



The University of Manchester



## **Master of Theology**

Pathways:

**Advanced Christian Studies**  
(Full-time and Part-time)

**Biblical and Theological Studies**  
(Full-time and Part-time)

**Applied Theology**  
(In Service - Part-time only)

**Preaching**  
(In Service - Part-time only)

**PROGRAMME HANDBOOK**  
**2020-2021**

## **WELCOME**

Welcome to the Spurgeon's College Master in Theology course.

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

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

The year 2020-2021 will start very differently from usual as we will be delivering the programme in digital mode at least for the first semester. Classes will normally involve a mixture of engagement with online reading material and live Zoom seminars. Online resources are provided in place of the physical library. Tutors will keep you informed about the process and it will be vital that you keep an eye on Moodle, our Virtual Learning Environment. For more details see our Digital Education Framework, found on Moodle at [https://spurgeons.moodle.webanywhere.co.uk/pluginfile.php/37564/mod\\_label/intro/Digital%20Education%20Framework%20July%202020.pdf](https://spurgeons.moodle.webanywhere.co.uk/pluginfile.php/37564/mod_label/intro/Digital%20Education%20Framework%20July%202020.pdf)

If you have any questions about your programme of study please do not hesitate to make contact with us. While we are working remotely, email is easiest for an initial contact, which can be followed up by a Zoom call if appropriate. We also would love to hear your ideas and comments about your programme. There are formal ways to do this through our unit and year evaluation feedback processes, but informal and proactive feedback is welcome too.

We are constantly looking for ways to improve and update our programmes. A curriculum revision process is underway which aims to ensure that our programmes continue to meet the needs of our students. We will keep you informed of new developments and will seek your views and ideas too.

We look forward to working with you and seeing you thrive as you study with us.

Revd Dr Stephen Wright  
Vice-Principal: Academic Director  
[s.wright@spurgeons.ac.uk](mailto:s.wright@spurgeons.ac.uk)

Dr Joshua Searle  
Director of Postgraduate Studies  
[j.searle@spurgeons.ac.uk](mailto:j.searle@spurgeons.ac.uk)

## **A message from Registry**

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

My working hours are 8am – 4pm Monday to Thursday, and 8am – 1pm Friday. I look forward to being in touch with you and wish you all the best as you embark on this new journey.

Katie Walsh  
Senior Registrar  
[registry@spurgeons.ac.uk](mailto:registry@spurgeons.ac.uk)

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### Please note

Descriptions of the units can be found in a document on Moodle in Academic Administration under the Unit Descriptors tab.

The assessment regulations can be found on Moodle under My Courses, Academic Administration, Academic Policies, UoM PG Assessment Regulations (please note the slightly different versions for those enrolling from September 2016 onwards and those enrolling earlier). An annotated version highlighting key elements of the regulations is found at Appendix 3.

Any questions you may have concerning this year's programme of study can be raised with the Academic Director, Dr Stephen Wright ([s.wright@spurgeons.ac.uk](mailto:s.wright@spurgeons.ac.uk)), the Director of Postgraduate Studies, Dr Joshua Searle ([j.searle@spurgeons.ac.uk](mailto:j.searle@spurgeons.ac.uk)) or the Assistant Director of Postgraduate Studies, Dr Zoltán Schwáb ([z.schwab@spurgeons.ac.uk](mailto:z.schwab@spurgeons.ac.uk)).

# PROGRAMME SPECIFICATION

## 1. Programme Specification Summary

### **Awarding body/institution**

The University of Manchester

### **Teaching institution**

Spurgeon's College, London

### **Name of the final award**

Master of Theology in Advanced Christian Studies

Master of Theology in Applied Theology

Master of Theology in Biblical and Theological Studies

Master of Theology in Preaching

Postgraduate Diploma in Theology (in any of the four above fields)

Postgraduate Certificate in Theology

### **Exit awards**

Postgraduate Certificate in Theology

Postgraduate Diploma in Theology (in any of the four above fields)

### **Programme title**

Master of Theology

Master of Theology (Advanced Christian Studies)

Master of Theology (Biblical and Theological Studies)

Master of Theology (Preaching)

Master of Theology (Applied Theology)

### **UCAS code**

n/a

### **Framework for Higher Education Qualifications**

Level 7

### **Role of the programme specification**

This document tells prospective and current students about the aims and structure of the programme with its four pathways, and its component units of study. It also sets out what knowledge, understanding and skills they can expect to have acquired when they graduate.

### **Further links**

- College website: [www.spurgeons.ac.uk](http://www.spurgeons.ac.uk)
- Spurgeon's College Moodle site: <http://spurgeons.moodle.webanywhere.co.uk/>
- University of Manchester website: [www.manchester.ac.uk/](http://www.manchester.ac.uk/)

## **2. Aims and intended learning outcomes**

### **Programme aims**

The programme aims to build on the students' previous academic and practical experience of Theology by deepening their understanding of specific areas of theological study and by bridging the gap between the demands of undergraduate study and postgraduate research.

### **Intended learning outcomes**

On completion of the Postgraduate Certificate, candidates will begin to be able to:

- engage critically and maturely with primary and secondary sources of theology;
- demonstrate familiarity with some major issues in theology and to evaluate them critically and constructively;
- give evidence of independent judgment in analysing evidence, producing critical reviews and constructing sustainable hypotheses;
- reflect theologically at postgraduate level;
- exercise their personal capacities to contribute to the flourishing of Church and society.

At the end of Part One of this programme (the Postgraduate Diploma – (in one of the four fields) it is expected that candidates will be able to:

- engage critically and maturely with the main primary and secondary sources of theology;
- demonstrate familiarity with the major issues in their chosen pathway and to evaluate them critically and constructively;
- give evidence of independent judgment in analysing evidence, producing critical reviews and constructing sustainable hypotheses;
- reflect theologically at postgraduate level;
- exercise their personal and professional capacities to contribute to the flourishing of Church and society.

Candidates on the Applied Theology and Preaching pathways will also show further personal and professional development in their ministries, especially in reflecting theologically on their practice in the light of developments in Church and society.

In addition, on completion of Part Two (the dissertation) students will be able to apply the basic principles and methods of research (as shown in the production of a coherent, cogently argued dissertation).

### 3. Teaching, learning and assessment methods

#### Teaching and learning

This programme is designed for graduates in Theology; a high degree of independence is therefore expected of students in pursuing their studies.

The pathways for **Advanced Christian Studies** and **Biblical and Theological Studies** are taught pathways, on which students are supported by lectures, seminars and tutorials as appropriate to specific programme units. Students are encouraged to consider the application of their studies to their practice and to reflect together on the theological issues raised. During their period of taught study they are also expected to attend the weekly Research Seminar at which papers are presented by College staff, research students and visiting speakers. Teaching for some units may be provided in a blended mode entailing both face-to-face tutorials and online study.

For those studying the MTh in Advanced Christian Studies in order to become accredited ministers in the Baptist Union of Great Britain, the study is intrinsically related to work in a placement. This is assessed by means of two Professional Ministry and Practice units.

Students on the **Applied Theology** and **Preaching** ('in-service') pathways learn primarily through distance learning, supplemented by brief intensive study periods. These will take place remotely while the College buildings remain closed to students. These pathways can only be taken in part-time mode. Contact with peers and tutors is facilitated by Moodle and email. Since the ethos of these pathways involves the combination of academic theology with ministerial practice, students are expected to draw on their own experience and reflection in ministry as part of the learning process. The programme commences with an intensive study period which enables students to meet one another and to develop a sense of common ownership of the study. It also provides a general introduction to the nature and objectives of the pathway, guidance in methods of study and in the selection of optional units, information concerning the availability and use of appropriate resources, and use of library facilities. Further intensive study periods take place normally twice per year, with emphasis on tutorial guidance rather than on purely lecture input. The manner in which these pathways are delivered is evolving in response to changing circumstances.

Articles deemed to be essential reading during the course are made available via Moodle. Bibliographies are provided and further bibliographical support is available on demand. The unit tutors give ample feedback after the production of written work. Sessions on study skills for Master's students are offered throughout the year for taught students and on the opening intensive study period for in-service students.

