Combined Degree Scheme

Members of the Learning, Teaching & Assessment Sub-Committee are invited to note the Combined Degree Scheme proposal paper which was considered by an LTAS approval panel on Monday 23 April 2012. The outcome report from the approval event will be presented for endorsement at the forthcoming International Academy Academic Committee.

This document provides details of the Combined Degree Scheme (CDS), which is intended for launch in September 2012. It is proposed that the Scheme will initially be offered as a major/minor programme only, with the introduction of joint and combined studies awards to be considered at a later date.

The principles of the Combined Degree Scheme, as set out below, were agreed by the International Academy’s Learning, Teaching & Assessment Subcommittee in July 2011 and subsequently endorsed by the International Academy’s Academic Committee in October 2011.

Action Required:

The Learning, Teaching and Assessment Committee are requested to review this paper with a view to recommending approval of the programme launch to the Academic Committee (subject to the endorsement of the approval panel on 23 April 2012)

Barney Grainger
Academic Development Directorate
April 2012
Introduction

1. This document provides details of the University of London International Programmes Combined Degree Scheme (CDS), which is intended for launch in September 2012. The Scheme will initially be offered as a major/minor programme only, with the introduction of joint and combined studies awards to be considered at a later date.

2. The principles of the Combined Degree Scheme, as set out below, were agreed by the International Academy’s Learning, Teaching & Assessment Subcommittee in July 2011 and subsequently endorsed by the International Academy’s Academic Committee in October 2011.

Background

3. The Combined Degree Scheme proposal arose out of formative discussions concerning an integrated humanities framework. The original focus was to provide more flexible options for students in the humanities through an integration facilitated by a credit arrangement. However, the development of credit arrangements more generally secured widespread support across undergraduate and postgraduate programmes to the extent that the Common Awards Framework (CAF) was adopted. As such, the CAF offers the sense of integration that was initially intended. Following further consideration, it became clear that a better designation for the development initiative would be to call it a Combined Degree Scheme. The virtue of the re-designation is that:

   - it is more intuitive in that particular degree programmes are actually joined in specific ways so as to produce a named combined award
   - it is a scheme which can be populated liberally by programmes and does not have to be restricted to humanities, whether construed narrowly or otherwise.

4. In essence, the Combined Degree Scheme will seek to offer a new range of major/minor awards and will incorporate the staged exit awards of Certificate and Diploma of Higher Education in accordance with the International Academy’s Framework for Higher Education Qualifications. There is potential for improved recruitment for subjects arising from students who do not wish to take the full array of courses in existing single honours named degree programmes. Additionally, the Combined Degree Scheme may prove increasingly attractive to UK students as they are faced with a very steep rise in tuition fees elsewhere.
Rationale and purpose

5. The Combined Degree Scheme proposal has been written following consultation with colleagues in Colleges and meetings with the integrated humanities working group. The working group supported an initial development of major/minor awards to be offered in addition to the existing single honours named awards. Whilst the proposal initially represented a strategic development both for the Humanities programmes and for the awarding of credit within the context of the Common Awards Framework for International Programmes, it is now intended to enable a more extensive range of undergraduate programme combinations to be forged. The underlying principles of the proposal are that:

i. the plans should be accommodating and allow programmes and courses to opt in to the Combined Degree Scheme
ii. the Combined Degree Scheme should provide enabling options for students and answer their demand for greater flexibility of subject and course choices, pathways and awards
iii. the major/minor programme of study would allow for 8 or 9 (30-credit) courses totalling no more than 270 credits in the major subject and 4 or 3 courses respectively (totalling no less than 90 credits) in the minor subject
iv. new subjects could be introduced as minor subjects for the future development of the Combined Degree Scheme
v. management arrangements for the Scheme should be minimal, building on the existing programme-specific approach
vi. one classification scheme for the award of combined honours degrees should be developed for use within the Scheme alone
vii. a simple modular fee payment model would better suit the Combined Degree Scheme, benefitting the student and programme teams through financial transparency.

6. As this is a new initiative, it was felt that starting with a limited number of subject disciplines and with one type of combined degree would allow any problems to emerge before a wider extension. The option to take major/minor awards will be offered initially, leading to joint subject and combined studies awards at a later date. The Scheme should contribute to a more flexible approach to using courses from different programmes and could be a platform for the development of a model for including electives in Single Honours awards.

7. Additionally, the Scheme allows for enlargement and enhancement where new subjects are incorporated, starting with a minimal number of courses either as options or a Minor subject choice. In this way, internal College programme directors who recognise the need to reach students by distance learning could consider a gradual redevelopment of their programmes for learning at a distance.

Programmes offering major/minor course options through the CDS from 2012/13:

- English (Goldsmiths)
- Theology (Heythrop)
- Philosophy (Birkbeck)

Programmes offering minor only course options through the CDS for 2012/13:
• Computing (Goldsmiths)
• Psychology (Consortium: Birkbeck, Goldsmiths, Royal Holloway)

Programmes in discussion to potentially join CDS at a future date:
• Business Administration (Royal Holloway)
• History (RH)
• Law (6 College Consortium)
• Politics, Sociology, International Relations, Management (LSE)

Aims and objectives

8. In addition to the aims and objectives already expressed as applying to all degree programmes, the Combined Degree Scheme aims to:

• Provide opportunities for student choice in the context of an intellectually challenging portfolio of subjects
• Enable students to follow a programme of study in order to acquire qualifications in an efficient, progressive and flexible manner
• Enable students to reach their personal potential through the development of knowledge and understanding in their chosen fields of study across the academic levels of the Scheme.

9. Students successfully completing an award within the Combined Degree Scheme should be able to demonstrate:

• Significant and appropriate level of knowledge and understanding of the subject areas relevant to their chosen programme of study
• Confidence in identifying and defining complex issues and in analysing new and abstract ideas using a range of discipline-specific skills as appropriate
• Competence in conceptual understanding, interpretation of evidence and reasoned argument
• The ability to manage own learning and select and manage information accordingly.

10. In determining the academic level of study for each stage of the incorporated degree programmes, the Combined Degree Scheme will align with the expectations for FHEQ Levels 4, 5 and 6 as outlined in the QAA’s Framework for Higher Education Qualifications. Appendix 1 provides a draft example of the CDS Programme Specification and an excerpt of the Programme Regulations, and shows the correspondence with FHEQ Levels 4, 5, and 6, as well as the generic learning outcomes.

Structure

11. To qualify for the award of a degree for a major/minor programme of study a student needs to complete successfully the equivalent of 8 or 9 (30-credit) courses\(^1\) totalling no more than 270 credits in the major subject and 4 or 3 courses respectively (totalling no less than 90

\(^1\) The CAF allows for 15, 30, 45 and 60 credit courses at undergraduate level. The use of 30-credit courses throughout is for indicative purposes.
To qualify for the award of a degree for a joint programme of study a student needs to complete successfully the equivalent of 6 or 7 (30-credit) courses totalling no more than 210 credits in one subject and 6 or 5 courses respectively (totalling no less than 150 credits) in the second subject. In any case, for the award of a degree a student must obtain 360 credits of which no more than 120 may be at Level 4.

<table>
<thead>
<tr>
<th></th>
<th>Level 4 (1st year)</th>
<th>Level 5 (2nd year)</th>
<th>Level 6 (3rd year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Subject</strong></td>
<td>3 courses (90 Credits)</td>
<td>3 courses (90 Credits)</td>
<td>3 courses (90 Credits)</td>
</tr>
<tr>
<td><strong>Minor Subject</strong></td>
<td>1 course (30 Credits)</td>
<td>1 course (30 Credits)</td>
<td>1 course (30 Credits)</td>
</tr>
</tbody>
</table>

12. Whilst there is potentially some discretion in how programmes of study can be configured, students would be advised that the optimum configuration for the major/minor programme of study is to take 3 courses in the major subject and 1 course in the minor subject each at Level 4, 5 and Level 6.

13. If a student wishes to take electives to the value of 30 credits and not exceed the required 360 credits for the award of a degree then he or she will need to take the configuration which provides for 330 credits.

14. In essence, a student ought not to exceed 30 credits with elective choice if he or she wishes to preserve their major/minor programme of study. It will be a requirement that electives are taken from a pool of Level 4 or Level 5 courses so that students typically finish their studies at Level 6 with courses drawn only from their named programmes of study.

15. In addition to the degree, the Scheme will also provide for the staged exit awards of Certificate in Higher Education and Diploma of Higher Education in accordance with the FHEQ.

16. It will be possible for students to transfer from a single honours named programme of study to a major/minor programme of study and vice versa, provided that students satisfy the appropriate and relevant general and specific regulations governing the respective programmes. In some cases, a student seeking a transfer may be asked to complete additional subject-specific courses in order for matriculation to be obtained.

Management and quality assurance

17. A Subject Committee will be established for the Combined Degree Scheme as a whole, reporting to the Academic Committee of the International Academy. It shall be composed of one member from each participating College appointed by that College. The Dean of the International Programmes will appoint a chair and vice-chair additional to those members. The Dean will also appoint a Subject Committee secretary.

18. The Subject Committee will be responsible for (draft Terms of Reference for the CDS can be found under Appendix 3):
• maintaining the lines of accountability for academic reporting and administrative functions of the CDS;
• assuring the student experience via regulatory and feedback mechanisms;
• managing the quality assurance processes as agreed by the University of London International Programmes;
• overseeing the strategic direction of the Combined Degree Scheme in conjunction with the CDS Director.

19. In addition to the Subject Committee, a CDS Director will be appointed to oversee the Scheme. The Director will have responsibility for working in liaison with subject-based Programme Directors to provide strategic direction, management and leadership for the degrees and diplomas within the Combined Degree Scheme. The Director will work in conjunction with the CDS Subject Committee and coordinate the annual Examination Board. A job description for the CDS Director can be found under Appendix 2.

20. The responsibility for quality assurance in each course rests primarily with the College responsible for that course, culminating in the appropriate Annual Programme and Planning Review report and committee consideration. In addition, the Subject Committee will make progress reports to the International Academy as agreed.

21. In the event that a programme wishes to offer courses through the Combined Degree Scheme, the Programme Director will be required to submit a proposal to the CDS Subject Committee providing the following content:

- rationale for joining the scheme
- course pathways for major and minor subject options
- context for appropriate subject combinations
- entrance requirements for the course options
- the learning outcomes for students taking either major or minor subject options
- description of the major and minor pathway award titles
- the student support provision offered through the programme (e.g. VLE, tutor feedback)
- whether the programme aligns with the International Programmes’ Common Awards Framework
- details of the assessment methods used for the course options

22. On the basis that the CDS Subject Committee supports the new programme application, the Committee will recommend to the International Academy Academic Committee its endorsement for inclusion onto the Scheme. The deadline for applications for launch as part of the CDS in the following academic year will normally be in the Summer Term, in order to allow production of Regulations, implementation of the SITS build and drafting of promotional material.

23. The respective Examination Board in each participating College will be responsible for the assessment tasks required of students on courses for which the College concerned is responsible. The Examination Sub-Board will fairly and fully consider all student work properly submitted to it in respect of those courses and declare or recommend, as appropriate, a mark for each student in each course.

24. An Examination Board will be established by the International Academy to determine the
results for all Combined Degree Scheme candidates, by reference to the marks provided by the Colleges. It will annually review and comment upon the assessment process, having received the reports of all relevant External Examiners and the various data on the numbers and standards of passes and failures.

Marketing and financial matters

25. At the end of 2011 a survey was published on the International Programmes website with the aim of collecting feedback on, and gauging interest about, the Combined Degree Scheme from prospective students. As of March 2012, 544 prospective students had completed the survey.²

26. Students were asked a number of questions on their educational background, domicile and subject interests. Of most relevance to this paper are the results from the query which listed all possible subject combinations currently available through the Scheme – including a number of subjects which are not yet available, in order to aid future planning – and asked students to select their preferred qualifications. The twelve most popular CDS subject combinations can be found under Figure 1.

27. Figures 2 and 2.5 show the projected student numbers for the Combined Degree Scheme over a ten year period from 2012/13. The total number of students (taking into account new students, continuing students, graduated and dropped out students) taking the CDS by 2021/22 is projected to be 1199. These (conservative) estimates are based on recruitment data from the relevant single honours programmes and on feedback collated from the CDS student survey.

28. Figure 3 illustrates the projected income per subject over a ten year period. A business subject has been included (from academic year 2013/14) in the calculations as it has good potential to be a useful linking subject with a number programmes involved with the Scheme and is likely to be a popular choice with students.

29. It should be noted that although the returns for Theology are only projected as a possible outcome, it illustrates a risk and as such recruitment to the programme through the CDS will remain under observation. Student feedback reveals that Theology should prove a popular minor linking subject (see Fig. 1) and as such its remaining involvement with the Scheme we hope will prove beneficial to the programme and CDS.

