An investigation of the central questions in moral philosophy including such issues as: the metaphysical status of moral value, morality and truth, theories of the good, moral relativism and moral conflict, consequentialism and moral accountability.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Metaphysics [PY3075] 30 credits

Prerequisite: Logic [PY1070]

An exploration of the main questions of metaphysics, including those raised by the nature of substance, problems of identity and individuation, as well as issues involving time, causation and universals.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Methodology: induction, reason and science [PY3035] 30 credits

Prerequisite: Epistemology [PY1025]

An investigation of explanation generally, and in science, as well as the problems of induction and confirmation.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Modern philosophy: Spinoza, Leibniz and Kant [PY3125] 30 credits

Prerequisite: Modern philosophy: Descartes, Locke, Berkeley and Hume [PY1065]

Study of the main metaphysical, logical and epistemological views of Spinoza, Leibniz and Kant.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Greek philosophy: Aristotle [PY3120] 30 credits

Prerequisite: Greek philosophy: the Pre-Socratics and Plato [PY1085]

The study of the broadly metaphysical, logical and epistemological doctrines of Aristotle. Works covered include: *Physics*, *On God*, *De Anima (On the Soul)*, *Categories* and *Posterior Analytics and Metaphysics*.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Continental philosophy: Hegel, Schopenhauer and Nietzsche [PY3190] 30 credits

Prerequisite: Modern philosophy: Spinoza, Leibniz and Kant [PY3125]

The main doctrines of Hegel, Schopenhauer and Nietzsche.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

Aesthetics [PY3130] 30 credits

An investigation of problems such as: the nature and value of art, aesthetic judgement, representation, expression and interpretation. Included will be a historical approach to these issues involving writers such as Plato, Aristotle, Kant, Nietzsche and Collingwood.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy of language [PY3210] 30 credits

An exploration of the notion of meaning as well as an investigation into the more detailed problems arising from study of natural language. Included are topics such as metaphor, reference and the nature of rules and language.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy of mind [PY3100] 30 credits

An exploration of the problems raised by intentionality, consciousness and action. Issues covered include: the relationship of the mind to the physical world, the understanding of subjectivity and the nature of human action.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Political philosophy [PY3090] 30 credits

The study of the history of political philosophy as well as an investigation of contemporary issues. Included in the historical part of the course are works by Hobbes, Locke, Rousseau, Hegel, Marx and Mill. Contemporary issues involve topics such as political authority and the state, democracy, liberalism, distributive justice and markets and capitalism.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy of religion [PY3110] 30 credits

Students may not study both the Theology course Philosophy of religion [DT2004] and this course.

The overall aim of this course is the philosophical scrutiny of the claims of religious believers and those made on behalf of the major religious traditions. Specific topics include: arguments for God's existence, an investigation of religious language, the nature of religious experience and the issue of the soul and immortality.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Dissertation [PY3500]

(Core Course)

Students must have passed all courses of their major programme of study in Stage 1 and Stage 2 before registering for this course.

A dissertation of 7,500 words on a topic to be negotiated with a member of the staff at Birkbeck College, University of London. Students will receive feedback on a one-page outline (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on a complete drafts, if required.

Assessment: One dissertation of 7500 words

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

Theology

Where the English text of the Bible is quoted in examination papers, the *Revised Standard Version* will be used. References to the Old Testament in Hebrew are to the enumeration of the Masoretic Text; references to the Old Testament in English are to the enumeration of the *Revised Standard Version*. Students are recommended to use either the *Revised Standard Version* or the *New Revised Standard Version* when preparing for the examination. Where the New Testament is quoted in Greek in examination papers, the text and apparatus used by the examiners will be the *Novum Testamentum Graece, 26th edition of Nestlé-Aland, ed. K ALAND and B ALAND, Stuttgart, Deutsche Bibelstiftung, 1979*. Students are recommended to use either the 26th or 27th edition when preparing for the examination.