Not all pathways are necessarily offered in a particular year.

#### Assessment methods

As is customary in a master's programme in theology, most assessment takes the form of essays. Some units of the Advanced Christian Studies, Applied Theology and Preaching pathways are partly assessed by means of learning journals, written sermons, recordings of sermons, personal reflections and other appropriate methods which reflect the vocational outlook of these pathways. Units which involve learning a biblical language include a written examination. Details of the assessments can be found in the unit descriptors.

#### Feedback on assessment

For all formative assessments and assessed coursework, feedback will normally be provided within 15 working days after the submission deadline. For dissertations, feedback will normally be given within 30 working days after submission.

Students may request to see their exam scripts without charge, although they are not permitted to take the scripts away with them.

### **Entry requirements**

Entry to the Masters programme requires a good first degree plus a score of 7 or over on the IELTS test for those who are not native English speakers; there is no specific help with the English language.

Applicants to the Master of Theology programme will normally be graduates in Theology or Religious Studies with at least a second class honours degree from an approved institution.

Entry to the Postgraduate Certificate is possible for candidates who provide evidence of ample prior learning, either formal or informal. Such candidates can apply for acceptance of Accredited Prior (Experiential) Learning and their cases will be discussed by the College's Admissions Committee in accordance with the College's policy on Applications for Accreditation of Prior Learning.

On successful completion of the Postgraduate Certificate, students can register for the Postgraduate Diploma (in one of the four fields). On successful completion of the Postgraduate Diploma (in one of the four fields), students can register for Part Two of the programme (the dissertation).

Before embarking on the **Applied Theology** or **Preaching** pathways, students must have been exercising a ministerial role for a minimum of two years, for which they undertook a period of training.

### **Student support**

1. Every year updated handbooks are made available via Moodle.
2. The unit descriptors are likewise available via Moodle before the start of the academic year.
3. The Academic Director, the Principal as well as all other tutors are available to see students, confidentially, if necessary without appointment.
4. A chaplain is available to all students, Rev. Dotha Blackwood ([d.blackwood@spurgeons.ac.uk](mailto:d.blackwood@spurgeons.ac.uk)). Any contacts between the chaplain and student are confidential.
5. Students on the taught pathways Advanced Christian Studies and Biblical and Theological Studies begin with the Orientation Week in September which contains all the elements necessary to get students off to a good start including sessions on study skills appropriate to Master's level and accessing a range of electronic resources. Students on the Applied Theology and Preaching pathways receive their induction during the first intensive study period.
6. Pastoral groups with a dedicated tutor meet throughout the teaching semesters and pastoral tutors can also provide 1-1 support.
7. The librarian provides training on issues such as accessing electronic material and is accessible to all students.
8. The College has a Learning Support Department which offers help to those with particular learning needs. Study skills support is provided through electronic material and live training.
9. The College has a disability policy and two disability officers: Dr Stephen Wright ([s.wright@spurgeons.ac.uk](mailto:s.wright@spurgeons.ac.uk)) for learning disabilities and Rev. Dotha Blackwood ([d.blackwood@spurgeons.ac.uk](mailto:d.blackwood@spurgeons.ac.uk)) for physical disabilities.
10. Shared worship in the chapel on Mondays to Thursdays offers spiritual support for any students who wish to attend. Worship will continue virtually while the College buildings are closed to students.

## 4. Programme structure

### Parts One and Two

The programme consists of two parts, the first of which comprises three units of 30 credits each and two units of 15 credits each. The second part consists of a dissertation of no more than 15,000 words. Students must complete the first part of the programme before proceeding to the dissertation. Those who satisfactorily complete only the first part of the programme will be awarded a Postgraduate Diploma (in one of the four fields). Those who satisfactorily complete 60 credits will be awarded a Postgraduate Certificate in Theology. Those who satisfactorily complete both parts will be awarded the degree of Master of Theology (in one of the four fields).

### Units in Part One

All students follow the two 15-credit core units 402 Theological Enquiry and Interpretation and 403 Theological Research (taught at a residential for all pathways). The other units all have 30 credits; students take three units to the value of 90 credits according to their chosen pathway from the following list. Not all optional units are offered in any one year. Student preferences will be taken into consideration in respect of the units offered. However, students undertaking the MTh in Advanced Christian Studies for the purpose of ministerial training must follow the guidance of the Director of Ministerial Formation and Training as to the shape of their programme, and this will always include units 7307a and 7307b.

Units offered in 2020-21 are listed below (c=core unit for the pathway; o=optional unit for the pathway). All units are worth 30 credits unless otherwise stated.

Unit number and name	ACS	BTS	ATh	P
7307a Professional Ministry and Practice (a)	o	--	--	--
7307b Professional Ministry and Practice (b)	o	--	--	--
401 Biblical Hermeneutics	o	c	o	o
402 Theological Enquiry and Interpretation (15 credits)	c	c	c	c
403 Theological Research (15 credits)	c	c	c	c
404 The Mission of Justice and the Theology of Law	o	o	--	--
420 New Testament Greek Texts (Acts)	o	o	--	--
426 The Book of Revelation	o	o	--	--
435 The Doctrine of Creation and Environmental Ethics	o	o	--	--
448 Baptist History and Principles	o	--	--	--
456 Worship, Preaching and Pastoral Care	o	--	--	--
475 Chaplaincy	o	--	o	--
490 Dissertation	c	c	c	c
741 Preaching - Theology and Practice	--	--	o	c
*742 The Gospel and Contemporary Thought and Culture	--	--	o	o
*743 The Gospel and Film	--	--	o	o
*745 2 Preaching and Narrative	--	--	--	o
*746 Personal and Corporate Aspects of Preaching	--	--	--	o
*747 Preaching, Worship and Mission	--	--	o	o

\* One of these optional units will be introduced at the intensive study period at the start of the second semester for the current cohort of students on the MTh in Preaching pathway, according to majority preference. Other optional units will be offered in 2021-22.

### **Progression**

Students will be considered for progression against The University of Manchester Degree Regulations.

Students will not be permitted to commence work on the dissertation until their research proposal has been formally approved by the programme leader.

The dissertation may be in any area of theology as covered by the student's pathway, provided that in other ways it meets the criteria of the programme. The dissertation will be the result of the student's own research and is expected to provide evidence of a person's analytical, evaluative and creative abilities. Dissertation titles will be drafted as part of unit 403 and will be approved by the programme leader who will make sure that the contents of the dissertation will not overlap with any work previously produced by the candidate. A supervisor will be allocated to each student.

Students who have started a unit but submitted no work for over a year, or completed a unit and not started another for over a year, may be deemed to have withdrawn from the programme, unless there are extenuating circumstances. Where there are unforeseen or unavoidable circumstances which are preventing or hindering progress, students should discuss the situation with the unit tutor or the programme leader at the earliest opportunity.

Students exiting with a Postgraduate Diploma (in one of the four fields) (or Postgraduate Certificate) may be permitted to rescind this award and 'upgrade' to a Masters (or Postgraduate Diploma (in one of the four fields)) by successfully completing the appropriate further component of the programme providing the following conditions are met:

- The rescinding occurs within five years of the student's initial award, subject to the programme still being available.
- An overall pass, at the appropriate standard to assure admission to the MTh, was obtained for the Postgraduate Diploma (in one of the four fields) (or Postgraduate Certificate) including any capped or compensated grades.

### **Programme duration**

#### **Full-time**

The full-time mode of the programme lasts for two calendar years. Work for the Part One of the programme, the taught units, will normally be completed by the end of May in the first year. Once a student has qualified for Part Two by passing the Part One, they may complete the dissertation either over the summer or over the subsequent year.

The full-time Postgraduate Certificate programme lasts for a semester; the full-time Postgraduate Diploma programme lasts for two semesters.

#### **Part-time**

The part-time mode of the programme lasts for four calendar years. Within this maximum limit, it is important that those who are studying part-time progress at a consistent rate throughout the course. For example, if the required 120 credits of taught units are completed over the course of two years, it is normally expected that the dissertation worth 60 credits will be completed in one further year.