² It should be noted that at the time of survey publication, Computing had yet to be confirmed as a subject choice and as such does not appear in the survey analysis. Subjects included are: English, Psychology, Philosophy and Theology.
Figure 1: Twelve most popular 2012/13 CDS subject combinations, collated from an online student survey.
Fig. 2: Projected CDS student numbers 2012/13 – 2021/22

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># students at start of year</td>
<td>0</td>
<td>50</td>
<td>107</td>
<td>258</td>
<td>368</td>
<td>468</td>
<td>573</td>
<td>691</td>
<td>831</td>
<td>998</td>
</tr>
<tr>
<td># new students added</td>
<td>50</td>
<td>60</td>
<td>210</td>
<td>252</td>
<td>302</td>
<td>362</td>
<td>434</td>
<td>521</td>
<td>625</td>
<td>750</td>
</tr>
<tr>
<td># students graduating</td>
<td>0</td>
<td>0</td>
<td>-54</td>
<td>-129</td>
<td>-184</td>
<td>-234</td>
<td>-287</td>
<td>-346</td>
<td>-416</td>
<td>-499</td>
</tr>
<tr>
<td># students dropping-out</td>
<td>0</td>
<td>-3</td>
<td>5</td>
<td>-13</td>
<td>-18</td>
<td>-23</td>
<td>-29</td>
<td>-35</td>
<td>-42</td>
<td>-50</td>
</tr>
<tr>
<td># continuing students</td>
<td>50</td>
<td>107</td>
<td>258</td>
<td>368</td>
<td>468</td>
<td>573</td>
<td>691</td>
<td>831</td>
<td>998</td>
<td>1,199</td>
</tr>
</tbody>
</table>

Fig. 2.5: Projected CDS student numbers 2012/13 – 2021/22
Fig. 3: Projected surplus/deficit per subject 2012/13 – 2021/22 (Scheme break-even is predicted in 2014/15).
STUDENT LIFECYCLE

Overview

30. In developing the Combined Degree Scheme, and considering the related student experience, particular notice has been taken of a number of matters to ensure that the Scheme remains flexible, transparent and as simple as possible from both a student and organisational perspective. The areas considered as part of this development are detailed below. An operational process diagram for handling Combined Degree Scheme students and a contents list of the CDS specific Student Handbook can be found at Appendix 4 and Appendix 5 respectively.

- The continuing role of the Lead Colleges and consortia: it is considered essential that for programmes involved with the Scheme, all academic responsibility remains held locally and they should be unaffected by the introduction of the Scheme.
- The FHEQ: all awards, credits, levels and other relevant considerations of the FHEQ should be fully respected.
- Flexibility: the Scheme should be sufficiently flexible to cater for students inside and outside teaching institutions, and with a wide variety of previous experience.
- Cost: that although a different pricing model will be used for the Scheme (see below), CDS students should be neither financially advantaged nor disadvantaged in choosing to apply for the same courses as single honours students.
- Existing Regulations: that existing Programme Regulations should be respected in so far as they are consistent with the aims of the Scheme.

Combined Degree Scheme Pricing

31. A new pricing model has been agreed for the CDS, in consultation with the Lead Colleges involved with the Scheme. The characteristics of an optimum fee structure are considered to be:

- It is easy to understand and explain to students, institutions, and other stakeholders.
- It is simple and cost-effective to collect fees/administer.
- It encourages positive student behaviour in regard to progression and debt.
- It has clarity and tangibility for the student.
- It works for long-term relationships, lasting up to eight years.
- It can be monitored and managed so that we can predict income and minimise debt.

32. In developing this approach, we started by considering the current postgraduate model which consists of a simple registration fee, plus ongoing module fees. While this approach achieves some of the points above, it does not encourage good progression, especially where a student completes courses very slowly, which makes it very difficult to predict income.

33. In light of this, the University of London International Academy Finance Committee has approved a fee model for the CDS consisting of an annual fee (paid for each year of study) and
a course fee (paid at the start of each course). The annual fee will be linked to recurring costs for each registered student. These include the costs of registration, providing the Portal and online library, a CDS Director position etc. The course fee will be linked to costs for each course including the provision of text books, examination attempts, etc.

34. A complication in the Combined Degree Scheme is that the subjects involved offer significantly different types of student support. We have therefore proposed to categorise the course fee as follows, allowing the different costs of the service provision to contribute to the ultimate pricing decisions:

<table>
<thead>
<tr>
<th>Band</th>
<th>Subject</th>
<th>Student support provided</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Psychology</td>
<td>Students receive online/printed resource, a comprehensive virtual learning environment, online workshops, online tutor support, study skills development and personalised feedback on coursework.</td>
<td>Annual: £700 Course: £450</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Students receive online/printed resource, a comprehensive virtual learning environment, online workshops, and personalised feedback on coursework.</td>
<td>Annual: £700 Course: £250</td>
</tr>
<tr>
<td>C</td>
<td>Computing</td>
<td>Students receive online/printed resources and access to a comprehensive virtual learning environment designed to support self-directed study.</td>
<td>Annual: £700 Course: £200</td>
</tr>
<tr>
<td></td>
<td>Theology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Philosophy</td>
<td>For entirely independent learners who are happy to make individual progress with a limited set of online/printed resources and no access to a tutor.</td>
<td>Annual: £700 Course: £175</td>
</tr>
</tbody>
</table>

35. The CDS pricing model will be kept under review, but over time it is hoped that the minimum standard of support for subjects involved with the CDS can be aligned, and therefore the number of pricing bands reduced. The International Academy will work with the CDS Director to monitor student feedback on pricing for the Scheme to ensure that it remains transparent and fair in relation to the single honours parent programmes involved with the Scheme.

36. Eliminating the current application fee is based on an assumption of a largely automated admissions process in which students’ prior qualifications are validated only once the annual fee has been paid, but prior to the first examination. We believe that our progress in the implementation of SITS makes that possible.

37. Given that the course fee includes an examination attempt, we propose to place a limit on the life of that attempt of 12 months. We will have two other fees for situations in which students need to:

   a) defer an examination attempt by a further 12 months; or
   b) retake an examination.
Payment and Debt Management

38. As an optional alternative to the above model, we would aim to work with a major bank (a bank with international reach to complement our student network) to create a monthly payment mechanism with possible student credit options. Under such arrangements, students could pay a simple monthly instalment (say £125 per month) for the duration of their studies. This may allow some students to pay our fees from monthly-earned income and may also be tax-efficient for students in some countries who could make an appropriate salary sacrifice arrangement with their employer. It would help to retain a benefit of our current fee structure which is that it contains no single large upfront payment and it would give us a simple, yet subtly different, pricing message to compete against the ‘£X per year’ approach described above.

Application to Single Honours Programmes

39. Initial discussions with the Colleges concerned suggest that it may be desirable to implement this fee structure to the single Honours version of the programme at the same time as the Combined Degree Scheme. At this stage, subject to detailed discussions with each College, we would like to keep this option open for 2012/13.

CDS Registration

40. The draft regulations propose that there are limits on registration in terms of years.

41. Within these limits and those set by rules to be agreed with the relevant programme teams involving excluded combinations and the conditions set when prior learning was recognised, the student would be free to choose whatever courses he or she wished to take. It has been agreed that the normal limit for registration in any one year would be 120 credits, except that where the student was resitting or retaking a course the limit would be 150.

42. Discussion with programme teams is ongoing with regard to the Committee-approved decision that CDS registration would be for a particular degree, and there would be no direct registration for the diploma or certificate, which is seen as primarily (though not necessarily) as an exit qualification. The following justification for this position has been given: While it would in theory be possible to have direct registration for these lower awards, and indeed this occurs in schemes with very much smaller numbers, it is likely that the cost of administering transfers at up to six transfer points would be highly undesirable with larger numbers, and no academic case has been set out for direct registration.

43. There has been discussion on whether taking elective courses might be possible among the last 120 credits, to be counted for classification. The agreed position is that no more than 30 elective credits should be included in the array offered for degree classification, but that they might be at any level or point in the programme of study.

44. As agreed by the University of London International Academy Learning, Teaching & Assessment Subcommittee, the regulations provide for Joint, Major/Minor and Combined
degrees. A student should be considered for a degree when he or she reaches 360 credits (or 375 where a course of 45 credits has been included, and the classification formula includes an adjustment where this is the case). Because of the nature of the Scheme as a whole and the variability in the conditions of study, the CDS proposal allows the examiners to award a degree other than that for which the student has registered where he or she has qualified only for that other degree.

Assessment

45. Where a student is registered for a course he or she is thereby assumed to be taking the examination or other form of final assessment in it at the first available opportunity.

46. Provision for the deferment of an examination or other form of final assessment has been agreed. Where a student is absent from an examination without having deferred (or having other good reason) he or she would fail the course concerned.

47. Regulations on transfer within the Scheme are under discussion, particularly as it has been recognised that students might move from this Scheme to others, and then return. This could mean repeated attempts at the same examination.

48. Assessment of a course would be under the rules and practices of the Lead College or consortium responsible for that course, including arrangements for resitting and retaking. The marks awarded on resit or retake should follow College practice.

49. A consistent marking scheme will be developed for the CDS Examination Board so that classification does not proceed on an irregular basis and that transcripts did not confuse the reader. This would mean the rescaling of marks given by a college where local practice differed from that for the Scheme.

Awards

50. It is proposed that no degree will be awarded without the student having obtained at least 360 credits (by direct study or by recognition of prior learning; and the variety of credit values means that it is possible that a student could obtain slightly more than 360 credits).

51. The Scheme will also include the awards of a Diploma of Higher Education and a Certificate of Higher Education. As noted above it has been agreed that these are seen primarily as exit awards, though it would be possible for a student having been awarded such a qualification to continue on the Scheme, either on the existing degree programme after an interval of one year or at any time on a new degree programme.

52. The Diploma should be awarded on the basis of 240 credits, at least 120 of which must be at levels 5 or 6. It would be awarded with distinction if the average in the best 120 credits was at least 70%.
53. The Certificate should be awarded on the basis of 120 credits at any level. It would be awarded with Distinction where the student obtained an average mark of at least 70%, with no mark of less than 60%.
APPENDIX 1

University of London International Programmes
Programme Specification and Regulations for Combined Degrees

Contents page

University of London International Programmes Programme Specification and Regulations for Combined Degrees ................ 16
Important information regarding the Programme Specification and Regulations.... 17
Programme Specification 2012-13 .................. 19
  Title and name of awards ................................ 19
  Entrance requirements .................................. 25
  Educational aims and learning outcomes of the programmes ...................... 27
  Teaching, learning and assessment strategies ........................................ 30
  Quality evaluation and enhancement .................................................. 31
  After Graduation .......................................... 31
  About this document ...................................... 32
Detailed Regulations 2012-13 ................. 33
  1 Structures of the programmes................. 33
1
This document contains all the regulations for a specific programme(s). It is divided into two parts: the Programme Specification and the Detailed Regulations (which includes relevant Appendices). The Programme Specification sets out the core regulatory information about the programme and is supplemented by the Detailed Regulations. The document also contains a Glossary which defines certain terms used within this document and a section containing details about related documents and sources of information which a student is likely to need at different times in their studies.

2
Some regulations are general regulations, which means that they apply for all University of London International Programmes at a given level of study. These regulations are marked with (GR) next to the paragraph number.

3
Students registered for any of the programmes covered by this programme specification and detailed regulations are required to comply with procedures, deadlines and instructions issued by the University, including the University of London Regulations. The University is not responsible for any consequences arising from a student’s failure to comply with the regulations, procedures, deadlines or instructions.

See the section on related documents and sources of information.

4
On all matters where the regulations need to be interpreted, or are silent, the University’s decision is final.

5
For the duration of a student’s registration for a specific programme, core elements (set out in the Programme Specification) of that programme will remain unchanged unless appropriate consultation with students has taken place. However, the Programme Specification and Regulations are reviewed and published annually, and certain programme details are subject to change. Each year’s programme specification and detailed regulations replace those of the previous year, and students must ensure that they always refer to the current version.

Changes for registered students will be introduced as follows:

- Two years’ notice will be given when a course is withdrawn, when a syllabus is substantially amended, when a prerequisite for a course is introduced, and when the assessment method for a course is changed.
- Five years’ notice will be given if the University decides to withdraw the programme.
- All other regulations may be amended without notice. If a change to the regulations is considered to have an adverse effect on students, appropriate student consultation will take place prior to introducing the change to a current student cohort. Normally, major changes to a programme will only be introduced for a new cohort of students.

Examples of changes to the regulations which can be considered to have an adverse effect for registered students are significant changes to the structure of the programme, changes to the progression rules in the programme, changes to the weighting of courses and changes to pass marks or the classification of the award.

6
Students registered for the programmes covered by this programme specification and regulations are registered with the University of London International Academy. The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes.

7
All University of London International Programmes adhere to the University's agreed policies for academic programmes and awards.

8

Every effort is taken to ensure the accuracy of the material produced by the University of London International Programmes and likewise, the content contained within the pages of this document. This document contains links to third-party sites; the University of London International Programmes is not responsible for the content of these sites. Likewise, references and links to any such websites should not be taken as an endorsement by the University of opinions expressed or services provided at those sites.
Title and name of awards

See glossary for an explanation of terms.

BA in English with Psychology
BA in English with Computing
BA in English with Computing & Cognition
BA in English with Information Systems
BA in English with Philosophy
BA in English with Theology
BA in Philosophy with Psychology
BA in Philosophy with Computing
BA in Philosophy with Computing & Cognition
BA in Philosophy with English
BA in Philosophy with Information Systems
BA in Philosophy with Theology
BA in Theology with Psychology
BA in Theology with Computing
BA in Theology with Computing & Cognition
BA in Theology with English
BA in Theology with Information Systems
BA in Theology with Philosophy

Diploma of Higher Education in English with Psychology
Diploma of Higher Education in English with Computing
Diploma of Higher Education in English with Computing & Cognition
Diploma of Higher Education in English with Information Systems
Diploma of Higher Education in English with Philosophy
Diploma of Higher Education in English with Theology
Diploma of Higher Education in Philosophy with Psychology
Diploma of Higher Education in Philosophy with Computing
Diploma of Higher Education in Philosophy with Computing & Cognition
Diploma of Higher Education in Philosophy with English
Diploma of Higher Education in Philosophy with Information Systems
Diploma of Higher Education in Philosophy with Theology
Diploma of Higher Education in Theology with Psychology
Diploma of Higher Education in Theology with Computing
Diploma of Higher Education in Theology with Computing & Cognition
Diploma of Higher Education in Theology with English
Diploma of Higher Education in Theology with Information Systems
Diploma of Higher Education in Theology with Philosophy

Certificate of Higher Education in English with Psychology
Certificate of Higher Education in English with Computing
Certificate of Higher Education in English with Computing & Cognition
Certificate of Higher Education in English with Information Systems
Certificate of Higher Education in English with Philosophy
Certificate of Higher Education in English with Theology
Certificate of Higher Education in Philosophy with Psychology
Certificate of Higher Education in Philosophy with Computing
Certificate of Higher Education in Philosophy with Computing & Cognition
Certificate of Higher Education in Philosophy with Information Systems
Certificate of Higher Education in Philosophy with Theology
Certificate of Higher Education in Theology with Psychology
Certificate of Higher Education in Theology with Computing
Certificate of Higher Education in Theology with Computing & Cognition
Certificate of Higher Education in Theology with English
Certificate of Higher Education in Theology with Information Systems
Certificate of Higher Education in Theology with Philosophy

Bachelor of Science awards are not available for academic year 2012-2013.