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

Introduction to the Old Testament [DT1001] 30 credits

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

Selected texts:

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major/Minor course

Course level: FHEQ level 4

Introduction to the New Testament [DT1002] 30 credits

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

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

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

Attention should be given to:

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

Set texts to be studied in English:

- *Mark* 3:22-30. *Matthew* 12:24-32. *Luke* 11:14-23.
- *Matthew* 6:7-15. *Luke* 11: 1-4.
- *I Corinthians* Chapters 1 and 15. *Romans* Chapter 8.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major/Minor course

Course level: FHEQ level 4

Christian doctrine [DT1003] 30 credits

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

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

Special attention should be given to:

- how Christian thought on these three topics developed during the early Christian centuries
- the connections between doctrines and their socio-cultural settings
- the interrelationships between the three different topics
- the methods and criteria deployed in the development of theological positions.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 1 Major or Stage 2 Minor course

Course level: FHEQ level 4/5

Church history: Reformation and society c.1450 - c.1600 [DT2001] 30 credits

(Core Course)

An examination of attempts at religious reform in Europe during the 16th century, which includes both reform of the Church and religious life, as well as reforms of society inspired by religious belief. The term 'Reformation' is understood as applying to both Protestant and Catholic movements of reform.

Topics covered will include: later 15th century desire for reform; late medieval popular belief, and links between reform of social and religious life, Christian humanism and its influence; evangelical movements precipitated by Luther, Zwingli, the Anabaptists and Calvin; the magisterial and radical Reformations, their religious and social implications and the response of different social strata to them; the Papacy and Papal authority, Catholic evangelism, Catholic Reformation and Counter-Reformation; Church, state and politics, including the Reformation in England.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Foundations in Biblical Hebrew [DT2002] 30 credits

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

Set text: *Genesis* 42-45

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course

Course level: FHEQ level 5

Sacrifice, Praise and Wisdom [DT2014] 30 credits

Prerequisite: Introduction to the Old Testament [DT1001]

The course is designed to build upon and develop the student's existing awareness and understanding of the field of Old Testament scholarship by studying three core texts not addressed in the Introduction to the OT course: Leviticus, Psalms, and the wisdom literature. Leviticus will be examined from a literary, theological, and sociological perspective, drawing out its unique contribution to the Pentateuch. Psalms will be investigated from a historical and theological perspective, introducing the student to what is known about worship in ancient Israel and to some of

its theological distinctiveness. Finally, the wisdom texts of Proverbs, Job, and Ecclesiastes will allow students to explore the limits of wisdom as a genre and to reflect on its contribution to timeless questions like the meaning of life, suffering, and whether God is good.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 2 Minor course

Course level: FHEQ level 5

Theology and atheism [DT2015] 30 credits

An examination of the relations (connections, dependences, influences, parallels, interpretations, misinterpretations, *etc.*) that exist between atheism and Christian theology. Topics covered will include:

- Nietzsche's view of the death of God and the genealogy of morality and religion
- Freud's account of religion
- George Eliot's view of religion and ethics
- Feuerbach's view of religion and anthropology
- Michael Buckley's account of the emergence of atheism from the debates and apologetics of the Early Modern period
- The assumptions and arguments of the 'New Atheism'
- Charles Taylor's treatment of 'the secular' and the emerging cultural context"

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 2 Minor course

Course level: FHEQ level 5

New Testament Greek [DT2003] 30 credits

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

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course

Course level: FHEQ level 5

Christian ethics [DT2007] 30 credits

(i) The philosophical background in relation to:

- a) The Nature of Humankind: the Christian account of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will;
- b) The Nature of Human Acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.

(ii) The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.

(iii) A consideration of selected contemporary moral problems in the light of the foregoing.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course

Course level: FHEQ level 5

Islam [DT2008] 30 credits

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 2 Minor course

Course level: FHEQ level 5

Philosophy of religion [DT2004] 30 credits

Students may not study both the Philosophy course Philosophy of religion [PY3110] and this course.

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 2 Minor course

Course level: FHEQ level 5

Religion and science [DT2010] 30 credits

Note: course formerly called Science and religion

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 2 Minor course

Course level: FHEQ level 5

Advanced Biblical Hebrew [DT3001] 30 credits

Prerequisite: Foundations in Biblical Hebrew [DT2002]

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

Set texts: Exodus 1-15; Proverbs 1-9

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course

Course level: FHEQ level 6

Romans in Greek [DT3003] 30 credits

Prerequisite: New Testament Greek [DT2003]

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

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course

Course level: FHEQ level 6

Johannine Writings in Greek [DT3004] 30 credits

Prerequisite: New Testament Greek [DT2003]

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course

Course level: FHEQ level 6

Liturgical studies [DT3006] 30 credits

A general introduction to liturgy, with particular emphasis on the principles underlying the various changes in worship and the liturgical movements.