Students registered part-time for the Postgraduate Certificate have a year to complete their course; students registered part-time for the Postgraduate Diploma (in one of the four fields) have two years to complete.

### **In-service**

Students on the in-service pathways Applied Theology and Preaching attempt the four units of Part One over two years. They are expected to commit an average of twelve hours per week to self-directed study. Once a student has qualified for Part Two of the programme by passing the first part, they may complete their dissertation during the remaining period of registration. The maximum period of registration of in-service candidates at is four calendar years.

Students registered for the Postgraduate Certificate attempt the two units over one year; students registered for the Postgraduate Diploma (in one of the two fields) have two years to complete their units.

### **Exit awards**

Students registered for the MTh who satisfactorily complete only Part One of the programme (120 credits) are awarded a Postgraduate Diploma (in one of the four fields). Those who satisfactorily complete 60 credits are awarded a Postgraduate Certificate in Theology.

### **Interruption of studies**

A candidature may be suspended, or a time-limit extended, on compassionate grounds or in case of illness, serious domestic difficulty or because of exceptional professional commitments which can be demonstrated to have affected the candidate adversely. A full and reasoned case, supported by appropriate, satisfactory, medical or other independent evidence must be submitted. The College will then apply for the interruption to the University. A student should not assume that an interruption will be granted and should continue their studies under their registration until they are informed in writing of the outcome of the application for interruption.

## 5. Programme evaluation, monitoring and revision

- At the end of each unit, students are asked to evaluate their learning experience anonymously. The completed evaluation forms (now submitted online) are sent to the unit tutors who add their comments; they are subsequently scrutinised by the Postgraduate Programmes Committee which approves any necessary actions arising from them. The Academic Quality Assurance Committee, which meets twice a year, monitors this process and reports to the Academic Board. Students are represented on both committees and any significant outcomes are shared via the Student-Staff Liaison Committee.
- At the end of each year, students are asked to evaluate their experiences on the programme as a whole and the support they have received. This feedback may be gained by both oral and written means.
- The programme monitoring procedures form a continual process of review by the teaching staff team, with a rolling action plan in response to data about the quality of teaching, learning and achievement and the student experience.
- A Periodic Review of the College's programmes that are validated by the University of Manchester took place in November 2019 and its commendations and recommendations are available on Moodle. The final intake of students registered with the University is scheduled for September 2021. The College is seeking its own Degree-Awarding Powers and is undertaking a complete revision of its programmes in anticipation of being able to offer its own Master's degree(s) from September 2022.

## OTHER INFORMATION

### 6. Research Seminar

In addition to the teaching sessions for their units, students at Part One of the Advanced Christian Studies and Biblical and Theological Studies pathways are required to participate in the weekly Research Seminar, which is held on a Wednesday (live by Zoom during the first semester, and recorded). (The exception to this requirement is students who are doing the course as part of their ministerial training; these students too are encouraged to participate if they can, or listen to the recording.) Students on the Applied Theology and Preaching pathways are also encouraged to participate in the Research Seminar as they are able. Papers are presented on a wide range of subjects. Your participation will greatly enrich your own grasp of Christian theology and enable you to see your in-depth study of particular topics in a wider perspective. Students at Part Two are also strongly encouraged to attend and former students are always welcome. If you are expected to participate but are unable to do so on any occasion you must inform the Senior Registrar, Katie Walsh ([k.walsh@spurgeons.ac.uk](mailto:k.walsh@spurgeons.ac.uk)).

## **7. Pastoral care and study skills**

Pastoral groups for taught Master's students meet as announced during term-time on Wednesdays at 1.30 p.m., led by members of the tutorial team. In the first semester these will be held by Zoom (Ministerial students meet instead as part of a pastoral group with other ministerial candidates). They offer a forum for informal mutual support. Pre-recorded videos and live sessions on the development of the study skills appropriate to Master's level theological study are also offered. Students on the Applied Theology and Preaching Pathways are welcome to join in with a pastoral group while they are being held remotely. All students are encouraged to contact the Director or Assistant Director of Postgraduate Studies, the chaplain or another tutor at any time to discuss any pastoral needs.

## **8. Self-directed learning**

In addition to the elements of organised teaching and learning, you are expected to undertake your own programme of self-directed learning and skills acquisition. This may involve self-directed reading, languages, computer training, attendance at conferences, visits to museums and many other forms of encounter.

You are encouraged to record and reflect upon these activities in some form or another. Particular attention can be paid to difficult or stimulating ideas that prompt you to think about your course or your ministry in new, unexpected ways. It will also be useful to produce commentaries on stimulating books, visits to museums etc. Such self-directed learning will help you to develop intellectual independence, confidence and creativity.

## 9. The Dissertation

All students must submit a dissertation of not more than 15,000 words. This word limit includes footnotes and citations but does not include bibliographies, appendices and addenda, or other required pages. The dissertation will be the result of the student's own research and is expected to provide evidence of a person's independent analytical, evaluative and creative abilities. Material used in an essay cannot be included in another essay or in the dissertation.

### Starting

- A student can proceed formally to the dissertation once the following conditions have been met:
  - a) The student has received written notification that they have been successful at Part One;
  - b) The dissertation proposal has been approved by two tutors;
  - c) A supervisor has been appointed.
- Students may receive initial guidance on the nature and methods of the dissertation before work for the units has been completed and before the result of their performance at Part One is known. Such guidance is given as part of unit 403 Theological Research, which is taken (at a residential) shortly before the commencement of the dissertation. Preparatory work may only be undertaken on the dissertation at this stage provided a student's performance in other units is not jeopardised and it is recognised that formal approval for the dissertation is still required.
- A dissertation proposal is submitted as part of the assessment of unit 403 Theological Research. In approving any proposal, the following criteria will be borne in mind:
  - a) The subject matter may be in any area of theology as covered by the student's pathway, provided that in other ways it meets the criteria of the programme. The subject need not be closely related to a unit previously studied on the programme;
  - b) The proposal should demonstrate a student's ability to analyse and evaluate critically a chosen topic;
  - c) The proposal should provide evidence of the student's independent judgment and creative abilities in synthesising and developing their thinking;
  - d) The student should have an adequate body of prior knowledge of the subject which will enable them to engage with the material at the appropriate level;
  - e) The student must have access to appropriate resources, including any requirements for supervision.
- A supervisor will be allocated to each student when the dissertation proposal is approved. The supervisor will normally be appointed from the full-time staff of the College; a second supervisor may be appointed in appropriate cases.

### Supervision

The supervisor will have particular concern for the subject matter, bibliography, structure, style and academic level of the dissertation. The final form of the dissertation, however, remains the responsibility of the candidate. As a guideline, each student will normally receive approximately four hours' live supervision time (in addition to the time taken for reading draft chapters and returning them with comments). It is the student's responsibility to ensure that adequate time is allowed in arranging dates for supervisions and in submitting work to their supervisor.

### Submission

- Dissertations should be submitted in the form and under the conditions prescribed by The University of Manchester, for which see <http://documents.manchester.ac.uk/display.aspx?DocID=2863>.
- For full-time students, the final date for submission of the dissertation is the 30<sup>th</sup> September which falls two years after the beginning of the student's registration.

- Part-time students may submit their dissertation from 1<sup>st</sup> September of their second year of registration onwards. The final date for submission is the 30<sup>th</sup> September which falls four years after the beginning of the student's registration.
- A dissertation which is not submitted on time will be regarded as having failed by non-submission; a candidate may be permitted to submit a dissertation (in the prescribed form and manner) on one occasion only, not more than six months from the date of the meeting of the Progression and Awards Board. (Resubmission is not an absolute right and in exceptional circumstances examiners may recommend that a student fail without permission to resubmit.) A candidate who has failed by non-submission or undertakes a referral shall not be eligible for the award of the mark of Distinction, irrespective of the level of performance achieved in any dissertation subsequently under the provisions of this regulation.
- Extensions to the submission date for the dissertation may be sought when circumstances outside of students' control will delay its completion and submission by the published date. Please follow the guidance in the General Student Handbook, Academic Policies and Mitigating Circumstances section of the Academic Administration section on Moodle.
- If a dissertation is not accepted by the examiners, the candidate may re-present it once only, not more than six calendar months from the date of the official communication to the candidate of their result by the Registry. Fees shall be payable to the College and the University for the supervision and examination of a re-presented dissertation.