Students graduating with a University of London award will be sent two documents: a final diploma 'parchment', and a diploma supplement. The final diploma will indicate registration with the University of London and the award of a University of London Degree or Diploma, incorporating the University of London logo and signature of the Vice-Chancellor, and naming the Lead Colleges involved. The diploma supplement will describe the nature, level and content of the programme that has been successfully completed, including a transcript of modules taken and marks achieved as well as the overall classification. It also provides further information about the role of the Lead Colleges and method of study.

There is no provision for individual courses to be taken under these Regulations.

Level of the programmes

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts or Bachelor of Science with Honours</td>
<td>6</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>5</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>4</td>
</tr>
</tbody>
</table>

Relevant QAA subject benchmarks group(s)

Computing:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Computing.aspx

English:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-English.aspx

Philosophy:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Philosophy.aspx
Psychology: 
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Psychology.aspx

Theology and Religious Studies: 
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Theology-and-religious-studies.aspx

**Awarding body**
University of London

**Registering body**
www.londoninternational.ac.uk

University of London International Academy

### Lead College

See Glossary for an explanation.

The named Lead College/Consortium will depend on a student’s programme of study. For Major/Minor awards the Lead College of the Major subject takes precedence; for Joint awards, the two Lead Colleges offering the chosen subjects will be named; for Combined Studies awards, each of the Lead Colleges offering the chosen subjects will be named.

The following Lead Colleges offer subjects through the Combined Degree Scheme:

- Birkbeck College
- Goldsmiths College
- Heythrop College
- Psychology Consortium (Birkbeck, Goldsmiths, Royal Holloway)

### Accreditation by professional or statutory body

Not applicable

### Language of study and assessment

See also section 4 of the Detailed Regulations.

English

### Mode of study

Find further details about student support in the student handbook.

Distance learning and flexible study

Any attendance requirements or opportunities for mixed mode study will be given in the Detailed Regulations for the Combined Degree Scheme.

### Programme structures

For the award of any Degree within **Combined Degree Scheme**, a student should select:

- Four level 4 courses or a maximum of 120 credits from Level 4 courses depending on the programme of study.
- A minimum of 90 credits from Level 5 courses depending on the programme of study.
A minimum of 120 credits from Level 6 courses depending on the programme of study.

See full details in section 1 of the Detailed Regulations.

No accreditation of prior learning can be awarded from any course of any Combined Degree Scheme Degree.

Details of credits and accreditation of prior learning are to be found in section 2 of the Detailed Regulations.

The following transfers from any Combined Degree Scheme degree, or to a Combined Degree Scheme degree, will be considered by the University:

- From CDS degree to CDS degree
- From CDS degree to a Single Honours degree
- From CDS degree to CDS Diploma of Higher Education
- From CDS degree to Single Honour Diploma of Higher Education
- From CDS degree to CDS Certificate of Higher Education
- From CDS degree to Single Honours Certificate of Higher Education
- From Single Honours degree to CDS degree
- From Single Honours Diploma of Higher Education to CDS degree
- From Single Honours Certificate of Higher Education to CDS degree

All transfers are at the discretion of the University. Full details are in section 11 of the Detailed Regulations.

The maximum and minimum periods of registration, from a student's effective date of registration, are:

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Combined Degree Scheme degree at FHEQ Level 6</td>
<td>3 years (two years where maximum accreditation of prior learning has been granted)</td>
</tr>
</tbody>
</table>

Study materials are despatched after registration and on payment of the applicable fee. Registration may be extended, subject to approval and payment of applicable fees. Any requests for further extension must be agreed on an individual basis.

Full details are in section 3 of the Detailed Regulations.

To be considered for the award of any Combined Degree Scheme degree a student must have attempted 12 courses (any number of courses totalling a maximum of 120 credits at level 4, any number of courses totalling at least 90 credits at level 5 and any number of courses totalling a minimum of 120 credits at level 6); with at least 11 courses achieving a pass mark of 40 or above.

See also section 8 of the Detailed Regulations.

For the award of any Diploma of Higher Education within the Combined Degree Scheme a, student should select:

- Four level 4 courses or a maximum of 120 credits from Level 4 courses including any compulsory courses, depending on the programme of study.
- a minimum of 120 credits from Level 5 or 6 courses including any compulsory courses, depending on the programme of study.
No accreditation of prior learning can be awarded from any course of any Combined Degree Scheme Diploma of Higher Education.

Details of credits and accreditation of prior learning are to be found in section 2 of the Detailed Regulations.

The following transfers from any Combined Degree Scheme Diploma of Higher Education, or to any Combined Degree Scheme Diploma of Higher Education, will be considered by the University:

- From CDS Diploma of Higher Education to CDS degree
- From CDS Diploma of Higher Education to Single Honours degree
- From CDS Diploma of Higher Education to Single Honours Diploma of Higher Education
- From CDS Diploma of Higher Education to CDS Certificate of Higher Education
- From CDS Diploma of Higher Education to Single Honours Certificate of Higher Education
- From Single Honours degree to CDS Diploma of Higher Education
- From Single Honours Diploma of Higher Education to CDS Diploma of Higher Education
- From Single Honours Certificate of Higher Education to CDS Diploma of Higher Education

All transfers are at the discretion of the University. Full details are in section 11 of the Detailed Regulations.

<table>
<thead>
<tr>
<th>Any Combined Degree Scheme Diploma of Higher Education</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 years</td>
<td>6 years</td>
</tr>
</tbody>
</table>

Study materials are despatched after registration and on payment of the applicable fee.

Registration may be extended, subject to approval and payment of applicable fees. Any requests for further extension must be agreed on an individual basis.

Full details are in section 3 of the Detailed Regulations.

To be considered for the award of any Combined Degree Scheme Diploma of Higher Education a student must have attempted 8 courses (any number of courses totalling a maximum of 120 credits at level 4, any number of courses totalling at least 120 credits at level 5 or level 6).

See also section 8 of the Detailed Regulations.

For the award of any Certificate of Higher Education within the Combined Degree Scheme a student should select:

- Four level 4 courses or a maximum of 120 credits from Level 4 courses including any compulsory courses.

See full details in section 1 of the Detailed Regulations.

No accreditation of prior learning can be awarded from any course of any Combined Degree Scheme Certificate of Higher Education.
Details of credits and accreditation of prior learning are to be found in section 2 of the Detailed Regulations.

The following transfers from any Combined Degree Scheme Certificate of Higher Education, or to any Combined Degree Scheme Certificate of Higher Education, will be considered by the University:

- From CDS Certificate of Higher Education to CDS degree
- From CDS Certificate of Higher Education to Single Honours degree
- From CDS Certificate of Higher Education to CDS Diploma of Higher Education
- From CDS Certificate of Higher Education to Single Honours Diploma of Higher Education

- From Single Honours Certificate of Higher Education to CDS Certificate of Higher Education
- From Single Honours Certificate of Higher Education to CDS Diploma of Higher Education
- From Single Honours Certificate of Higher Education to CDS degree

Full details are in section 11 of the Detailed Regulations.

The maximum and minimum periods of registration, from a student’s effective date of registration, are:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Combined Degree</td>
<td>1 year</td>
<td>4 years</td>
</tr>
<tr>
<td>Scheme Certificate of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Study materials are despatched after registration and on payment of the applicable fee. Registration may be extended, subject to approval and payment of applicable fees. Any requests for further extension must be agreed on an individual basis.

Full details are in section 3 of the Detailed Regulations.

To be considered for any award of the Certificate of Higher Education, a student must have attempted and passed, at a mark of 40 or above, four level 4 courses or courses totalling a maximum of 120 credits.

See also section 8 of the Detailed Regulations.

Credit value of courses

Where credits are assigned to each course of a programme, credit indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved.

The credit value indicates the amount of learning in terms of notional study hours, and the level of learning in terms of depth, complexity and intellectual demand.

For the Combined Degree Scheme:

- each course may be assigned 15, 30, 45 or 60 UK credits
- The Certificate of Higher Education has a total credit value of 120 UK credits
- The Diploma of Higher Education has a total credit value of 240 UK credits
- The degree has a total credit value of 360 UK credits

Further information about the credit systems used by universities in the UK and Europe is available in:

www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/creditframework.pdf
Entrance requirements

An applicant must satisfy the relevant entrance requirements given in this section. In order to be considered for admission as an International Programmes Student, applicants must also submit an application that is in accordance with the procedures and deadlines set out on the University of London International Programmes website.

An applicant must normally satisfy both the University of London’s general entrance requirements and the additional subject specific entrance requirements as follows:

Certificate of Higher Education

Age
An applicant must normally be at least 18 years of age by the 1 September at the time of registration.

Qualifications

An applicant choosing English or Philosophy as Combined Degree Scheme subjects for the Certificate of Higher Education must have passes in:

- a minimum of three subjects at Grade C or above at GCSE/GCE O level or an equivalent examination and
- GCSE/GCE O level in English Language at Grade C
- or, within the last three years, have passed at the required standard a test of proficiency in English that is recognised by the University of London.

An applicant choosing Theology as a subject for the Certificate of Higher Education must have passes in:

- A minimum of three subjects at Grade C or above at GCSE or GCE O level or an equivalent examination;
- And GCSE/GCE O Level in English Language at Grade C or above or, within the last five years have passed at the required standard a test of proficiency in English that is recognised by the University of London.

An applicant choosing Psychology or Computing as a subject for the Certificate of Higher Education must have

- a minimum of three subjects at Grade C (which must include mathematics) or above at GCSE/GCE O level or an equivalent examination and
- GCSE/GCE O level in English Language at Grade C
- or, within the last three years, have passed at the required standard a test of proficiency in English that is recognised by the University of London.

The University may, at its discretion, accept other qualifications in place of those above.

BA and Diploma of Higher Education

Age
An applicant must normally be at least 17 years of age at the time of registration.
Qualifications

An applicant must have passes in:

- **either** two subjects at GCE A level, and at least three further subjects at GCSE or GCE O level (at not less than grade C or a pass if taken prior to 1975)
- **or** three subjects at GCE A level (with one A Level at not less than grade D)
- **or** three subjects at GCE A level, and two further subjects at GCSE or GCE O Level (at not less than grade C)
- **or** two subjects at GCE A Level, and two further subjects at AS Level.

The University may, at its discretion, accept other qualifications in place of those above.

An applicant choosing **Psychology** subjects is also required to:

- Demonstrate a competence at least equivalent to a Grade C or above at GCSE/GCE O level in mathematics.

An applicant choosing **Computing** subjects is also required to:

- Demonstrate a competence at least equivalent to a Grade C or above at GCSE/GCE O level in a mathematical subject.
- Have specific hardware and software as described in the prospectus and student handbook.
- Have access to the Internet on a weekly basis. Thirty minutes per week must be allowed as a minimum.

English language proficiency

For awards at FHEQ levels 4, 5 or 6, applicants must provide satisfactory evidence showing that they have:

1. Passed acceptable examinations equivalent to GCSE/GCE ‘O’ level English Language at grade C or above; or

2. Demonstrated fluency in academic English gained through either:
   a) Five years secondary schooling taught solely in English and/or passed GCE A levels or IB in essay based subjects; or
   b) Passed an International Foundation programme for UK HEI entry with a unit in English for Academic purposes (EAP) or its equivalent; or
   c) A full Postgraduate award, or a full first degree or Associate degree taught and examined in English from an institute that is acceptable to the University; or
   d) Have, within the past three years, passed a Diploma awarded by any of the polytechnics in Malaysia, Singapore or Hong Kong that is acceptable to the University; or
   e) Have, within the past three years, passed a test of proficiency in English language from an organisation acceptable to the University as outlined in the English Proficiency Schedule that is published by the University.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

Internet access

All students are required to have regular internet access, allowing them to access the following resources:

- The student portal
- The University of London email address
- Details of their student records
- Programme resources on the VLE (as applicable)
• Programme resources on the University of London International Programmes website
• The Programme Specification and Regulations for their programme of study
• The University Regulations and the University of London International Programmes Student Charter

Students with Specific Access Requirements

Students with specific access requirements should refer to section 12 of the Detailed Regulations.

The University of London International Programmes welcomes applications from students with disabilities and/or specific access requirements. It aims to provide the appropriate support to enable students with specific access requirements to have the same chance as all other students to successfully complete their studies.

Every reasonable effort will be made to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully. Students with a disability or others who may need special arrangements to assist in taking examinations (such as separate room or special aids) should complete the relevant section of the application form, or contact the Inclusive Practice Manager. Requests will be considered by a University panel, which aims to ensure that students with specific access requirements are neither advantaged nor disadvantaged when compared with other students.

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and available on the prospectus web pages.