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 3 Minor course

Course level: FHEQ level 6

The Theology of Christian-Jewish Relations [DT3015] 30 credits

Perhaps for the first time since the First Century CE, Christians have begun to develop a positive relationship to Jews that replaces the 'theology of contempt' which treated Judaism as part of the pre-history of Christianity. The Holocaust (Shoah) prompted Christian self-examination, and some Jewish scholars have begun to develop a reciprocal, positive approach to the Christian Church. This

course will examine central questions in this theological dialogue: issues in the parting of the ways in the first century; Rabbinic Judaism and Torah-centred life; how to handle the presence of anti-Jewish sentiments in the New Testament; issues in the theology of supersessionism and the Christian theological negation of Judaism; recent Christian theological approaches to Jewish identity and corresponding proposals from Jewish scholars; Franz Rosenzweig and the theology of a conjoined mission of Jews and Christians; issues in Jewish self-definition and unfinished issues faced by both traditions.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 3 Minor course

Course level: FHEQ level 6

Christian-Muslim Relations [DT3016] 30 credits

This course presents the ways in which Islam has responded to the religious “other” and specifically Christianity from its origins to modern times. It shows the significance of the figure of Jesus/Isa in Islam; examines how the impact on Islam of modernity has affected its attitudes to Christianity and Christians; addresses central issues of doctrinal disagreement between the two religions from a theological perspective; engages with Christian thoughts on Islam; and appreciates the contemporary context of Christian-Muslim relations in contemporary Europe.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 3 Minor course

Course level: FHEQ level 6

Buddhism [DT3009] 30 credits

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

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 3 Minor course

Course level: FHEQ level 6

The tasks of life: Pascal, Kafka, Weil and Levinas [DT3013] 30 credits

This course will examine four significant thinkers - **Blaise Pascal, Franz Kafka, Simone Weil, and Emmanuel Levinas** - who are linked by a shared sense that our knowledge of ourselves, God and our purpose is difficult and tentative; best lived rather than thought; and glimpsed in fragments rather than grasped through extended metaphysical narratives. It will examine the distinctive features of these thinkers in relation to the constraints, possibilities and flourishing of human life and how they view human life in relation to God, religion and ethics. It will engage in a critical and comparative evaluation of the distinctive features of the four writers, their religious anthropology and the contribution of their religious background to their thought. Among the topics covered will be:

- **Pascal's** Augustinian approach to sin, boredom and diversion; the three orders of body, mind, heart in relation to the world and God; God known through religious experience; the challenge of deism and atheism; the hidden God and revelation.

- **Kafka's** stories as metaphysical parables and their diverse interpretations; possible religious background to his thought; cruelty and religion; modernity and religion; alienation and judgement in a secular context.
- **Weil** on Plato's myth of the Great Beast and the allegory of the Cave; how the world expresses divine goodness and beauty, yet is harsh towards humans; divine kenosis and creation; beauty, love of neighbour and religious rituals as implicit ways of loving God.
- **Levinas** on responsibility for the other; the centrality of ethics and religion; the Jewish meaning of suffering; comparison of Judaism and Christianity on suffering, responsibility and mercy; 'universalizing' Judaism.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 2 or Stage 3 Major course or a Stage 3 Minor course

Course level: FHEQ level 6

Dissertation [DT3012] 30 credits

(Core Course)

Students must have passed all courses of their major programme of study in Stage 1 and Stage 2 before registering for this course.

A dissertation of 8,000-10,000 words on a topic to be negotiated with a member of staff approved by the University of London.