#### **Award of MTh**

- 180 credits (incorporating both taught and research credits) must be successfully achieved in order to qualify for the degree of Master.
- The MTh with Distinction will be awarded to students who achieve the required level of performance, which is 70% across the overall weighted average of the programme. In order to qualify for the award of distinction, all course units must have been passed at the first attempt without any compensation or referrals.
- The master's degree can be awarded with Merit to students who achieve an average mark of 60% based on the weighted programme as a whole.
- A candidate who produces a dissertation which is deemed by the examiners to have failed will be awarded the Postgraduate Diploma.
- For further information regarding classification, including regulations regarding 'borderline' classifications, please see the Postgraduate Assessment Regulations in Appendix 3 or in the Academic Administration section on Moodle.

## 10. Guidance for submission of written work

### Word counts

Students must observe the word limit specified for each assessment. The upper limit is an absolute maximum and must not be exceeded (there is no 10% rule). Where two numbers are given ('a 2000-2500 word project') the actual number of words strictly needs to be within the margin indicated.

Word count is here defined as including quotations and footnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument.

Master's dissertations consist of no more than 15,000 words, without an extra margin. Again word counts do not include the bibliography and any appendices. All footnotes should be counted. Lengthy footnotes should be avoided, and all significant material should be included in the main body of the text.

For all assignments, including the dissertation, markers will take account of the student's discipline in keeping within the word limit when awarding marks. Assignments in which the word limit has been substantially exceeded can expect the mark to be reduced accordingly.

### Marking

Students submit work electronically via Moodle. Marks and comments are released on a set date, normally three weeks after the submission date. These are provisional until confirmed at a meeting of the Progression and Awards Board; these meetings take place each year in June and September. The marking scheme showing the marking criteria used can be found in Appendix 2 and also on Moodle in the Academic Administration section under the Academic Policies tab.

According to University regulations, **late** submissions will have marks automatically deducted by 10 marks per day of lateness. Any **late resubmitted** work (i.e. work that the Progression and Awards Board has allowed the student to resubmit after failure on the first attempt) will automatically receive a mark of zero. For the University's full guidance on the marking of late work, please see <http://documents.manchester.ac.uk/display.aspx?DocID=29825>

### Presentation of written work

- In assignments of up to 6000 words there is no need for a separate title page or a contents page, provided the title is repeated at the top of the first text page in bold type.
- All assessed work should be typed or word processed using a font size of 12.
- Leave a margin of at least 3.0 cm on either side of each page.
- Quotations of more than 3 lines should be indented by 2.5 cm from the main text.
- For ease of reference number the pages.
- Adopt the Spurgeon's house style for footnotes and bibliographies; see Spurgeon's Referencing Guidelines in the Academic Administration section on Moodle. This rule also applies to listing books and articles from the internet.
- When quoting words in a foreign language, use italics and provide a translation in a footnote; alternatively, put your translation in the running text and the original words in a footnote.
- Each assignment should contain a bibliography listing all books, articles and other sources used in the preparation of the essay and/or referred to in it.
- Spurgeon's College expects academic integrity in all work submitted. Please see Appendix 1 for guidance on understanding and avoiding academic malpractice.

## 11. Intensive study periods

The following units are taught through intensive study periods rather than weekly sessions. These will take place either remotely, or in College once the buildings reopen:

### **MTh in Advanced Christian Studies and MTh in Biblical and Theological Studies**

Unit 404 (The Mission of Justice and the Theology of Law): 9 a.m. Thursday 5<sup>th</sup> November – 4 p.m. Friday 6<sup>th</sup> November **and** 9 a.m. Thursday 3<sup>rd</sup> December – 4 p.m. Friday 4<sup>th</sup> December (students are required to attend both periods).

### **MTh in Preaching**

- The introductory study period for the Preaching pathway 2020-21 will run remotely by Zoom on Monday 14<sup>th</sup> – Tuesday 15<sup>th</sup> September 2020, during which the core units 402 Theological Enquiry and Interpretation and 741 Preaching – Theology and Practice will be introduced for new students. Students are encouraged also to participate in the Research Colloquium taking place remotely on Wednesday 16<sup>th</sup> September. The MTh in Applied Theology is not being offered for 2020-21.
- One of the optional units for the Preaching pathway will be introduced from 7 p.m. on Wednesday 24<sup>th</sup> February – 1.00 p.m. Friday 26<sup>th</sup> February 2021.

### **All Pathways**

Unit 403 (Theological Research) for students planning to start their dissertations in 2021: 7 p.m. Wednesday 10<sup>th</sup> March – 1.00 p.m. Friday 12<sup>th</sup> March 2021

### **Accommodation**

If intensive study periods are held in College, college accommodation may be available, but this will depend on the guidance at the time regarding COVID-19.

## 12. Timetable for taught students 2020-21 – Advanced Christian Studies and Biblical and Theological Studies pathways

**Note: all classes will be held remotely during semester 1. Please check the unit tab on Moodle frequently for any updated information from unit tutors about timings and any pre-reading required.**

### Semester one

	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
8.30am	402 Theological Enquiry and Interpretation (Core unit 30 credits)	420 NT Greek Texts – Acts (30 credits)	
10.20am	Coffee	Coffee	Coffee
10.40am	Worship	Worship	
11.15am		Research Seminar	420 NT Greek Texts
11.30am	7307a, 7307b Professional Ministry and Practice (ministerial students only)		
12:45pm	Lunch	Lunch	Lunch
1.30pm	Ministerial students in pastoral group	Pastoral Groups/Study Skills (as announced)	
2.15pm – 4pm	456 Preaching, Worship and Pastoral Care (30 credits)	435 Doctrine of Creation and Environmental Ethics (30 credits)	

### Semester two

	<b>Tuesday</b>	<b>Wednesday</b>
8.30am	426 Book of Revelation (30 credits)	Baptist History and Principles (30 credits)
10.20am	Coffee	Coffee
10.40am	Worship hour	Worship
11.15am		Research Seminar
11.30am	7307a (15 credits), 7307b (15 credits) Professional Ministry and Practice (Ministerial students only)	
12:45pm	Lunch	Lunch
1.30pm	<i>Pastoral groups</i>	<i>Pastoral groups/Study Skills</i>
2.15pm – 4pm		401 Biblical Hermeneutics (Core unit for MTh BTS - 30 credits)

*The core unit 403 Theological Research will be taught over a short intensive period from 10-12 March 2021*

*In addition the following options will be offered: 404 The Mission of Justice and the Theology of Law (by intensive study period, 5-6 November and 3-4 December); 475 Chaplaincy (based on a chaplaincy placement supported by a supervisor, with some tutorials in College; please contact Rev. Seidel Abel Boanerges [seidel@spurgeons.ac.uk](mailto:seidel@spurgeons.ac.uk) for details).*

New and returning students will have been asked for their options for the year before they come. If you have not returned your options, or are unsure about them, please contact the Senior Registrar, Katie Walsh, at [k.walsh@spurgeons.ac.uk](mailto:k.walsh@spurgeons.ac.uk) **during Orientation Week at the latest.**

Full-time students are expected to complete all 120 taught credits (including core units 403, 409, 430, 462) in their first year.

Part-time students are expected to complete 120 credits over two years, and are recommended to complete the core unit 402 (and 401 for the Biblical and Theological Studies pathway) in their first year, and 403 in their second year.

Ministerial students need to follow the advice of the Director of Ministerial Formation for their optional unit. They will participate in Professional Ministry and Practice in both semesters over three years and complete the required assignments for credit. They may choose, or be recommended, to engage with other units at undergraduate or postgraduate level on an 'audit' basis, i.e. without being assessed or gaining credit.

All students are required to participate in the Research Seminar during the year, or years, of their taught part 1 studies. Ministerial students are exempt from this requirement but are encouraged to participate live or listen to the recording if they are able.

Please note that optional units are only guaranteed to run if there is sufficient take-up.