For information, please see www.londoninternational.ac.uk

Educational aims and learning outcomes of the programmes

The University aims to provide a challenging learning environment that gives students an excellent grasp of their chosen disciplines and equips them with the skills to develop their intellectual capacities and transferable skills.

The Combined Degree Scheme aims to:

• Provide opportunities for student choice in the context of an intellectually challenging portfolio of subjects.
• Enable students to follow a programme of study in order to acquire qualifications in an efficient, progressive and flexible manner.
• Enable students to reach their personal potential through the development of knowledge and understanding in their chosen fields of study across the academic levels of the Scheme.
• Encourage students to assume control of their own degree programmes.
• Promote the development of independence of mind and a sense of personal responsibility in the pursuit of study.

Students successfully completing an award within the Combined Degree Scheme should be able to demonstrate:

• Significant and appropriate levels of knowledge and understanding of the subject areas relevant to their chosen programme of study.
• Confidence in identifying and defining complex issues and in analysing new and abstract ideas using a range of discipline-specific skills as appropriate.
• Competence in conceptual understanding, interpretation of evidence and reasoned argument.
• The ability to manage their own learning and select and manage information accordingly.
• An understanding of working independently and flexibly in an interdisciplinary environment.

For subject specific learning outcomes, please consult the relevant Single Honours Programme Specification.
Learning outcomes for the Combined Degree Scheme Certificate of Higher Education

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education is a first step towards obtaining higher level qualifications.

A Certificate of Higher Education will be awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the CertHE will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Learning outcomes for the Combined Degree Scheme Diploma of Higher Education

Holders of this qualification will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

A Diploma of Higher Education will be awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the DipHE will be able to:
• use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

• effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

• undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

• the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

**Learning outcomes for the Combined Degree Scheme Bachelors degree**

Holders of a Bachelor's degree should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

A Bachelors degree will be awarded to students who have demonstrated:

• a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline

• an ability to deploy accurately established techniques of analysis and enquiry within a discipline that enables the student:
  
  o to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

  o to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

• an appreciation of the uncertainty, ambiguity and limits of knowledge

• the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of this Bachelors qualification will be able to:

• apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

• critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

• communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

• the qualities and transferable skills necessary for employment requiring:
  
  o the exercise of initiative and personal responsibility
  
  o decision-making in complex and unpredictable contexts
the learning ability needed to undertake appropriate further training of a professional or equivalent nature

**Teaching, learning and assessment strategies**

Depending on the programme of study chosen, the following methods of support are available:

- **Study guides.** These introduce the topic within the syllabus and should be used alongside the recommended reading, which can either be bought or borrowed from a library, or accessed through the University of London Online Library. The subject guides show the student how to approach a topic using primary and secondary resources in an organised and productive manner.

- **Virtual Learning Environment.** Depending on the programme of study, students can preview and download subject guides, supplementary materials, past examination papers, reading lists, or additional audio-visual material, as well as interact with tutors and other students in discussion groups and confidentially submit formative assessments.

- **Past examination papers.**

- **Examiners’ commentaries on previous years’ examinations.**

- **A student handbook** which gives both study advice and practical information such as: study techniques, planning studies, preparing for examinations, bookshops, libraries, contacts at the University and a list of institutions which offer face-to-face tuition.

- Depending on the programme of study, students may also be assigned a tutor and a tutor group.

Combined Degree Scheme students should refer to the relevant programme information for clarification of the level of support available for their chosen subject.

**Assessment methods**

Combined Degree Scheme subjects will be primarily assessed by unseen written examination; however depending on the programme of study chosen, a Dissertation, coursework or formative assessment may also feature. Students should refer to the course syllabus for their subject of study for further details.

The written paper examinations take place in May/June each year.

Find full details of the assessment and the scheme of award see sections 4, 8 and Appendix A of the Detailed Regulations.

**Student support and guidance**

The following summarises the support and guidance available to Combined Degree Scheme students, depending on their programme of study:

- subject guide for each course studied;
- recommended reading lists;
- student handbook
- Programme Specification and Regulations document;
- past examination papers and Examiners’ commentary;
- a University of London email account and web area for personal information management;
- access to a Virtual Learning Environment (VLE);
- access to an online tutor;
- access to an Online Library which provides a range of full-text, multidisciplinary databases. Journal articles, book reviews and reports can be found on the databases to which the Library subscribes on the behalf of students;
- University of London library - registered students may use the resources located within the Senate House library (for a small additional fee).
- The Student Charter is intended to state key mutual obligations between the University of London International Programmes and its International Programmes students.
For an extra fee students may:
- attend locally based teaching institutions – students must make their own arrangements to work with institutions which provide full-time classes, regular part-time classes or occasional revision sessions.

**Quality evaluation and enhancement**

See [www.londoninternational.ac.uk](http://www.londoninternational.ac.uk) website for its policies and procedures in quality assurance.

The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes. The policies, partnerships and systems are defined within our key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations and Detailed Regulations for each programme.

**Parity of award standards**

- Every programme of study is developed and approved by a Lead College, or Consortia, to the same standards and requirements as would be applied in the Lead College(s);
- Learning materials are written and examinations are set and marked by academic staff employed or chosen by the Lead Colleges, who are required to apply the University's academic standards.

**Review and evaluation mechanisms**

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all University of London International Programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead;
- Periodic programme reviews are conducted on a 4-6 year cycle to review how a programme has developed over time and ensure that it remains current and up-to-date;
- Annual External and Intercollegiate Examiner reports are prepared by independent External and Intercollegiate Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Comprehensive student information statistics are reviewed annually and feed into all systematic reporting within the University of London International Academy.

**Student feedback mechanisms**

- Annual Student Experience Surveys collect programme level feedback according to the student lifecycle and the stages reached by students in their learning. In addition some Lead Colleges schedule their own course unit surveys;
- Virtual Learning Environments (VLEs), if applicable, provide the opportunity for informal feedback and discussion;
- University of London International Academy committees and sub-committees include student membership where appropriate. Some programmes recruit their own student representatives at the programme level.

The Committee Zone on the University of London International Programmes website provides further information on the governance structure, including Terms of Reference, Agendas and Papers and can be accessed via: [www.londoninternational.ac.uk/quality/comte_zone/index.shtml](http://www.londoninternational.ac.uk/quality/comte_zone/index.shtml)

**After Graduation**

**Possible routes to further study**

Successful completion of the programme may serve as preparation for students who wish to go on to take further study in the subject area – whether to be undertaken at the lead college or elsewhere.
Possible graduate employment routes

Through the development of transferable skills such as communication, numeracy, teamwork, critical thinking, computing and independent Learning, these programmes are preparatory for a range of careers in creative industries, health and educational and commercial and managerial sectors.

Careers advice and resources

The University of London’s Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students, at any stage of their career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups or online, through the e-Advice service. Students may also make use of the dedicated careers library.

For further information, please see www.careers.lon.ac.uk or www.c2careers.com/

The Alumni Association

Membership of the International Programmes Alumni Association is free and open to all former students of the University of London International Programmes. This is a diverse community of over 150,000 alumni in more than 190 countries, including local chapters and social networking groups, and with regular events, communications and opportunities to meet fellow alumni in many different parts of the world. The Association aims to provide past students with lifelong links to the School and each other, and is keen to foster a vibrant and active alumni community. All alumni are encouraged to register their details and participate further.

For further information, please see www.londoninternational.ac.uk/alumni, www.facebook.com/londonualumni and http://linkd.in/alumniassociation

About this document

Last revised : 22 March 2012

This Programme Specification is presented in support of our commitment to the nationally agreed reference points for assuring the quality and standards of higher education, known as the Academic Infrastructure. Further information can be found at: www.qaa.ac.uk/academicinfrastructure/default.asp
1 Structures of the programmes

Appendix A gives the full content of the programme.

1.1 Combined Degree Scheme Bachelors Degree (Major Subject Pathways)

9 courses in total

<table>
<thead>
<tr>
<th>Year 1</th>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Level 4, Each course 30 credits unless otherwise stated)</td>
<td>• Explorations in Literature (core)</td>
<td>• Introduction to Philosophy (core)</td>
<td>• Introduction to Old Testament</td>
</tr>
<tr>
<td></td>
<td>• Approaches to text (core)</td>
<td>Two from:</td>
<td>• Introduction to New Testament</td>
</tr>
<tr>
<td></td>
<td>And either:</td>
<td>• Ethics: Historical Perspectives</td>
<td>• Christian Doctrine</td>
</tr>
<tr>
<td></td>
<td>• Renaissance Comedy</td>
<td>• Epistemology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Or:</td>
<td>• Logic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Intro to creative writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Level 5 and each course 30 credits unless otherwise stated)</td>
<td>Two from the following:</td>
<td>Three from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Literature of the Later Middle Ages</td>
<td>• Greek philosophy: Plato and the Pre-Socrates</td>
<td>• Reformation and Society (core)</td>
</tr>
<tr>
<td></td>
<td>• Renaissance and Restoration</td>
<td>• Modern Philosophy: Descartes, Locke, Berkeley and Hume</td>
<td>Two from the following:</td>
</tr>
<tr>
<td></td>
<td>• Augustans and the Restorations</td>
<td>• Ethics: contemporary perspectives (prerequisite: Ethics level 4)</td>
<td>• Foundations in Biblical Hebrew (Level 5)</td>
</tr>
<tr>
<td></td>
<td>Plus one from:</td>
<td>• Metaphysics (prerequisite: Logic level 4)</td>
<td>• Sacrifice, praise and wisdom (Level 5) (prerequisite: Intro to Old Testament, Level 4)</td>
</tr>
<tr>
<td></td>
<td>• Victorians</td>
<td>• Methodology: induction, reason and science</td>
<td>• New Testament Greek (Level 5)</td>
</tr>
<tr>
<td></td>
<td>• Moderns</td>
<td></td>
<td>• Christian ethics (Level 5)</td>
</tr>
<tr>
<td></td>
<td>• Varieties of English</td>
<td></td>
<td>• Islam (Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Philosophy of religion (Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Religion and science (Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Advanced Biblical Hebrew (Level 6) (prerequisite: Foundations in Biblical Hebrew, Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Church, ministry and sacraments in early Christianity (Level 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Romans in Greek (Level 6) (prerequisite: New Testament Greek, Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Johannine writings in</td>
</tr>
</tbody>
</table>
### Year 3

**Level 6 and each course 30 credits unless otherwise stated**

<table>
<thead>
<tr>
<th>Three from the following:</th>
<th>Two from the following:</th>
<th>Two from the following, not attempted at Year 2. (A student must have attempted a minimum of 90 credits from Level 5 courses):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- American Literature</td>
<td>- Dissertation (core)</td>
<td>- Foundations in Biblical Hebrew (Level 5)</td>
</tr>
<tr>
<td>- Drama Since 1860</td>
<td>- Modern philosophy: Spinoza, Leibniz and Kant (prerequisite: Modern Philosophy level 5)</td>
<td>- Sacrifice, praise and wisdom (Level 5) (prerequisite: Intro to Old Testament, Level 4)</td>
</tr>
<tr>
<td>- The Novel</td>
<td>- Greek philosophy: Aristotle (prerequisite: Greek Philosophy level 5)</td>
<td>- New Testament Greek (Level 5)</td>
</tr>
<tr>
<td>- Postcolonial Literatures in English</td>
<td>- Continental philosophy: Hegel, Schopenhauer and Nietzsche (prerequisite: Modern Philosophy level 6)</td>
<td>- Christian ethics (Level 5)</td>
</tr>
<tr>
<td>- Language and Gender</td>
<td>- Aesthetics</td>
<td>- Religion and science (Level 5)</td>
</tr>
<tr>
<td>- Language and the Media</td>
<td>- Philosophy of language</td>
<td>- Advanced Biblical Hebrew (Level 6) (prerequisite: Foundations in Biblical Hebrew, Level 5)</td>
</tr>
<tr>
<td></td>
<td>- Philosophy of mind</td>
<td>- Church, ministry and sacraments in early Christianity (Level 6)</td>
</tr>
<tr>
<td></td>
<td>- Political philosophy</td>
<td>- Romans in Greek (Level 6) (prerequisite: New Testament Greek, Level 5)</td>
</tr>
<tr>
<td></td>
<td>- Philosophy of religion</td>
<td>- Liturgical studies (Level 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The theology of Christian-Jewish Relations (Level 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Buddhism (Level 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The tasks of life: Pascal, Kafka, Weil and Levinas</td>
</tr>
</tbody>
</table>
### Combined Degree Scheme Bachelors Degree (Minor Subject Pathways)

3 courses in total

<table>
<thead>
<tr>
<th>Year 1 (Level 4 and each course 30 credits unless otherwise stated)</th>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
<th>Computing</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explorations in Literature</td>
<td>Introduction to Philosophy</td>
<td>One from the following: Introduction to Old Testament</td>
<td>Computing &amp; Cognition Pathway</td>
<td>Creative Computing 1: image sound motion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to New Testament</td>
<td>Computing Pathway</td>
<td>Maths for Computing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information Systems Pathway</td>
<td>Information Systems: Foundations of e-business</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A Total of 30 credits from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Foundations and Study Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lifespan Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information Processing and Cognition (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Biological and Comparative Approaches (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction to Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction to Abnormal Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction to Organisational Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction to Health Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction to Educational Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction to Psychology and Law (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 (Level 5 and each course 30 credits unless otherwise stated)</th>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
<th>Computing</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from the following: Literature of the Later Middle Ages</td>
<td>One from the following: Greek philosophy: Plato and the Pre-Socratics</td>
<td>One from the following: Sacrifice, praise and wisdom (prerequisite: Intro to Old Testament, Level 4)</td>
<td>Computing &amp; Cognition Pathway</td>
<td>Creative Computing 2: interactive multimedia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Renaissance and Restoration</td>
<td>Christian Doctrine</td>
<td>Computing Pathway</td>
<td>Software</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reformation and</td>
<td></td>
<td>A Total of 30 credits from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Methods (prerequisite: Introduction to Research Methods, Level 4)</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Year 3 Options</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augustans and the Restorations</td>
<td>Locke, Berkeley and Hume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victorians</td>
<td>Methodology: induction, reason and science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderns</td>
<td>Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Islam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Philosophy of religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Religion and science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering: algorithm analysis and design</td>
<td>Information Systems Pathway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Database Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Personality and Individual Differences (15 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social Psychology (15 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cognitive Psychology (15 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Developmental Psychology (15 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biological Substrates of Behaviour (15 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conceptual Issues in Psychology (15 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Locke, Berkeley and Hume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Methodology: induction, reason and science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Philosophy of religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Religion and science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Philosophy of mind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Political philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 3 (Level 6 and each course 30 credits unless otherwise stated)**