Assessment: A dissertation of 8,000-10,000 words

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

Appendix B – Assessment criteria

Grade	Class equivalent	Assessment criteria for BA Degree
70 and over	First Class Honours	<p>A mark in this range represents the overall achievement of the course and programme learning outcomes to an excellent level. Written work in this range shows:</p> <ul style="list-style-type: none"> • a detailed and systematic understanding of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • excellent selection and organisation of course text(s) and other relevant academic publications in the area with a highly developed ability to critique material and concepts, sustain argument and reach clear conclusions, which reflects depth and confidence of understanding of material; • an accurate and fair assessment of opposing views, demonstrating originality in application of ideas or synthesis of existing ideas, at the forefront of the discipline. • clear and fluent communication of technical or academic ideas within a structured format, presented to a very high standard of professionalism with few, if any, inaccuracies in grammar and punctuation; • an ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; <p>Marks at the higher end of this scale may be achieved through:</p> <ul style="list-style-type: none"> • an original, creative approach, which challenges current scholarship. • meticulously structured work, communicated to an exceptional professional standard, displaying evidence of an exemplary application of knowledge, understanding and skills; • full independence of thought, exceptional powers of analysis, synthesis and insight into relevant academic publications.
60–69	Second Class (Upper Division)	<p>A mark in this range represents the overall achievement of the course and programme learning outcomes to a very good level. Written work in this range is characterised by:</p> <ul style="list-style-type: none"> • a comprehensive level of understanding based on a competent grasp of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • appropriately selective use of the full range of course text(s) and other relevant academic publications, demonstrating independent, critical analysis and clear, coherent argument to reach well substantiated conclusions; • successful attempts to interpret complex material and present a balanced treatment of opposing views. • effective communication of technical or academic ideas, within a structured format, presented in a fluent style with few inaccuracies in grammar and punctuation;

		<ul style="list-style-type: none"> an ability to conduct in-depth independent research drawing on a range of primary and secondary sources (where appropriate).
50–59	Second Class (Lower Division)	<p>A mark in this range represents the overall achievement of the course and programme learning outcomes to a good level. Written work in this range is characterised by:</p> <ul style="list-style-type: none"> a good understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; an ability to link discussion, analysis and conclusions to a range of course text(s) and other relevant academic publications, with little irrelevant material to provide continuous/consistent argument, appropriate to the subject discipline; a display of sufficient skills to tackle some complex problems and demonstration of critique; evidence of engagement with professional modes of structure, expression and presentation that could compensate for some weaknesses in style or some flaws within the argument. There will be a limited number of inaccuracies in grammar and punctuation; an ability to conduct independent research drawing on some primary and secondary sources that is well-written and could compensate for some limitations in the range of issues discussed (where appropriate);
40-49	Third Class Honours	<p>A mark in this range represents the overall achievement of the course and programme learning outcomes to a satisfactory/adequate level. Written work in this range will usually demonstrate:</p> <ul style="list-style-type: none"> adequate understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline, and an attempt to address a question or task, although the implications may not be fully articulated and will contain errors of expression; descriptive and excessive generalisation, incoherent arguments but with some attempt to consider opposing views; a basic familiarity and awareness of course text(s) and other relevant academic publications and an attempt to organise and make appropriate selection of materials. Although perhaps reliant on a limited number of sources to provide appropriate analysis or maintain continuous/consistent argument appropriate for the subject discipline; adequate presentation of work within a recognised structure but which might lack a fluent style. There may be a significant number of inaccuracies in grammar and punctuation. some ability to conduct independent research drawing on a range of primary and secondary sources (where appropriate);