Document control box			
Title	MTh Programme Handbook 2020-2021		
Date approved		Implementation date	
Next review date	August 2021		
Version	7	Supersedes version	6
Approving body	Board of Governors		
Quality Code consulted	n/a		
Member of staff responsible	Academic Director		

## **Appendix 1 A Short Guide to Understanding and Avoiding Academic Malpractice**

### **What is academic malpractice?**

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

### **Types of academic malpractice**

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

### **Malpractice Panels and Tribunals**

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

Panels will always endeavour to be consistent and proportionate if any penalty is imposed.

### **Avoiding academic malpractice**

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

- referencing that is so inadequate that it undermines the integrity of the work
- a bibliography that omits texts drawn on in the main body of the work (compounding the failure to cite them in the main text and/or references)
- more than isolated examples of the omission of quotation marks from quotes
- close paraphrasing of phrases or sentences of someone else's material without direct and immediate acknowledgement (anything more than isolated examples where the source is referenced properly elsewhere)
- extensive misuse of secondary quotations (i.e. when you make it seem as if you have looked up a text yourself when in fact you have found the words quoted in another book/article which you have not cited)
- copying the work of another student, or submitting material from 'essay banks'

### **Poor Academic Practice**

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

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

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

### **The consequences of academic malpractice**

Malpractice is treated by the College and the University as a disciplinary matter. At the very least, if you are detected committing plagiarism, you can expect to get nought for that piece of work. In cases of serious or repeated malpractice may find you have failed the whole course and are asked to leave the College. Yet this should also be a matter of conscience. In particular, people who are preparing for Christian leadership need to ask themselves what is happening to them if they have become too lazy to do their own work or so keen on success that they are willing to cheat to obtain it.

## Appendix 2 The Postgraduate Marking Grid

Numerical value %	Classification	Criteria	Additional criteria for applied courses	Additional criteria for sermons
0	Fail	Unfair practice; collusion		
1-24	Fail	Muddled presentation; flawed knowledge and irrelevant material; confused	General failure to engage in application of knowledge; no evidence of theological reflection	Incompetent use of biblical text; confused theology; irrelevant to contemporary world; absence of structure; incoherent communication
25-34		Significant gaps in knowledge; lacking clear evidence of critical or evaluative ability; significant weaknesses of presentation	Inconsistent identification of issues arising from practice of ministry; inadequate theological reflection; poor attempt at integrated discussion	Superficial approach to biblical interpretation; weak theological content; little relevance to contemporary world; confusing structure; poor communication skills
35-39	Fail (Compensatable fail at PG Cert/Dip level)	General knowledge but weak grasp of issues; some relevant material, but inadequately expressed; mostly descriptive and discussions unclear; adequate presentation, but weak structure	Some ability to identify relevant issues from practice of ministry; some weaknesses in theological reflection; inadequate integration of discussion	Limited critical engagement with biblical text; basic but inconsistent theological content; limited relevance to contemporary world; some structure attempted, but ineffective; some inadequacies in communication
<b>Minimum pass for assignments at Postgraduate Diploma level</b>				
40-49	Compensatable Fail (Pass at PG Certificate / Diploma level)	A reasonably clear and coherent argument; general knowledge of issues, though some key issues may be omitted or dealt with inadequately or superficially; some engagement with relevant literature; limited evidence of critical understanding and evaluative ability; competent presentation, providing a reasonably well-organised answer to the question	Some ability to identify relevant issues arising from practice of ministry; competent but limited theological reflection on the issues identified; some ability to integrate personal reflection and insights from secondary sources, but on a rather superficial level	Some critical engagement with biblical text, but with weaknesses in exegesis; clear but unreflective theological content; relevant to context and contemporary world, but on a fairly superficial level; sermon structure reasonably clear; communication competent but not engaging

Minimum pass for assignments at Master's level				
50-59	Pass at Master's level	Identification of key issues; some evaluation of relevant literature, demonstrating critical/analytical ability; awareness of the link between the topic and the broader field of study; reasoned and coherent argument; some independent thought; clear and competent presentation	Ability to identify key issues arising from the practice of ministry; focused theological reflection on the issues identified; clear and coherent integration with wider Christian tradition	Ability to identify key issues in biblical text; clear and coherent theological content; good integration with context and contemporary world Clear and coherent sermon structure Good communication skills
60-69	Merit at Master's level	Wide knowledge of key issues; thorough critical engagement with a wide range of relevant literature; integration of specific topic into the broader field of study; persuasive and coherent argument; evidence of independent judgment; accurate and thorough presentation	Insightful identification of issues arising from the practice of ministry; persuasive and coherent theological reflection; thorough engagement with wider Christian tradition	Insightful engagement with biblical text; persuasive theological content; creative and relevant connections to context and contemporary world; creative use of sermon structure; persuasive communication skills
70-74	Distinction at Master's level	Excellent work: demonstrates a thorough knowledge of issues; creative engagement with a wide range of primary and secondary sources; mature integration of specific topic into the broader field of study; thoroughly persuasive and integrated argument; independent judgment and original thinking; fully accurate presentation and English	Excellent standard of theological reflection and application; valuable contribution to specific aspects of ministry	Insightful and independent engagement with biblical text; thorough engagement with theological issues; imaginative, relevant connections to context and contemporary world; imaginative use of sermon structure; arresting and imaginative communication skills
75-79		In addition to criteria for 70-74: Polished presentation; comprehensive grasp	In addition to criteria for 70-74: incisive linking of theory and	In addition to criteria for 70-74: convincing integration between
80-89		In addition to criteria for 75-79: Insightful work which is of publishable quality	In addition to criteria for 75-79: Insightful and original	In addition to criteria for 75-79: Evidence of a highly mature degree of

		without major revision	contribution to understanding of specific aspects of ministry	biblical, theological and homiletical grasp, and confidence without self-inflation in delivery
90-99		Exemplary and outstanding work of the highest quality, publishable with no revision necessary	An important contribution to practical theology worthy of wide dissemination	Exceptional and brilliant performance in all aspects of preaching

Any assignment must fulfil all criteria listed within the 50%-59% classification in order to pass at Master's level.

## Appendix 3 University of Manchester Assessment Regulations

The following is an extract from the Faculty of Humanities' Annotated Postgraduate Degree Regulations. The basic regulations themselves can be found on Moodle (see My Courses, Academic Administration, Academic Policies, UoM PG Assessment Regulations).

**Please note that in summer 2020 a No Disadvantage Policy was approved for use by Spurgeon's College to mitigate the potential effect of the COVID-19 pandemic on student learning and achievement. It is expected that this Policy will be updated to cover work submitted at least during the first semester 2020-21. The Assessment Regulations should be read in conjunction with this Policy, which can be found here:**

**[https://spurgeons.moodle.webanywhere.co.uk/pluginfile.php/36853/mod\\_resource/content/3/Spurgeons%20College%20No%20Disadvantage%20Policy%20updated%20August%202020.pdf](https://spurgeons.moodle.webanywhere.co.uk/pluginfile.php/36853/mod_resource/content/3/Spurgeons%20College%20No%20Disadvantage%20Policy%20updated%20August%202020.pdf)**

### A. Credit and Award Framework

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

**Table 1: Credit and Postgraduate Award framework:**

Name of Award	Minimum Credit for the Award	ECTS	Minimum credits at the level of qualification	ECTS	FHEQ level
Masters (2 Year)	360	180	240	120	7
Masters (1 Year)	180	90	150	75	7
Postgraduate Diploma	120	60	90	45	7
Postgraduate Certificate	60	30	40	20	7
Postgraduate Certificate in Education (PGCE)	60	30	40	20	7

*Note 1: the table refers to the levels as defined in the FHEQ. It may be of assistance to the reader to understand that Level 7 of the FHEQ relates to a Masters programme.*

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

The fourth column in the box above denotes the minimum number of credits at level 7 which are required for the Award specified in column one.

The Regulations do not specify the number of credits required for either the taught or dissertation element (just total credits) thereby permitting flexibility within programme design.

Table 1 is intended to be used for exit awards and not deciding progression.

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1, within 5 years of their initial registration.

For a Postgraduate Diploma (PGDip) 120 credits are required.