- Locke, Berkeley and Hume
- Methodology: induction, reason and science
- Society:
  - Islam
  - Philosophy of religion
  - Religion and science
- Engineering: algorithm analysis and design
- Information Systems Pathway:
  - Database Systems

**One from the following:**
- American Literature
- Drama Since 1860
- The Novel
- Postcolonial Literatures in English

**One from the following:**
- Modern philosophy: Spinoza, Leibniz and Kant
  (prerequisite: Modern Philosophy level 5)
- Greek philosophy: Aristotle
  (prerequisite: Greek Philosophy level 5)
- Continental philosophy:
  - Hegel, Schopenhauer and Nietzsche
  (prerequisite: Modern Philosophy level 6)
- Aesthetics
- Philosophy of language
- Philosophy of mind

**One from the following:**
- Buddhism
- The tasks of life:
  - Pascal, Kafka, Weil and Levinas
- The theology of Christian-Jewish Relations
- Church, ministry and sacraments in early Christianity
- Liturgical studies

**Computing & Cognition Pathway**
- Two from:
  - Artificial Intelligence (15 credits)
  - Neural Networks (15 credits)
  - Interaction Design (15 credits)
- Information Systems Pathway:
  - Software Engineering Management (15 credits)

**Computing Pathway**
- Two from:
  - Data Compression (15 credits)
  - Computer Security (15 credits)
  - Artificial Intelligence (15 credits)
  - Operations Research and Combinatorial Optimisation (15 credits)
  (prerequisite: Software Engineering, Level 5)

**Information Systems Pathway**
- Two from:
  - Software Engineering Management (15 credits)

**A total of 30 credits from the following:**
- Advanced Research Methods (15 credits)
  (prerequisite: Research Methods, Level 5)
- Independent Literature Review (15 credits)
- Organisational Psychology (15 credits)
- Educational Psychology (15 credits)
- Health Psychology (15 credits)
- Advanced and Applied Social Psychology (15 credits)
- Psychology and Law (15 credits)
- Cognitive Neuroscience (15 credits)
Students are advised to study courses in the order in which they appear in the structure above.

Combined Degree Scheme Diploma of Higher Education (Major Subject Pathways)
6 courses in total

<table>
<thead>
<tr>
<th>Year 1 (Level 4 and each course 30 credits unless otherwise stated)</th>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Explorations in Literature (core)</td>
<td>• Introduction to Philosophy (core)</td>
<td>• Introduction to Old Testament</td>
</tr>
<tr>
<td></td>
<td>• Approaches to text (core)</td>
<td>Two from:</td>
<td>• Introduction to New Testament</td>
</tr>
<tr>
<td></td>
<td>And either:</td>
<td>• Ethics: Historical Perspectives</td>
<td>• Christian Doctrine</td>
</tr>
<tr>
<td></td>
<td>• Renaissance Comedy</td>
<td>• Epistemology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Or:</td>
<td>• Logic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Intro to creative writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 (Level 5 and each course 30 credits unless otherwise stated)</td>
<td>Two from the following:</td>
<td>Three from the following:</td>
<td>Two from the following:</td>
</tr>
<tr>
<td></td>
<td>• Literature of the Later Middle Ages</td>
<td>• Greek philosophy: Plato and the Pre-Socratics</td>
<td>• Reformation and Society (core)</td>
</tr>
<tr>
<td></td>
<td>• Renaissance and Restoration</td>
<td>• Modern Philosophy: Descartes, Locke, Berkeley and Hume</td>
<td>Two from the following:</td>
</tr>
<tr>
<td></td>
<td>• Augustans and the Restorations</td>
<td>• Ethics: contemporary perspectives (prerequisite: Ethics level 4)</td>
<td>• Foundations in Biblical Hebrew (Level 5)</td>
</tr>
<tr>
<td></td>
<td>• Plus one from:</td>
<td>• Metaphysics (prerequisite: Logic level 4)</td>
<td>• Sacrifice, praise and wisdom (Level 5) (prerequisite: Intro to Old Testament, Level 4)</td>
</tr>
<tr>
<td></td>
<td>• Victorians</td>
<td>• Methodology: induction, reason and science</td>
<td>• New Testament Greek (Level 5)</td>
</tr>
<tr>
<td></td>
<td>• Moderns</td>
<td></td>
<td>• Christian ethics (Level 5)</td>
</tr>
<tr>
<td></td>
<td>• Varieties of English</td>
<td></td>
<td>• Islam (Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Philosophy of religion (Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Religion and science (Level 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Advanced Biblical Hebrew (Level 6) (prerequisite:</td>
</tr>
</tbody>
</table>

- Philosophy of religion
- Electronic Commerce (15 credits)
- Information Systems Management (15 credits)
- Developmental Disorders (15 credits)
- Addictive Behaviours (15 credits)
- Anomalistic Psychology (15 credits)
- Biological and Cognitive Approaches (15 credits)
- Individual and Social Approaches

English
- Explorations in Literature (core)
- Approaches to text (core)
- Renaissance Comedy
- Or:
- Intro to creative writing

Philosophy
- Introduction to Philosophy (core)
- Two from:
- Ethics: Historical Perspectives
- Epistemology
- Logic

Theology
- Introduction to Old Testament
- Introduction to New Testament
- Christian Doctrine
### Combined Degree Scheme Diploma in Higher Education (Minor Subject Pathways)

2 courses in total

<table>
<thead>
<tr>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
<th>Computing</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (Level 4 and each course 30 credits unless otherwise stated)</td>
<td>Exploration in Literature</td>
<td>Introduction to the following:</td>
<td>Computing &amp; Cognition Pathway</td>
<td>A Total of 30 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>Introduction to Philosophy</td>
<td>- Introduction to Old Testament</td>
<td>Creative Computing 1: image sound motion</td>
<td>- General Foundations and Study Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to New Testament</td>
<td>Computing Pathway</td>
<td>- Lifespan Psychology (15 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information Systems Pathway</td>
<td>- Information Processing and Cognition (15 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information Systems: Foundations of e-business</td>
<td>- Biological and Comparative Approaches (15 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Introduction to Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Introduction to Abnormal Psychology (15 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Introduction to Organisational Psychology (15 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Introduction to Health Psychology (15 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Introduction to Educational Psychology (15 credits)</td>
</tr>
</tbody>
</table>

- Foundations in Biblical Hebrew, Level 5
- Church, ministry and sacraments in early Christianity (Level 6)
- Romans in Greek (Level 6) (prerequisite: New Testament Greek, Level 5)
- Johannine writings in Greek (Level 6) (prerequisite: New Testament Greek, Level 5)
- Liturgical studies (Level 6)
- The theology of Christian-Jewish Relations (Level 6)
- Buddhism (Level 6)
- The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6)
### Year 2 (Level 5 and each course 30 credits unless otherwise stated)

<table>
<thead>
<tr>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
<th>Year 2 (Level 5 and each course 30 credits unless otherwise stated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literature of the Later Middle Ages</td>
<td>• Greek philosophy: Plato and the Pre-Socratics</td>
<td>• Introduction to Research Methods (prerequisite: Introduction to Research Methods, Level 4)</td>
<td></td>
</tr>
<tr>
<td>• Renaissance and Restoration</td>
<td>• Modern Philosophy: Descartes, Locke, Berkeley and Hume</td>
<td>• Personality and Individual Differences (15 credits)</td>
<td></td>
</tr>
<tr>
<td>• Augustans and the Restorations</td>
<td>• Methodology: Induction, reason and science</td>
<td>• Social Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td>• Victorians</td>
<td></td>
<td>• Cognitive Psychology (15 credits)</td>
<td></td>
</tr>
<tr>
<td>• Moderns</td>
<td></td>
<td>• Developmental Psychology (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>

### Combined Degree Scheme Certificate of Higher Education (Major Subject Pathways)

**3 courses in total**

<table>
<thead>
<tr>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
<th>Year 1 (Level 4 and each course 30 credits unless otherwise stated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explorations in Literature (core)</td>
<td>• Introduction to Philosophy</td>
<td>• Introduction to Old Testament</td>
<td></td>
</tr>
<tr>
<td>• Approaches to text (core)</td>
<td></td>
<td>• Introduction to New Testament</td>
<td></td>
</tr>
<tr>
<td>And either:</td>
<td></td>
<td>• Christian Doctrine</td>
<td></td>
</tr>
<tr>
<td>• Renaissance Comedy</td>
<td>• Ethics: Historical Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or:</td>
<td>• Epistemology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Intro to creative writing</td>
<td>• Logic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Combined Degree Scheme Certificate in Higher Education (Minor Subject Pathways)

**1 course in total**

<table>
<thead>
<tr>
<th>English</th>
<th>Philosophy</th>
<th>Theology</th>
<th>Computing</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explorations in Literature</td>
<td>• Introduction to Philosophy</td>
<td>• One from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to Old Testament</td>
<td>• Introduction to Old Testament</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to New Testament</td>
<td>• Creative Computing 1: image sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to Old Testament</td>
<td></td>
<td>A total of 30 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General Foundations and Study Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lifespan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are advised to study courses in the order in which they appear in the structure above.
1.2
No accreditation of prior learning can be awarded from any course of any Combined Degree Scheme programme.

1.3 (GR)
It is a student’s responsibility to ensure that their choice of courses complies with the current regulations.

1.4
Availability of courses may vary from year to year.

1.5
A student may apply to change their choice of a course at any stage in their studies up to 30 November in the year before they wish to enter for the examination concerned. An application from a student who has entered the examination for the course concerned will not be considered until after the examination results for that session have been published.

Transfer from an FHEQ Level 4 or 5 award to a Degree
1.6
A student who obtains an award at Level 4 or 5 of the FHEQ will be considered to have satisfied the entrance requirements for the related degree and may, at the discretion of the University, transfer their registration to the degree and receive appropriate credits.

The Certificate of higher Education for the Combined Degree Scheme is placed at Level 4 and the Diploma of higher Education for the Combined Degree Scheme is placed at Level 5 of the Framework for Higher Education Qualifications (FHEQ).

Find full details of transfers in section 11.
UNIVERSITY OF LONDON

JOB SPECIFICATION

As At: October 2011
Established Post No: 
Section: 
Division: University of London International Academy

Job Title
Combined Degree Scheme Director

Job Summary
The University of London International Programmes is the world’s oldest provider of distance-learning degrees; with approximately 54,000 students enrolled in 180+ countries pursuing over 100 programmes of study. World wide access has been enshrined in the University’s statues since its inception, providing high-quality degrees through a flexible and affordable model. The programmes are delivered through collaboration with world-renowned Colleges of the University of London.

The Combined Degree Scheme Director will have responsibility for working in liaison with subject-based Programme Directors to provide strategic direction, management and leadership for the degrees and diplomas within the Combined Degree Scheme (CDS). The Director will work with a subject committee for the CDS and coordinate the annual examination awards board.

The Director will be a key participant in the development of an agreed strategy for the CDS, ensuring the delivery of objectives, and monitoring and reporting on progress as appropriate. A critical function will be the monitoring and reporting on student performance within the CDS in line with the agreed strategy. The Director will be the central point of contact and co-ordination for the CDS and will liaise with subject and college-based staff to effectively manage and deliver the CDS.

Based within the University of London International Academy the post will be appointed on a 0.5FTE basis.

<table>
<thead>
<tr>
<th>Job Content</th>
<th>Percentage breakdown of time spent on each duty or on a related group of duties</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and Policy</td>
<td>1. To take the lead on policy matters and, working in conjunction with colleagues from the University of London International Academy, to identify opportunities for developing the CDS business and marketing strategy including appropriate assessment of markets, viability and potential risks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. To lead the strategic planning for the CDS, including adding to the subject portfolio, in liaison with the Lead Colleges and committees of the University of London International Academy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. To manage the process of, and provide leadership for, the development of the CDS including curriculum development, assessment, feedback, admissions and progression.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. To monitor and report on the student experience within the CDS, developing and agreeing enhancements to the overall experience as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2

5. To oversee the review and development of the CDS and its composite units and to ensure that teaching materials, both paper-based and in electronic form, are delivered to an appropriate standard and by appropriate means.

6. To work with colleagues to ensure appropriate engagement by academic departments in the relevant Lead Colleges.

7. To lead the development of a dedicated VLE for the CDS to ensure:
   - Appropriate orientation of new students and to prepare students for the rigour of study;
   - A good understanding of the CDS and compliance with the regulations;
   - The promotion of good academic practice and sound study skills;
   - That important generic information about the CDS is shared.

8. To provide advice and guidance to stakeholders on matters relating to the CDS.

Management and Administration

9. To provide oversight of the quality assurance arrangements for the CDS and to ensure alignment with the broad principles set out in the Quality Assurance Agency HE Quality Code (to replace the academic infrastructure).

10. To attend relevant subject or college-based programme meetings and committees and to contribute and advise members as appropriate.