0-39	Fail	<p>A mark in this range represents the overall failure to achieve the appropriate course and programme outcomes. Written work may fail on grounds of:</p> <ul style="list-style-type: none"> • partial or limited understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • limited understanding of course text(s) and other relevant academic publications (e.g. primary and secondary reading where appropriate), and poor use of sources to provide the appropriate level of detail and critical analysis for the subject discipline; • inadequate relevance when addressing required tasks, reaching no clear conclusion; • a lack of evidence of having studied the work set for the course; • incoherent expression or argument, with no clear structure and multiple inaccuracies in grammar and punctuation; • little evidence of ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; <p>Poor or comprehensive fail marks (in the range of 0 to 29) may result if the defects highlighted above are markedly more serious or if a student:</p> <ul style="list-style-type: none"> • shows no evidence of an attempt to address the question; • does not attempt to write answers within an exam; • does not submit an element of assessment required for their programme(s); • presents a wholly illegible script; • is assigned a mark for a plagiarised assessment.
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Grade	Class equivalent	Assessment criteria for Certificate/Diploma of Higher Education
70 and over	Pass with Merit	<p>A mark in this range represents the overall achievement of the course and programme learning outcomes to an excellent level. Written work in this range shows:</p> <ul style="list-style-type: none"> • a detailed and systematic understanding of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • excellent selection and organisation of course text(s) and other relevant academic publications in the area with a highly developed ability to critique material and concepts, sustain argument and reach clear conclusions, which reflects depth and confidence of understanding of material; • an accurate and fair assessment of opposing views, demonstrating originality in application of ideas or synthesis of existing ideas, at the forefront of the discipline. • clear and fluent communication of technical or academic ideas within a structured format, presented to a very high standard of professionalism with few, if any, inaccuracies in grammar and punctuation; • an ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; <p>Marks at the higher end of this scale may be achieved through:</p> <ul style="list-style-type: none"> • an original, creative approach, which challenges current scholarship. • meticulously structured work, communicated to an exceptional professional standard, displaying evidence of an exemplary application of knowledge, understanding and skills; • full independence of thought, exceptional powers of analysis, synthesis and insight into relevant academic publications.
50-69	Pass with Credit	<p>A mark in the lower half of this range represents the overall achievement of the course and programme learning outcomes to a good level. Written work in this range is characterised by:</p> <ul style="list-style-type: none"> • a good understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • an ability to link discussion, analysis and conclusions to a range of course text(s) and other relevant academic publications, with little irrelevant material to provide continuous/consistent argument, appropriate to the subject discipline; • a display of sufficient skills to tackle some complex problems and demonstration of critique; • evidence of engagement with professional modes of structure, expression and presentation that could compensate for some weaknesses in style or some flaws within the argument. There will be a limited number of inaccuracies in grammar and punctuation; • an ability to conduct independent research drawing on some primary and secondary sources that is well-written and could compensate for some limitations in the range of issues discussed (where appropriate);

		<p>A mark in the upper half of this range represents the overall achievement of the course and programme learning outcomes to a very good level. Written work in this range is characterised by:</p> <ul style="list-style-type: none"> • a comprehensive level of understanding based on a competent grasp of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • appropriately selective use of the full range of course text(s) and other relevant academic publications, demonstrating independent, critical analysis and clear, coherent argument to reach well substantiated conclusions; • successful attempts to interpret complex material and present a balanced treatment of opposing views. • effective communication of technical or academic ideas, within a structured format, presented in a fluent style with few inaccuracies in grammar and punctuation; • an ability to conduct in-depth independent research drawing on a range of primary and secondary sources (where appropriate).
40-49	Pass	<p>A mark in this range represents the overall achievement of the course and programme learning outcomes to a satisfactory/adequate level. Written work in this range will usually demonstrate:</p> <ul style="list-style-type: none"> • adequate understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline, and an attempt to address a question or task, although the implications may not be fully articulated and will contain errors of expression; • descriptive and excessive generalisation, incoherent arguments but with some attempt to consider opposing views; • a basic familiarity and awareness of course text(s) and other relevant academic publications and an attempt to organise and make appropriate selection of materials. Although perhaps reliant on a limited number of sources to provide appropriate analysis or maintain continuous/consistent argument appropriate for the subject discipline; • adequate presentation of work within a recognised structure but which might lack a fluent style. There may be a significant number of inaccuracies in grammar and punctuation. • some ability to conduct independent research drawing on a range of primary and secondary sources (where appropriate).
0-39	Fail	<p>A mark in this range represents the overall failure to achieve the appropriate course and programme outcomes. Written work may fail on grounds of:</p> <ul style="list-style-type: none"> • partial or limited understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • limited understanding of course text(s) and other relevant academic publications (e.g. primary and secondary reading where appropriate), and poor use of sources to provide the appropriate level of detail and critical analysis for the subject discipline; • inadequate relevance when addressing required tasks, reaching no clear conclusion; • a lack of evidence of having studied the work set for the course; • incoherent expression or argument, with no clear structure and multiple inaccuracies in grammar and punctuation;

	<ul style="list-style-type: none">• little evidence of ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; <p>Poor or comprehensive fail marks (in the range of 0 to 29) may result if the defects highlighted above are markedly more serious or if a student:</p> <ul style="list-style-type: none">• shows no evidence of an attempt to address the question;• does not attempt to write answers within an exam;• does not submit an element of assessment required for their programme(s);• presents a wholly illegible script;• is assigned a mark for a plagiarised assessment.
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