For a Postgraduate Certificate (PGCert) 60 credits are required.

The Regulation specifies that the exit award will be given (if the student achieves the appropriate amount of credit) within 5 years of their initial registration for the programme. The time period of 5 years is specified in order to take into account any periods of interruption / extensions etc the student may have.

The 5 year period specified does not denote that the student can elect to undertake flexible study (unless the programme has had this mode of delivery approved i.e. modular over an extended period of time).

The remaining credits must follow the Faculty's Policy on the use of level 6 units at level 7. See <http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/guidelinesandpolicydocuments/>

## B. Title of Taught Awards

4. Titles of degrees can be found in the University's Regulation XI "Titles of Degrees and other Distinctions" at: <http://www.manchester.ac.uk/medialibrary/governance/generalregulations.pdf>

Authority to approve titles of degrees lies with Senate. The following degrees are governed by the PGT Regulations: LLM; MA; MArch; MBA; MBus; MEd; MRes; MSc; MusM; PGCert & PGDip.

## C. Accreditation of Prior Learning - AP(E)L

5. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.

The principle is that learning is relevant and current to the award.

Schools should have processes in place at the admissions stage to consider AP(E)L requests. Principles and Guidelines for the consideration of AP(E)L can be found at:

<http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/guidelinesandpolicydocuments/>

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

6. Where the Postgraduate Certificate is a standalone programme, AP(E)L will be permitted up to a maximum of 15 credits. Where the Postgraduate Diploma is a standalone programme, AP(E)L will be permitted for up to a maximum of 45 credits. For a Masters award, the maximum amount of credits which can be permitted for AP(E)L is 60.

AP(E)L will not be permitted for the dissertation element of a programme.

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

7. Students exiting with a Postgraduate Diploma (or Postgraduate Certificate) may be permitted to rescind this award and 'upgrade' to a Masters (or Postgraduate Diploma) by successfully completing the appropriate further component of the programme providing the following conditions are met:

- The rescinding occurs within five years of the student's initial registration on their original programme, subject to the programme still being available.
- An overall pass, at the appropriate standard to assure admission to a masters programme, was obtained for the Postgraduate Diploma (or Postgraduate Certificate) including any capped or compensated grades.

The student should not have previously been examined for the dissertation element and failed.

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

AP(E)L credits & Exit Awards

Award	AP(E)L credits permitted	Minimum M/C credits required	Total credits required for award
PGCert	15	30	60
PGDip	45	60	120

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

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

#### D. Assessment and Credit Accumulation

10. Where students are required to progress to a research element including a 'dissertation' or similar, the programme handbook must state the minimum requirements for progression to this element of the programme.

Schools need to clearly articulate in the programme handbook the minimum requirements for progression to the dissertation (or equivalent) element of the programme.

It is assumed that normally students will have to successfully complete the taught element of the programme before they can progress to the dissertation (or equivalent) element. However in practice consideration needs to be given to the course units failed, the timing of any resits and completion of the programme (i.e. if an extension to the submission date for the dissertation (or equivalent) is required, due to failure/resits), especially for international students.

If a student has failed, for example, a research ethics / research training or core course which prepares them for the dissertation (or equivalent) element then they should not be allowed to progress to this part of the programme until they have successfully completed the failed unit(s).

Where progression to the dissertation (or equivalent) element is permitted when the student hasn't yet satisfied the requirements for the taught element of the programme this is done at the student's own risk and the students should be counselled to this effect.

11. Where a student has failed more than the required credits on the first attempt or fails to qualify for a final award after compensation, referrals or the consideration of mitigation, the Examination Board has the following options at its discretion:

- Award Exit Award if criteria are met in accordance with table 1.

Award	Number credits permitted for referral	Number of credits permitted for compensation	Minimum Credits required
PGCert	30 / 60	15 /60	60
PGDip	60 / 120	30 / 120	120
MA	60 / 120	30 /120	

NB the number of referral & compensation credits allowed are not cumulative; i.e. the total number of credits of referral and compensation for an MA and a PGDip is 60; for a PGCert 30.

Schools need to inform the Faculty if there are different PSRB requirements on the form available at: <http://www.tlso.manchester.ac.uk/degree-regulations/>

## E. Compensation

**13.** The compensation zone is defined by the standard unit marking scheme for postgraduate taught students, found in the Guide to the Taught Degree Regulations.

Award	Compensation zone %
PGCert	30 to 39
PGDip	30 to 39
MA	40 to 49

Compensation of failed course units is a measure to reduce the need for referred assessment where the student has demonstrated academic ability.

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

Course unit marks are recorded as whole numbers.

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

The Glossary identifies core course as '*curricula can identify course units that are optional which are distinct from those that must be studied and called 'core courses'. Core courses need not be compulsory course units (which must be passed)*'

Schools need to ensure that the correct terminology is used (i.e. compulsory or core).

14. PGT programmes can be compensated up to 30 credits for PG Diploma/ Masters and 15 credits for a PG Certificate. The number of credits compensated and those referred cannot exceed half the taught credits in total.

Award	Number of credits permitted for compensation
PGCert	15
PGDip	30
MA 1yr	30

The number of referral & compensation credits allowed are NOT cumulative; i.e. the total number of credits of referral and compensation for an MA and a PGDip is 60; for a PGCert 30.

Postgraduate dissertations are not normally compensatable because of their high credit weighting, but a failed dissertation can be resubmitted (see F24).

Some professional bodies may not allow compensation on programmes they have accredited; such cases must be agreed by the Faculty and clearly articulated in programme handbooks.

15. Compensation can only be applied up to the maximum amount specified in E14. Beyond this maximum threshold, the Examination Board will make a decision on which reassessment can be taken.

Award	Maximum Compensation (credits)	Maximum Referral (credits) permitted	Total of compensation & / or referral permitted
PGCert	15	30	30
PGDip	30	60	60
MA 1yr	30	60 (taught) + 60 (dissertation)	60

Total 'failure' permitted on an MA / PGDip programme is 60 credits; 30 of these 60 credits could be compensated. See F19 / F23

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

16. Schools can specify when a unit is not compensatable or when PSRB rules take precedent.

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

17. Compensated credit retains the original failed mark and this is used in the weighted average for the calculation of the final classification/ award.

## 18. Referral marks are compensatable.

Referral marks are compensatable, provided the number of compensated credits permitted has not been exceeded (PGCert 15 credits & PGDip/MA 30 credits).

### Extract from the SSO Bulletin 56 – 4 February 2013

Referral marks are compensatable. This means that if a referral (or resit) mark falls in the compensation zone, then this can potentially be compensated [see above statement].

A compensated referral mark is still treated as a pass-by-resit. Hence, under the new taught degree regulations, the final mark is recorded on Campus Solutions with a suffix R. However, after further consultation with Schools in preparation for the recent Degree Regulations Briefing Sessions, it has been decided that compensated referral marks will in fact be capped at the compensation level.

If a referral mark is compensated, it is capped at the compensation level and recorded as a pass-by-resit with a suffix R. See worked examples below.

Career	First Sit	Resit Mark	Final Mark
Masters	25	48	40R
Certificate / Diploma	25	38	30R

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

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

The resit mark is capped at the compensation level, and so the final course unit mark is MA 40% & PGCert/PGDip 30%. Nevertheless, in spite of this use of compensation, the final mark is recorded on Campus Solutions with a suffix of R. If a referral mark is compensated, it is still treated as a pass by resit.

## F. Reassessment

19. Where the overall unit mark is below the compensation zone or the number of compensatable fails has been exceeded, reassessment may be taken, within the credit limitations set out in F23. Reassessment as a result of a fail is known as a 'Referral'. Subsequent attempts as a result of approved and verified mitigating circumstances are known as 'Deferrals'.

Award	Compensation Zone	Maximum Number Compensation (credits)	Max no. credits referred	Total of compensation & / or referral permitted
PGCert	30 – 39%	15	30 / 60	30
PGDip	30 – 39%	30	60 / 120	60
MA	40 – 49%	30	60 / 120 + 60 (dissertation)	60 + 60 (dissertation)

Course unit mark subject to referral denoted by a suffix of (R).