11. To manage the arrangements for the academic management of the CDS including the subject committee and examination/award board.

12. To produce an annual CDS Directors report as an integral part of the Annual Programme and Planning Review (APPR) cycle and to attend the APPR meeting.

13. To contribute to the policy on financial arrangements for managing the CDS and to maintain budgetary oversight.

Other Duties

14. To attend graduation ceremonies, both in the UK and overseas, as appropriate and agreed

15. To undertake overseas visits to promote the CDS to students and independent teaching institutions, as agreed and appropriate.

16. Any other duties consistent with both the grade and scope of the post.
APPENDIX 3

Combined Degree Scheme Subject Committee Terms of Reference

The CDS Subject Committee is responsible for the oversight of the University of London International Programmes Combined Degree Scheme. This oversight is achieved by maintaining the lines of accountability for academic reporting and administrative functions, assuring the student experience via regulatory and feedback mechanisms, and managing the quality assurance processes agreed by the University of London International Programmes.

Terms of Reference

1. To consider strategic policy and the direction of the University of London International Programmes Combined Degree Scheme.
2. To consider matters relating to Combined Degree Scheme provision, including policy in relation to developing the teaching and learning environment, strategies for learning and teaching, student information, and regulations.
3. To ensure the application of the quality assurance framework and agreed mechanisms.
4. To consider matters relating to students, including the suspension of programme regulations.
5. To identify and recommend nominations to the Board of Examiners (including Visiting Examiners), assistant examiners and assessors for formal approval by the relevant University committee.
6. To identify and recommend for appointment External Examiners, including the number of appointments made and the nature of their role;
7. To receive External Examiners’ reports and recommend appropriate action;
8. To review and recommend appropriate changes in the Regulations;
9. To develop, maintain and review policy and procedures in respect of formal institutional links.
10. To make proposals for the establishment of panels as necessary and the co-option of members as required.
11. To advise the Dean of the International Programmes on matters related to the Combined Degree Scheme.
12. The Committee may delegate any of its powers and duties to its Chair; the Chair may take action on behalf of the Committee on any matter that is, in the Chair’s opinion, either urgent or non-contentious.
APPENDIX 4

CDS Student Operational Lifecycle

Apply

• CDS Student submits application online.
• Admissions assess application against programme-specific eligibility requirements, application deadlines, applications for accreditation of prior learning.

Accept

• If application accepted, student given access to portal and relevant programme VLEs – a CDS-specific landing page will link to all CDS participating programme VLEs and provide a forum for discussion and feedback.

Register

• Course options and information available on portal/VLE/website so that CDS students can make their choices.

Materials

• Programme specific learning materials (based on subject options chosen) sent by despatch.

Exams

• CDS student joins the relevant examination sessions of single honours students.
• CDS student scripts sent to relevant programme Examination Boards.
• Marks from programme Examination Boards collated and sent to CDS Examination Board.
APPENDIX 5

CDS Student Handbook

Welcome to your 2012–2013 study year as an International Programmes student

This Programme section provides academic guidance along with practical information and advice that is specific to your studies as a Combined Degrees Scheme student. We hope that we have covered everything that you need to know during your studies but if you require any additional information or support, please do not hesitate to contact a member of our staff. Full contact details are provided on page ? of this handbook. If you would like to suggest any additional information which you think should be included, please complete and return the comment form at the end of this handbook.

For practical information that applies to all of the programmes offered through the International Programmes, such as how to pay your fees, please refer to the General section in the second half of this handbook.

You will be notified directly of any changes likely to affect your study programme but you may also find it helpful to check our website www.londoninternational.ac.uk, which is regularly updated with the latest news.

A Welcome from the Programme Director

Welcome to the Combined Degree Scheme for International Programmes students. I hope you will find your course of study interesting and inspiring, and that you will learn a great deal along the way.

[insert information such as the emphasis of these programmes, fundamental areas of study, benefits of the programmes etc]

Programme Director

The University, University of London International Programmes

The University of London, which was established in 1836, is one of the oldest and largest universities in the United Kingdom. It is a federation of 19 colleges and 12 institutes. Some colleges are specialised (such as the School of Oriental and African Studies and the London School of Hygiene and Tropical Medicine), while others are multi-faculty (such as University College London and Queen Mary, University of London). Specialist institutes include the Institute of Commonwealth Studies.

University of London International Programmes

In 1858, Queen Victoria signed the University’s fourth charter which permitted the University’s degrees to be accessible to students who did not want or could not come to London to study. This groundbreaking initiative is one of the earliest examples of a university making its degrees accessible to students and established what has now become known as the University of London International Programmes.

International Programmes students register for a range of undergraduate and postgraduate degrees and our students, who come from over 190 different countries, have an age range of between 18 years old to over 70 years old. Some join the International Programmes immediately after leaving school, while others may have been working for a number of years and need a qualification in order to improve their prospects. Others purely seek the challenge of studying a new subject at degree level. In many countries graduates of the International Programmes occupy senior positions in government, commerce and industry. The value of a University of London degree is well recognised throughout the world.

A new name

In August 2010, we changed our name from the External System to the University of London International Programmes to better describe ourselves in the twenty-first century. This change allowed greater clarity and inclusiveness and we believe it has helped us to connect to more students.

One critical thing that did not change, however, was our commitment to offer worldwide access to a university education of consistently high standard. We are very proud of our (and your) reputation and will continue to build on everything the External System stood for and achieved. Although our name has changed, our people, values, reputation and history remain exactly the same.

Birkbeck

Birkbeck College is ranked among the leading UK University institutions for its levels of national and international excellence in research in the humanities, social sciences and natural sciences. Founded in 1823 as the London Mechanics’ Institute and incorporated into the University of London as Birkbeck College by Royal Charter in 1920, today Birkbeck provides a unique range of degree and other courses designed specifically to meet the needs of mature students. Birkbeck is uniquely placed to meet the needs of the International Programmes student. Birkbeck ranks among the top 200 universities in the world, according to data published in the 2010–2011 Times
Higher Education World University Rankings. Ann Morz, editor of the Times Higher Education magazine, commented: ‘The top 200 universities in the world represent only a tiny fraction of world higher education and any institution that makes it into this table is truly world class’.

Birkbeck College’s Department of Philosophy is among Britain’s best for research and study in philosophy, and is an active contributor to the programme of intercollegiate lectures, seminars and conferences that make London an important centre for philosophy. In recent national and international reviews, the Department of Philosophy was rated highly for its research record with respect to both UK departments and those in the USA. The publications of the department’s staff are internationally recognised and cover the whole range of philosophical subjects.

Goldsmiths
Goldsmiths was founded in 1891, in south-east London, by the Worshipful Company of Goldsmiths, and has been part of the University of London since 1904. It has a strong commitment to the in-service training of teachers, and community and social workers, as well as a long tradition of providing adult and continuing education, now expanding across the College into new areas of specialist vocational and post-experience work.

The Goldsmiths Department of English and Comparative Literature has a thriving research environment embracing traditional and new approaches to English studies, and covering a wide range of interests in British, American and Irish literatures since the sixteenth century. The Department has particular research strengths in Renaissance, eighteenth century, postcolonial and twentieth/twenty-first century literature and criticism. Members of staff publish widely and participate in the editing of such journals as Critical Quarterly, The Scriblerian and Women: A Cultural Review.

The Department of Computing at Goldsmiths has a strong, positive commitment to encouraging students from all backgrounds to study computer sciences and information systems.

Royal Holloway
Royal Holloway, University of London stands as a monument to two Victorian visionaries, Elizabeth Jesser Reid and Thomas Holloway. Both played a crucial role in the development of equality in education through the creation of two colleges for women, Bedford College in London and the Royal Holloway in Surrey, 19 miles to the west of central London. Their foresight and philanthropy have ensured opportunities for many generations of students. Elizabeth Jesser Reid, a pioneering social reformer, founded Bedford College in 1849 as a women’s college. Bedford College was the very first institution to have played a leading role in the advancement of women not only in higher education, but also in public life in general. Thomas Holloway was a self-made multimillionaire who made his fortune in patent medicines. He founded Royal Holloway in 1879 after initiating a public debate inviting suggestions as to ‘How best to spend a quarter of a million or more’. It was his wife Jane who suggested a college for women as the means by which Holloway’s money might effect ‘the greatest public good’. In 1900, both Bedford and Royal Holloway were admitted as Schools of the University of London and in 1965 they both admitted male undergraduates for the first time, while retaining their commitment to women’s education. The colleges merged in 1986 and have since adopted the name Royal Holloway, University of London.

Heythrop
Heythrop College is one of the smallest Colleges of the University of London and specialises in Theology, Philosophy and Psychology. It has students from over 30 countries from around the world. Heythrop became part of the University of London in 1970 but it has a much longer history. It was founded in 1614 and until 1970 it was a Jesuit College (the Society of Jesus is one of the leading Roman Catholic Orders). It is still partly financed by the Jesuits, and a number of the staff are drawn from this Order. However, although it is proud of its history and tradition, it is a full College of the University of London committed to academic excellence. It should be stressed that ever since it has been part of the University of London, Heythrop has been in no way confined to Roman Catholics. It is open to Christians of other traditions, to those of other faiths and to those of no faith. The teaching faculty come from a variety of backgrounds; in addition to those who are Jesuits, some are members of other Roman Catholic orders, others are men and women, lay and ordained, from other Christian churches and from outside the Christian tradition.

Combined Degree Scheme academic queries
If you have any queries of an academic nature, you can contact the Programme Director. Programme Directors cannot engage in active regular advice or tuition.
## Dates to note

<table>
<thead>
<tr>
<th>Dates to note</th>
<th>Things to do in the year ahead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the time of initial or continuing registration</strong></td>
<td>Start planning which examinations you intend to enter for. You will be able to download a personalised examination entry form from the Student Portal from mid-December.</td>
</tr>
<tr>
<td><strong>Examination Centre closing date</strong></td>
<td>Make sure you complete and return both copies of the form and the fee to the Examination Centre before the closing date. <strong>Do not send your forms direct to us.</strong></td>
</tr>
<tr>
<td><strong>1 February</strong></td>
<td><strong>All entry forms from Examination Centres must be received by us no later than this date. Entries received after 1 February will only be accepted, in exceptional circumstances, at the discretion of the University.</strong></td>
</tr>
<tr>
<td><strong>Three to four weeks before examinations</strong></td>
<td>You will receive your Admission Notice, which confirms the dates and times of your examinations and your candidate number.</td>
</tr>
<tr>
<td><strong>10 days before examinations start</strong></td>
<td>If you have not received an Admission Notice by this time, please use the online enquiry system to contact the Student Assessment Office.</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>The first examinations normally start. Note that the University is unable to take religious and/or public holidays into account when setting the examination dates.</td>
</tr>
<tr>
<td><strong>Three weeks after the last examination</strong></td>
<td>Last date by which we will accept information about, and corroboration of, any medical condition and/or other mitigating circumstance that may have affected your examination performance.</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>The results of most examinations will be released during this month and will be sent directly to the Examination Centres, who are responsible for forwarding them to candidates.</td>
</tr>
<tr>
<td><strong>September/October (depending on programme)</strong></td>
<td>Time to pay continuing registration fees, although you may wish to wait until you have your examination results.</td>
</tr>
<tr>
<td><strong>30 September (for the May/June examinations)</strong></td>
<td>The deadline to request an administrative recheck of your examination mark. Please note that this will not be an academic re-mark but purely an administrative check.</td>
</tr>
</tbody>
</table>

---

(there is no standard for the course specific information which follows. Please note the content and heading suggestions as ideas only)

## The Programme structure (2-6 pages)

The Combined Degree Scheme suite of programmes includes:

- BA, Diploma of Higher Education, and Certificate of Higher Education in English with Theology; or English with Philosophy; or English with Computing; or English with Psychology
- BA, Diploma of Higher Education, and Certificate of Higher Education in Theology with English; or Theology with Philosophy; or Theology with Computing; or Theology with Psychology
- BA, Diploma of Higher Education, and Certificate of Higher Education in Philosophy with Theology; or Philosophy with English; or Philosophy with Computing; or Philosophy with Psychology

The programmes allow a student to study a combination of two programmes normally offered as a single honours diploma or degree by the International Programmes. A student will designate one programme as their major course of study and the other as their minor course of study. The major programme will provide an overview of the core academic foundations of either English, Theology or Philosophy whilst the minor programme provides an alternative area of study and a flavor of that particular programme (minor programmes are English, Theology, Philosophy, Computing and Psychology). As you progress through the programme the courses will reflect a
relative depth of learning for the Level at which you are studying. Courses are assigned a credit value (either 15 or 30 credits) which indicates the amount of learning, in terms of notional study hours, achieved for each course.

**BA Degree:** The BA degree is constructed on a modular basis, the overall syllabus being divided into constituent courses. Each year, you take between one half course and the equivalent of four full. The maximum of four excludes any courses failed in a previous year for which the student wishes to resit the examination. The total number of courses you must take (and enter the examination for) is 12, and you must pass at least 10 of these in order to obtain a degree (please consult the latest Programme Specification and Detailed Regulations document for a detailed explanation of which particular courses must be passed in order to be eligible for the degree).

**Diploma of Higher Education:**

Please refer to the Programme Specification and Detailed Regulations document for specific details about the structure of the programmes and credit value of the courses. [www.internationalprogrammes.ac.uk]

Levels and are aligned with the Framework for Higher Education Qualifications (FHEQ). Further information can be found online [www.qaa.ac.uk].

---

**The Programmes**

**Why take an award in CDS?**

A diversity of approaches in contemporary humanities will enable you to develop your own emphasis and interests in your studies for these programmes. How one programme intersects with another, enriches your experience and understanding overall, and the extent to which knowledge and ideas can be incorporated in to the study of each depends on how you can draw on your experience and knowledge.

We need to say something more generic about aims for a combined degree and how they relate to each other and with the minor specific subjects (computing and Psychology).

**Please refer to the specific aims of each Major programme below:**

**English:**

English seeks to develop a broad range of skills, including general communicative competence as well as more technical skills of literary–critical analysis. During your studies, you will give close attention to a range of literary and other works written in different styles and periods. From this study you will develop an awareness of changing rhetorical techniques and effects, as well as greater knowledge of many well-known and a large number of less well-known literary works. Most of the work in the programme is literary, rather than linguistic. But, although relatively little detailed work is done directly on English language or linguistics, practice in interpretation coupled with the experience of planning and writing essays should develop communicative skills which are not confined to commentary on literary topics alone.

The programme as a whole is designed to provide you with the opportunity to achieve two connected aims:

1. to read widely across the full range of literatures in English, as well as to engage closely with selected works within this broad range
2. to develop the necessary critical and linguistic skills to enable you to read, discuss and write about literary and non-literary texts effectively and with confidence.

The various options available within the programme ensure a historical view of writing in English; they also allow for specialisation in particular areas of interest, including a number of thematic and genre-based approaches to literature, linguistic analysis, and literary criticism and theory.

**Theology**

For many people, a special attraction of Theology is the range of skills which it requires. These include:

- textual and linguistic skills (if Hebrew or New Testament Greek are chosen)
- theological skills for an understanding of the development of Christian doctrine over 2,000 years
- analytical and rational skills for the more philosophical courses, such as Philosophy of religion or Christian ethics
- comparative skills (if courses dealing with other world religions are chosen).

Some courses of study are compulsory, but the choice of options makes it possible to shape the overall degree to one’s particular skills and interests. Such a wide range makes Theology a fascinating programme of study; it also makes it a very demanding one, which should not be undertaken without recognition of the major commitment involved.
Philosophy

Philosophy has its origins in the puzzlement, indeed perplexity, that marks our struggles to understand the world and our place within it. These struggles centre around a number of fundamental questions about reality, knowledge, mind, language, value and beauty – among others – and we can think of the history of philosophy as a discussion of these questions, extended over thousands of years and involving countless participants.

The aim of this subject is not merely that of making you an informed auditor of this continuing conversation; you will also be expected to take part. Indeed, philosophy itself cannot be appreciated without active participation.

- expand knowledge and understanding of a range of ancient and contemporary philosophical texts;
- foster an awareness of ideas and arguments of some of the major philosophers in the history of the subject;
- develop an understanding of some central theories in the field including logic, metaphysics and epistemology;
- stimulate awareness of some major issues currently at the frontiers of philosophical debate and research;
- promote clear thinking and a rigorous approach in the analysis of controversial and complex arguments;
- encourage self-development into professionally organized and interactive individuals by practicing skills of selection, analysis, assimilation and communication in the written domain.

What skills will a CDS award help you develop?

A Combined Degree Scheme programme will: help you develop your analytical skills, in order to draw on a variety of texts and complex primary and secondary resources; to select and organise material and information, with a highly-developed ability to assimilate and evaluate competing arguments; to show capacity for independent judgment and open-mindedness to represent views of others with fairness and integrity; to manage your own learning, including working effectively to deadlines; to demonstrate the learning ability needed to undertake further study at postgraduate level; to demonstrate fluent and effective communication skills in written contexts, including writing under timed conditions; and to handle ideas in rational, critical, and evaluative ways and, where appropriate, in creative ways.

Computing as a minor programme

A moderate level of mathematical ability is required for entry to the degrees (not least because considerable analytical abilities are needed), but no prior computing knowledge is assumed.

Learning Resources (2-3 pages)

Programme Specification and Detailed Regulations

The Programme Specification and Detailed Regulations booklet (PSR) contain the rules that govern the degrees and diplomas, and they are reviewed and published online each year. They give definitive information about the structure of the programmes, accreditation of prior learning, fees, examinations and the marking scheme; they tell you about what you are expected to do and what you are permitted to do.

Read the PSR and make sure that you understand your responsibilities; for example, when entering for an examination. Remember that changes may be made to the PSR each year, so it is important to read the new version when it becomes available.

Subject Guides

Each course is discussed in some detail in a relevant subject guide. The guides have all been prepared by academics who are not only expert in their specialist field but also committed to meeting the specific needs of International Programmes students. The authors of the subject guides teach students studying at Colleges of the University for the degree throughout the year, and so have close experience of difficulties likely to be encountered, and have adjusted the guides in the light of feedback from students and colleagues involved. Accordingly, each guide is designed to give you an informed and up-to-date commentary on what you should look for in relation to each prescribed topic in the syllabus.

The subject guides set out the aims of each course; they also list prescribed texts and recommended critical reading, and introduce you to the main issues covered.

Examination Papers and Examiners’ Reports

There is also the useful Examination papers and Examiners’ reports booklet published each year that analyses the previous year’s examinations on a question-by-question basis. However, you will have to make your own selections within this material and prepare on your own for examinations. There is no individual tuition for these programmes and, although many of you can get help in local tuition centres, this will not be possible for everyone.
It may be possible to borrow books for further reading from a library. If you live near a university, it may be worth enquiring about the possibility of using its resources – although the facilities available may not extend to borrowing, and there may be some restrictions during term-time. Students living in or near London have access to the University Library at Senate House (for a small fee).

Before borrowing a book, check that it is going to be useful to you. Firstly, ask what you want to get from the book (do you want to know about the subject generally? Or are you looking for specific information in order to write an essay on a particular topic?). Then look at the list of contents and index and see if the contents correspond to what you are looking for. If you are still not sure, try reading the introduction and the opening and closing paragraphs of each chapter: these should sum up the basic points covered. If you find a particular book too difficult, read other easier texts from the subject first, and then go back to it.

Besides reading the subject guide, you will need to do a lot of work on your own, especially extensive reading and note-taking. Consulting textbooks and other materials will provide additional explanations, more worked examples and exercises, and sometimes an alternative approach that you might find easier to understand.

The Student Portal
The address of the Student Portal is: http://my.londoninternational.ac.uk

The Portal is a website that gives you access to online resources that are relevant to you and your programme of study. All you need is the one username and password to access all these resources. You will be sent your Portal username and password with your study materials. We recommend that you log in as soon as you can.

Once you are logged in you will be able to access:
• yourVLE
• your Online Library resources
• your student email account
• your user details
• other useful information

If you have not received your username and password or require further assistance logging in, please go to: www.londoninternational.ac.uk/current_students/portal/help/loginhelp.shtml

What is the ‘Moodle’ Psychology VLE?

The ‘Moodle’ Psychology VLE is a dedicated online space, specifically for Psychology students.

The VLE contains:
• latest editions of the subject guides
• discussion forums for each module
• a general discussion forum
• examination papers and reports
• programme Regulations
• student handbook.

How can I communicate with other students?

The VLE provides four opportunities:
• the ‘student cafe’; a general forum
• the discussion forums for each module
• the e-seminars (for an additional fee – these are moderated by a tutor)
• the ‘online users’ section, which facilitates live chat.

The Online Library

An Online Library has been developed for International Programmes students. There is an individual homepage for each qualification within the University of London International Programmes.

The Online Library homepage for your programme is:
www.external.shl.lon.ac.uk/res/subjects/index.php?group=eng

To access the Online Library from inside the Portal, click on the ‘Online Library’ tab.

Online Library Tour

To help you to find your way around the Online Library it will be useful for you to take the Online Library Tour:
www.external.shl.lon.ac.uk/help/tour.php

The tour should only take you five minutes to complete but will save you a lot of time in the future.

Databases and electronic journals

The Online Library provides access to a wide variety of databases, many of which contain full-text electronic
journals and e-books. You can browse or search the full list of the Online Library’s databases from the databases page: www.external.shl.lon.ac.uk/res/dataBSces.php?id=eng

Here are some of the major databases that the Online Library provides:

- **Academic Search Complete** – Updated daily, Academic Search Complete is a multi-disciplinary database with full text coverage of 7,900 full-text periodicals, including more than 6,800 peer-reviewed journals.
- **Dawson’s E-book Collection** – The Online Library has purchased several core textbooks in electronic format, and the collection is constantly growing.
- **JSTOR** – Full-text journals across a broad range of subject areas including literature, classical studies, economics, education, finance, history, mathematics, political science, sociology and statistics.
- **Lexis®Library** – although primarily a database containing full-text case law and legislation for the United Kingdom, USA (Federal and State), EU and other jurisdictions, it also provides access to national and local United Kingdom newspapers.
- **Web of Knowledge** – ISI Web of Knowledge delivers easy access to high quality scholarly information in the sciences, social sciences, and arts and humanities. This includes free access to My EndNote Web reference management.

The Online Library Team has developed introductory or Quick Start Guides for each of the databases to help you learn to use them effectively: www.external.shl.lon.ac.uk/pdf

**Passwords for accessing the Online Library**

Together with your study materials, you will receive a letter with your Portal username and password. With this same username and password, you will be able to access most e-journals and library databases. This means that you only need one password for the Portal, VLE and most Online Library databases. To access the Online Library, log in to the Portal and then select the ‘Library’ tab. A new window will take you to the Psychology Online Library gateway. The ‘Databases’ link will take you to a list of databases relevant to your programme.

There is a login guide next to each database link to help you with the login procedure. You will find further information about accessing the Online Library databases at: www. external.shl.lon.ac.uk/help/databases

**Support for using the Library**

You can send your enquiries by email to the generic University support email: uolia.support@london.ac.uk; and a specialist librarian will get back to you within two working days.

Enquiries can also be sent by filling in a web form found at: www.external.shl.london.ac.uk/help/enquiries/index.php or by telephone: +44 (0) 20 7862 8478.

The Online Library Team, in London, is available between 09.00 and 17.00 (GMT) Monday to Friday.

You may also be able to find the information you need instantly at the Online Library Help Desk: www.external.shl.london.ac.uk/help

If you would like to suggest a resource or have any ideas as to how the Online Library can be improved, please let the Online Library Team know: www.external.shl.london.ac.uk/contact

**Internet access and computer requirements**

In order to take advantage of the benefits of the Portal, as well as to keep up to date with the news and information about CDS programmes, all CDS students should have access to a computer with an internet connection. The specifications that we recommend are listed below. As well as improving access to information and study resources, the website and VLE can also help you feel part of the CDS student community.

**Computer requirements**

To use the Portal and the online resources it provides, you will need:
- A computer with internet access
- A web browser – Internet Explorer 6.0 or later, or Firefox 2.0 or later
- Javascript enabled
- Cookies enabled
- Adobe Reader (to download study resources and help material)
- Macromedia Flash Player 7.0 or later (recommended to view movies).

As with all websites, the higher the Bandwidth of your internet connection, the smoother your experience of the Portal will be.

**Support**

If you require any help accessing your Portal, please see the FAQs:
We will try to respond to your query within two working days; however, this may be longer during busy periods and holidays.

**Programme Specific Resources**

**English**

Many suitable reference sources exist and so, instead of recommending particular ones, we indicate instead what sorts of reference books you are most likely to find useful. You will need, for instance, a good English dictionary, and in some cases should consult the Oxford English Dictionary, since this has detailed histories of individual words, including the different meanings they have carried in different periods (with examples of each meaning). Other specialised dictionaries will also be useful – for example, dictionaries of literary terms, of specialised fields such as linguistics or literary theory, and of classical mythology (in order that you can understand the frequent classical allusions in literary works). Dictionaries of quotations and concordances are useful, too, to help you trace previous uses of particular words and phrases, or – by using a concordance – to compare different uses of a word within the writing of a single author. At some point you are also likely to need a literary annals (a list of works written in each successive year, in many editions listed in parallel with major historical events). Finally, you should not overlook the usefulness of general encyclopedias, especially Encyclopaedia Britannica, which has extremely useful and detailed entries on authors, periods, styles, literary concepts and many other topics relevant to English studies.

To work successfully through the programmes, nevertheless, you will find it essential to own some basic books. Alongside general reference sources, you may find it useful to make frequent reference to the following books (which may well be the ones – alongside the prescribed literary works themselves – you will find most useful to buy):


Williams, R. Keywords: A Vocabulary of Culture and Society. (Oxford: Oxford University Press, 1985) [ISBN 9780195204698]. Dictionary of terms used in the discussion of society and culture, with detailed historical essays on each.


**Books and online resources on the history of English literature, etc.**


Oxford University Press has produced a 13-volume edition of the Oxford English Literary History, which covers the whole history of English literature from medieval times to the postcolonial era. Check the OUP website (www.oup.com) for details of volumes which may be appropriate to a particular period you may wish to study.

The Literary Encyclopedia at: [www.litencyc.com](http://www.litencyc.com) is an online system of databases that provides up-to-date 2,500-word profiles of literary authors, works and topics. Requires paid membership.

**Books on developing interpretative and reading skills for literary studies**


Best detailed guide to linguistic concepts used in literary criticism, well illustrated with sample analyses.

As above.

Wide ranging selection of major sources, rather than summaries.

As above, but of recent developments in literary theory.

Excellent, alphabetically listed, former newspaper pieces on all major techniques used in novels.


Books on English language and linguistics

A clear, accessible introduction.


Theology

All Theology major students taking biblical courses will need a copy of the Bible. In the examinations, set passages in English are taken from the Revised Standard Version, and this is probably the most suitable for student use. However, other translations, such as the Jerusalem Bible or the New English Bible, often provide valuable alternative understandings which can be looked at with profit. It is also worth noting that all three of these versions have in recent years been updated: as the New Revised Standard Version, the Revised English Bible and the New Jerusalem Bible. It remains to be seen how far these further revisions will supplant the older forms in practice.