Reassessment is available for course units with marks below compensation zone (i.e. 29% or below for PGCert / PGDip; 39% or below for MA) or where more than the allowable number of course units are in the compensation zone (up to the maximum amount permitted).

The number of referral & compensation credits allowed are NOT cumulative; i.e. the total number of credits of referral and compensation for an MA and a PGDip is 60; for a PGCert 30.

**20.** The reassessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The reassessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

It is expected that reassessment will take place in same academic year as the original assessment i.e. no later than the August resit period. The word 'normally' is used to allow for mitigating circumstances.

Schools to decide when best to do resit by essay – needs to be in time for consideration by Examination Board after August resit period. If any changes have been made to the unit the resit paper should cover the syllabus taught when the student was undertaking it.

Schools in Humanities normally wait until the full diet of marks are available for part-time students, and as such the reassessment may not take place in the same academic year as the original assessment. The Head of Academic Policy has stated that it is not good for the student experience to have a large gap between the lectures/tutorials and the referred assessment, with no support or academic contact in the subject. It is also an unfair advantage to give students a longer timeframe in which to do further revision.

Other areas of the University don't wait for the full diet of marks to be known to make decisions on compensation and referral, they compensate and refer until a student runs out of compensation and referral options.

**21.** If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment.

**22.** An Examination Board may allow a student one attempt, per unit, at reassessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances.

Where a student has approved and verified mitigating circumstances the student can be allowed to take the unit again as a first sit, this is known as a 'deferral' see F19.

The Regulations permit two attempts at meeting the intended learning outcomes (ILOs) of the unit as a *whole*.

So, if a student took a unit of 30 credits which has three assessments and they failed two of these, they could resit both assessments if they needed to. It depends what the unit specifications say.

If a unit requires students to pass everything then they will need to resit both failed elements. If the unit specification requires a pass average across all assessments to pass a unit, then the student could only resit one of the failed elements to enable them to meet the average pass mark for the unit and meet the ILO of the unit.

However the students only get two attempts at the whole unit, but can resit as many of the component assessments as required to meet the ILO of the unit. Which elements to take is an Examination Board decision.

**23.** Postgraduate programmes can be referred in up to half of the taught credits; this includes credits on a PG Certificate or PG Diploma award. Students may also resubmit the dissertation (or equivalent, see F 24) on one occasion.

Referral – 2<sup>nd</sup> attempt at summative assessment, with penalty (capped at lowest compensatable mark), as a result of failing at the first attempt

Award	Max no. credits referred	Cap - Lowest compensatable mark
PGCert	30 / 60	30%
PGDip	60 / 120	30%
MA 1yr	60 / 120 + 60 (dissertation)	40%

**24.** When the referred assessment for a postgraduate student includes independent work such as a dissertation or project resubmission, they should be permitted a reasonable amount of time within a maximum of 6 calendar months from the date of the Examination Board. This reassessment of a research/ dissertation element does not contribute to the credit limitations set out in F23.

Reassessment of the dissertation is in addition to the number of referral credits permitted on the taught element. Dissertations are not compensatable.

It was agreed that the Faculty time limit for resubmission of a failed dissertation would be 6 months (students can submit earlier than this if so wish). Schools should notify the Faculty, if they specify resubmission within less than 6 months, on the form available at: <http://www.tlso.manchester.ac.uk/degree-regulations/>

If a Masters' student fails the dissertation element and is allowed a resubmission, they must pass the resubmission at the pass mark (i.e. 50%). The mark recorded for the resubmission will be the lowest compensatable fail mark (i.e. 40%) unless the first mark achieved was in the compensation zone in which case this mark will be recorded. e.g. a student achieved a mark of 42% at the first attempt, was permitted a resubmission and achieved a mark for the resubmission of 52%. The actual mark recorded is 42R, as the first mark was in the compensation zone. See F25 below.

If a Masters' student fails the dissertation element and is allowed to resubmit it, but then fails the resubmission and is awarded a PGDiploma the result (i.e. mark) for the failed dissertation would not appear on their transcript.

**25.** Referral pass marks will be capped at the lowest compensatable mark (40) for Postgraduate Taught students, unless the previous mark was within the compensation zone, in which case the original mark will stand. This mark is used in the weighted average mark for the final award. The capped mark is applied to the unit level mark, not the failed element.

**Referral Capped Marks**

Award	Referral Capped Mark
PGCert	30%
PGDip	30%
MA	40%

Reassessment is not available to improve marks. The referred assessment must be passed at the pass mark (i.e. PGCert / PGDip 40%; MA 50%) in order for the mark to be capped.

The referral capped mark is applied to the unit level mark, not just the failed element. e.g. If there is an assessment which is worth 20% of the total assessment for the unit and this is failed the unit mark is capped.

The capped mark just stands and doesn't need compensating (referrals are in addition to compensation) students can still progress with a number of marks in the 40-49% range.

Where students are permitted a resubmission following the application of a penalty due to academic malpractice, the resubmission is capped at the lowest compensatable fail (i.e. MA 40%; PGCert / PGDip 30%). Whilst capping the referred mark is the norm (which means that the unit mark is also capped) The Head of Academic Policy has confirmed that Academic Malpractice Panels can make other recommendations which could over rule the degree regulations if appropriate. If a resubmission is allowed it can be stipulated that it is just the mark for the resubmitted element which is capped; this is to ensure that the penalty isn't disproportionate e.g. when the assessment is only a small proportion of the total assessment for the unit.

**Extract from the SSO Bulletin 56 – 4 February 2013**

The table below shows the mark that the student got when they were first assessed (First Sit) and the mark they achieved in the resit (Resit Mark). The last column shows the final mark that is recorded on the student's record in Campus Solutions (Final Mark).

In the examples below, the student passes the resit with a mark of 60% and gains the credit for the completed course unit:

First Sit	Resit Mark	Final Mark
0	60	40R
5	60	40R
15	60	40R
25	60	40R
35	60	40R
45	60	45R
49	60	49R

In the examples below, the student fails the resit with a mark of 20%. In these examples the student has failed the unit and so does not gain any credit:

First Sit	Resit Mark	Final Mark
0	20	0
5	20	5
15	20	15
25	20	25
35	20	35
45	20	45
49	20	49

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

- If a student passes a course unit by resit, then they should not end up with a lower mark than they obtained at the first sit. So if a PGT student gets 45% in the first sit (which is a fail), and then they get 60% in the resit, then their final mark should be 45R and not 40R.
- A student who got a low mark in the first sit of an exam should not gain an advantage compared to a student who got a relatively good mark in the first sit. So, for example, if a PGT student got 23% in the first sit and then 60% in the resit, their final mark will be 40R. That is, their resit mark is capped at the compensation level. This final mark is lower than that of the student in the first example, above, as intended.

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

**26.** When a student is referred and fails a unit, the first mark stands.

See examples in F25 above.

For all refereed assessment the original pass mark will stay the same; therefore for Postgraduate Taught refereed assessment, a student will have to achieve a mark of 50 to pass, but this mark will be capped at the lowest compensatable mark (40%). This includes dissertations.

In cases where a student is required to resit a failed component of a unit (even though they may have achieved an average pass mark in the unit) in order to meet the requirements of the programme or of a professional body, for example, the original marks are left unchanged and there is no capping of marks in this case.

This means that the marks in CS would be left as they originally were. However the mark achieved at resit can be communicated to the professional body of that is required.

In this sort of situation, you may be concerned that the transcript will still show the failed component mark. However, official University transcripts do not include component marks, you can add a note against the failed component mark to say 'Passed at resit'.

**27.** Students may, in exceptional circumstances, at the discretion of the Examination Board, be allowed to repeat whole units or the entire programme, subject to teaching capacity not being exceeded.

### **G. Exit Awards**

**28.** Once a student has exhausted all the opportunities to retrieve referred assessment they will be given an exit award in accordance with table 1 and as defined in the Programme Specification.

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

Where a student enrolled on a Masters programme uses up all the compensation / referral credits permitted and it is suggested they change to the PGDip it is appropriate to reconsider their profile at this point. e.g. a student receives mark of 43% on a unit on Masters programme (which is a fail), this unit is compensated and (because of the diet of marks) the student changes to the PGDip. The 43% is now a pass at PGDip level, so the student could potentially go on to fail more modules at a lower level. It is acceptable to reconsider the use of compensation. This is because the compensated units at Masters level would become clear passes at PG Dip level, leaving further opportunities to compensate within the limitations of the Regulations on compensation of PG Diplomas.

## H. Classification in postgraduate taught programmes

30. For the award of pass a student must satisfy the minimum credit requirements specified in Table 1.

### Pass Classification

Award	Minimum credits
PGCert	60
PGDip	120
MA 1yr	180
MA 2 yr	360

Weighted degree average for classification is calculated to one decimal place.

In theory a student could pass all course units e.g. with marks of 50% (for MA) with some units at the lowest compensatable mark and this would produce an overall average of below 50%. For this reason the classification of pass degree at masters is set at 59.9% or less providing the credit requirement in table 1 is satisfied i.e. passing 180 credits for the MA irrespective of the average programme weighting. It is key to remember that the award is based on the achievement of required amount of credit rather than the average mark. Example:

Assessment	A	B	C	D	E
Credits	30	30	30	30	60
Mark %	50	50	42c (compensated)	40r (fail)	50
Weighting	X2	X2	X2	X2	X4
total	100	100	84	80	200

For weighted average of programme add columns A-E / 12 (564/12) = 47%

The student has passed the required number of credits for the award of MA and as the weighted average of the programme is below 59.9% the classification is PASS.

31. Classifications for merit and distinction will be calculated on the basis of an average mark, based on the weighted programme as a whole (See Appendix 1, Table A1).

### Merit / Distinction Classification - based on weighted average across 180 credits

Award	Classification	Total Weighted Programme average %
MA 1yr	Merit	60%
MA 1yr	Distinction	70%

Weighted degree average for classification purposes are calculated to one decimal point.

Can only get pass / merit / distinction classification in MA.

Can get pass / merit if have compensated pass in profile and / or have been referred (not distinction see regulation 34).

For the award of distinction all course units must have been passed at first attempt without any compensation.

PG Cert & PGDip award is based on credit accumulation for which there is no classification other than pass/fail.

**32.** In order to achieve the award of pass, merit or distinction, a student must have passed the requisite minimum credits listed in Table 1 in accordance with the unit marking scheme and mark descriptors.

Masters course unit marking scheme	
Mark (class) descriptor	Mark range (whole numbers)
Distinction	70 to 100
Merit	60 to 69
Pass	50 to 59
Compensatable fail	40 to 49
Non-compensatable fail	39 or less

  

PGCert / PGDip course unit marking scheme	
Mark (class) descriptor	Mark range (whole numbers)
Pass	40 or more
Compensatable fail	30 to 39
Non-compensatable fail	29 or less

**33.** In addition, School may decide to add a further requirement to gain the award of Distinction. Students must achieve an average, of 70% or above in both the taught element and the dissertation.

It was agreed at the Faculty's Teaching & Learning Committee (July 2012) that the award of distinction is based on the overall average of the programme (typically 180 credits).  
 The Faculty is not using Regulation H33

**34.** Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.

35. Decisions with regard to ‘borderline’ classifications for individual students should be resolved using the mechanisms outlined in appendix A.

PG degree classification – MA based on 180 credits	Classification thresholds: average mark (mark range 0-100)	Boundary zone average
Distinction	70.0	68.0 to 69.9
Merit	60.0	58.0 to 59.9
Pass	59.9 or less providing the credit reqm'ts of table 1 in the credit & award framework have been met	NA

After allowances have been made for mitigating circumstances, a student whose total mark at the first assessment is within the boundary zone specified above must be considered for the higher award as long as the following are satisfied:

- For the award of distinction all course units must have been passed at first attempt without any compensation
- 120 out of 180 credits are equal to / or higher than the final award

The Regulations state that students should be “considered” for the higher award. Award of the higher classification is automatic if the criterion is met.

Students who lie within the pass/merit boundary zone can be considered for the higher award if they have some compensation or resits within their profile, as long as they have achieved at least 120 out of 180 credits.

Students who lie within the merit/distinction boundary can only be considered for the award of distinction if they have no compensation or resits within their profile.

If a student is in the boundary zone and does not satisfy the additional criteria (specified in the bullet points above), Schools may apply a further stage of ‘mark review’ by asking the External Examiner (EE) to oversee a review of the marks of submitted work (Examinations Board [EB] makes decision, EE can’t override EB).

Mark review is based on inspection of the student’s work to determine whether there are any academic grounds for the award of a higher degree. Note: this does not involve changing marks and that the EE should support this process e.g. through advice on standards but they are not expected to act as a ‘3<sup>rd</sup> examiner’. Mark review will result in a recommendation to the EB which will take the decision on degree classification.

**The Faculty of Humanities agreed, at the PGT sub committee (May 2013), that all Schools will use the mark review stage.**

If a student’s classification is raised as a result of mark review, this would not be noted on the student’s transcript.

This gives EB ‘power’ to award a higher classification than the marks suggest.

Don’t have boundary zone for PGCert / PGDip as only awarded on pass / fail basis – credits dictate if pass or fail.

The use of a viva voce to determine postgraduate taught degree classification is not permitted.

[paras 36-38 omitted]

39. Examination Boards, to agree student minimum requirement for the achievement of an award, will take place at appropriate points in each academic year, overseen by an External Examiner. Exceptions can be made for programmes with 'non standard' assessment cycles.

When decisions are made over student progression this must be conducted by an Examination Board.

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

## Appendix A Postgraduate Degree Classification Scheme

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

### Weightings

Postgraduate degree classification for the award of merit and distinction are based on the weighted average mark across the programme calculated to one decimal place, where marks for individual course units are recorded as whole numbers (see section H).

### Stage 1: Classification Thresholds and Boundaries

The following boundaries inform classification when the total points falls below a classification threshold.

Table A1 Postgraduate Masters degree classification and boundary zone using total points 0-100 mark range:

PG Degree classification - Masters based on 180 credits	Classification thresholds: average mark (mark range 0 to 100)	Boundary zone average	Boundary Zone H33 (separating the average for taught and research elements)
Distinction	70.0	68.0 to 69.9	Either taught or research is 70.0 or above, while the other is between 68.0 to 69.9
Merit	60.0	58.0 to 59.9	NA
Pass	59.9 or less providing the credit requirements of Table 1 in the 'Credit and Award Framework' have been met.	NA	NA

### Consideration of postgraduate masters students within the boundary zone by mark distribution

The following process applies to reach decisions on borderline cases:

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

- For the award of distinction, all course units must have been passed at the first attempt without any compensation.
- 120 out of 180 credits are equal to/ or higher than the final award.

Where Schools have decided to implement H33, after allowances have been made for mitigating circumstances, decisions at the boundary of a 'Distinction', should be made as long as the following are satisfied (see also notes on AP(E)L):

- For consideration of a student in the boundary zone for the award of distinction, the student should have passed either the 'taught' or 'research' element at the level of a 'distinction' and the other element must be in the boundary zone, as defined in table A1.
- All course units must have been passed at the first attempt without any compensation.
- Either the overall average is equal to or above 70.0; or 120 out of 180 credits are equal to or above 70.0.

## Stage 2: Mark Review

If a student is in the boundary zone and does not satisfy the additional criteria, Schools may apply a further stage of 'Mark Review' by asking the External Examiner to oversee a review of the marks of submitted work.

The Head of Academic Policy has confirmed that it is the School and not the External Examiner who undertakes the review of marks. The External Examiner can comment on the process and the findings but we do not expect them to undertake the review itself. This activity should be completed prior to the Examination Board and the External Examiner asked to approve the recommendations made by the School as a result of the mark review.

Mark review will result in a recommendation to the Examination Board; it is the Examination Board which will take the decision on degree classification.

## Taught Masters Postgraduate Diploma and Postgraduate Certificate degree classification scheme using 0-100 mark range

Award of Postgraduate Diploma and Postgraduate certificate degree is based upon credit accumulation using a pass mark of 40% (see table 1 for credit requirements) for which there is no classification other than pass/fail.

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