Two other comments on the use of Bible versions may be useful. First, some recent versions are deliberately very free in their rendering, being aimed at a broader public and not at Theology students. These are not really suited for academic study. Secondly, the Revised Version, though now more than a century old, has never been surpassed in its detailed concern for literality and, wherever possible, for rendering the same Hebrew and Greek words and phrases with the same English. In addition, it offers fuller cross-references in the margin than do nearly all modern versions. If it is readily available, therefore, a Revised Version with full marginal references can be a useful adjunct to study. In addition to the Bible, you are advised to buy, or borrow on a long-term basis, the two or three most important books for each course you are taking. The University’s subject guides contain lists of suggested reading. If you live near London, Oxford, Cambridge, or a cathedral city, you may be able to find a bookshop with a good stock of theological books. If not, your local bookseller may be able to order them for you. Alternatively, you may be able to order your books online from:

www.amazon.com
www.bookshop.blackwell.co.uk
Blackwell’s can also be contacted by telephone on +44 (0)1865 333536 between 0800 and 1900 (GMT) Monday to Friday, or at Blackwell’s Bookshop, 50 Broad Street, Oxford, OX1 3BQ, UK.

Unfortunately some books go out of print very quickly. In order to address this problem, from now on, subject guides being revised will include alternative ‘Essential reading’. In the meantime, you may be able to obtain out-of-print books from:

www.abebooks.com
www.alibris.com
www.bibliofind.com
www.books.co.uk

Philosophy
A famous introduction to philosophy is:


More recent books with the same introductory aims are:


Dictionaries of philosophy tend to be of limited use because their contents are too brief and sketchy. More useful are the various companions and encyclopaedias that have been published in recent years. In particular,


is a good and comprehensive guide and covers most of the topics that figure in the subjects for the programme. (Although the coverage is comprehensive, you should definitely not think of this as a substitute for working through the readings in each course.)

The recently re-edited (Edward Craig) Routledge Encyclopedia of Philosophy (London: Routledge, 1998) is a massive work of 10 volumes (and it exists on CDROM). If a library near you has it, it can be of help with specific questions that arise in the course of your study.

Two books have been prepared specifically to serve as subject guides for all the courses:


The chapters in this volume serve as subject guides for each of the courses. Guidance about which chapters go with which courses is given below in respect of each course. Note that two of the optional course are also covered in this volume.


The chapters in this volume contain guides to most of the optional courses. (As noted above, two of these courses are covered in the first volume. Also note that the guide for Symbolic logic is published separately and will be sent to anyone who registers for this subject.)

You will be sent the volume appropriate to the courses for which you register. Below you will find listed (under the heading ‘Subject guide’) the specific chapter of the volume that will serve as the subject guide for the course. These chapters are intended to help you understand what is required for each course, but they are not textbooks for them. They are what they claim to be: guides. You are expected to do additional reading as recommended in the subject guide chapters and in the additional reading lists that may be given below.

There are chapters in Philosophy 2 on the ‘Philosophy of psychology’ and the ‘Philosophy of social science’, even though these are not available as optional courses for the programme. This has come about because, while the
published guides have remained in print without change, the list of available optional courses for the BA degree has, in fact, changed. We intend to bring any future edition of Philosophy 2 into line with the syllabus, but, for the present, we hope this note will suffice to prevent any confusion. (Having noted this, those doing Philosophy of mind will find some of the material on ‘Philosophy of psychology’ relevant and interesting.)

The introductory reading given below is solely intended to give a general idea of the content of a course. It does not form part of the programme of study itself.

The sample examination questions are another way in which you can get an idea of the content of each course. However, when you actually register for a course, you should consult the Examination papers and Examiners’ reports booklet that you will be sent each year for more specific advice about examination questions and answers.

### Computing

There will be CD-ROMs to accompany certain subject guides and these may contain:

- the subject guide in HTML and PDF form, enabling searching, navigating, annotating and printing out discrete sections
- additional exercises on which the computer feeds back on your progress
- audio and animated graphics material to provide additional support on key concepts
- a hyperlinked glossary of key terms. To enable viewing of the exercise files and other site functionality, the following browser plug-ins and properties may be required:
  - Acrobat Reader 5
  - Flash MX plugin
  - Shockwave 8 plugin
  - Javascript-enabled
  - Java-enabled.

All Computing students are required to have access to the internet on a weekly basis. Internet access will be required for a number of purposes, including access to a central Computing web page for information:

www.londoninternational.ac.uk/current_students/programme_resources/computing/index.shtml

One important area is the News section, which you must check at least once a week. Information includes any change to reading (e.g. because a textbook edition has been replaced) and changes to assignments (e.g. if a web page used for an assignment ceases to exist, replacement directions will be given). As a back-up, the printed materials provided to you are now available online through the Portal. These include booklists, the handbook, and the course subject guides.

### Psychology

Minimum computer requirements/internet, list general reference books, a note on time management

Explanation of online support. Self-evaluation. Online etiquette and behaviour

### Planning your studies

The Combined Degree Scheme is structured on a modular basis to allow you to study and enter for examinations at a pace which suits your individual circumstances. Some students may be able to take the equivalent of four full examinations each year and complete their programme in the minimum registration period. However for most students, especially those studying part-time, results may be poorer than would otherwise be the case if too many courses are taken on too soon. Others will choose to enter just one or two examinations at a time and perhaps take the maximum registration period to build up the number of passes required to complete their programme.

The standard of the examinations for International Programmes students is the same as that for undergraduates studying at Colleges and working throughout the year at their studies. There are no concessions for International Programmes students. Frequently, greater maturity of mind, work experience or other similar factors may make up for lack of time to study, but since a university degree is a hallmark of intellectual development, short cuts by ‘cramming’ are likely to be counter-productive. Sufficient time should be found, even by extending your period of study, both to read and to think about your work. As a very rough guide, you might expect to spend about 300 hours on each course – about six hours per week over 50 weeks, or seven and a half hours per week over 40 weeks. However, this does depend on how fast you learn, and the depth in which you intend to study each course. What matters is how profitably you use your time. To do this, you need to work out a clear set of objectives and priorities, and to break each task down into a sequence of manageable stages. Each time you sit down to study, you should know exactly what you aim to have accomplished by the end of the allotted period. Do
not set yourself unrealistic goals, or you will get discouraged. You are not expected to read everything on the syllabus; choose what is manageable. Be more or less ambitious according to the amount of time you know you have available.

Most significantly, when it comes to planning your time, you should remember that, for some of the courses offered through the CDS, you will have to complete assignments set by the University. All this needs a considerable commitment in terms of your time, and it is therefore worth drawing up a timetable for your studies. Decide on set times during the week to allocate to private study for each course that you are taking. You may have to adjust your initial timetable in the light of experience because, for example, one course takes less time than you first estimated while another takes rather more, but try to evolve a study pattern that you can stick to.

Reading strategies
You need to ask yourself what you want from a book (or article); not only to make sure you select the correct reading matter, but also in order to decide how to read it. There are various different reading strategies, depending on your objectives and the kind of material you are reading. You can save yourself a lot of wasted time if you bear this in mind. The most common form of reading is ‘sequential’: that is, ploughing through word for word from start to finish. This may be necessary for a prescribed text, where you have to be aware of the implications of every detail. In certain circumstances, sequential reading can be a waste of time.

Your critical reading lists are going to divide into essential and non-essential items. The latter can usefully be ‘skim-read’: that is, you glance through them, letting your eyes fall on points of interest that attract your attention. In particular, take note of opening and closing paragraphs of chapters, and skim the bits in between (note: this is not the same as ‘skipping’ them). If a section turns out to be interesting, go back and read it sequentially.

Another form of reading is ‘search reading’. This is like skim-reading, except that you are looking for answers to specific questions, or for particular concepts or ideas. Search reading is useful if you are reading in order to prepare for an essay or some other written task. Bear in mind if you do this that you will not be getting an overview of what the book or article says.

If an overview is what you want – that is, if you are reading a key textbook in order to get a general view of the subject – you clearly need to read through from the first page to the last. However, the best way of doing this is not, in fact, sequential reading, but something slightly more complicated. After reading for a while, you should stop, and recall and review what you have read so far; this may lead you to revise some assumptions. You should then read on a bit further, again stopping and repeating the process. In this way, you will read critically and not just passively, and you are more likely to remember the main ideas. This process of **reading, recalling and reviewing** is a habit worth developing when critical reading is what is needed. When reading a prescribed text, you again do more than simply read it sequentially. What is needed here is ‘close reading’: that is, detailed reading with constant backtracking, not only in order to recall and review, but also in order to establish connections between different elements of the text. In other words, you are processing the text by abstracting patterns of similarity and difference; you are not just reading it but also **interpreting** it.

Note taking
As with deciding on a reading strategy, it is important to work out what your purpose is in taking notes on a particular text: do you want a reminder of all the main points made or do you just want to extract ideas of particular interest? When taking notes on a prescribed text, it is usually not a good idea to produce a summary of the whole work. It is best to underline or highlight interesting passages (but don’t mark library copies); write a note in the margin of what is interesting about the passage, so you can look through the book quickly and instantly locate which passages illustrate which ideas. Otherwise, note which passages of the text (giving page references) illustrate which ideas. Writing out long lists of quotes, indicating what point they illustrate, is a waste of time. When taking notes on the critical reading (which you will probably consult in a library and not read again), you may want to write down a synopsis of the main arguments. The most useful notes are likely to be those which remind you of interesting facts or ideas which you want to follow up and develop, but remember, if this is all you write down, then your notes will not represent an overview of the text. It is also useful to note down points that you disagree with: you can then show your capacity for original thought by refuting these points in your essay. In both cases you will need to write down not only what the critic has said but also what your own thoughts are, taking care to distinguish in your notes between the two. The best way to make this distinction is to draw a line down the page and put what the critic has said and your own thoughts in separate columns.

The point of writing notes is to have a reminder of facts and ideas that can be consulted quickly; so it is important to set out notes in a way that is visually easy to access. Set each point out under a heading indicating what the point is. Write on one side of the paper only, so you can spread your notes out in front of you when consulting them, and make links between points made on different pages. Trying to save money by covering every inch of the page with writing will produce unreadable notes. The clearest notes are the briefest, as you can extract the information at a glance: practise the art of concise summary.

Make sure you write down, at the head of your notes, the full publication details of the source from which the notes are taken: (in the case of a book) author, title, place of publication, publisher, date of publication; (in the case of an article in a periodical) author, title of article, name of journal, volume number and year, first and last page of the article. Beside each point noted down, you should put the page number of the source to which the
point refers. You will need to give precise details of your sources in your essays; if your notes are incomplete, you
will have to go back to the source to find the page reference, which is a waste of time.

Writing down these bibliographical details is tedious, but absolutely essential; after a while it becomes a habit. Apart
from notes on your reading, you will also want to note down ideas that occur to you at other times (the best ideas often come to mind when you are reading or doing something unrelated to the subject). Write these ideas down instantly, or you will forget them. The note may consist simply of a reminder to yourself that you need to think (or read) more about a particular topic or idea later on. Put each idea on a separate piece of paper, so you can file them under different headings if appropriate. Having compiled your notes, you will need some kind of filing system, in order to gain access to them easily. One file for each subject is not enough; subdivide the material covered and start a file for each subdivision (whether by author or topic). It doesn’t matter what system you use, as long as you have one

Preparing and writing essays

Remember that the examiners marking your essays are looking not only for your knowledge of the subject but also for your ability to perceive the various and often complex issues underlying the question.

Start by writing the essay question out in full at the top of a blank sheet of paper. It is often productive to associate
freely around the key words and phrases without reference to the particular text or texts you will discuss in the essay.

The next step is to order your different points. If the question requires you to think about more than one key term, you will not only need to order all your different ideas, but also to relate the ideas to each other. The easiest way is to put a number next to each idea, preferably in another colour ink. These numbers represent the order in which you will discuss the various ideas in your essay. Group together ideas that are connected in some way. Leave the most important or complex ideas until the end, so your essay moves towards a climax.

You have now planned the structure of your essay. At this stage, you may want to write the plan out again, to
make it clearer.

Gathering material

You should embark on this only after writing your plan (i.e. when you know what you need to look for, and how the
different issues are related). You will need to assemble information and ideas drawn from any prescribed texts and (most importantly) from your own thoughts on the issues raised by both of these. Your essay should not simply repeat what the prescribed text(s) say; it should consist of your ideas on what the prescribed text(s) say. You will see why you need clear, brief notes and an efficient filing system when you try to assemble the necessary information and ideas for an essay for the first time. You may find it helpful to discuss your ideas with other people, to clarify points of confusion. If (as is likely) you spot contradictions in your ideas, try to work out whether the contradiction exists in the text(s) and is a real contradiction that should be recognised and discussed; or whether it exists only in your head, in which case it needs ironing out. In most cases, you will find that the former is the case; don’t be afraid to suggest that a writer is contradictory: the contradictions are probably the key to something important.

Structuring the essay

After writing the plan, as suggested above, things become easier: most of the work is done at the planning stage, which should take you longer than actually writing the essay. The first paragraph of your essay should outline all the various issues you feel the question is asking you to discuss. In other words, it consists of an outline of your perspective. The more different points of view you consider, the more interesting your essay will be.

Apart from giving examples from the prescribed texts to support your argument, you will also need to refer to critics. Repeating what critics say at length is not a good idea. You can use critics either as a time-saving device, noting that X has argued a certain point, freeing you from the need to go through that argument and allowing you space to go on to other things; or as a way of showing off your original ideas, by pointing out how they differ from what X has said. The latter is something you should try to do wherever possible. When discussing each point, try to consider it from more than one perspective. The more different points of view you consider, the more interesting your essay will be.
You will need a brief concluding paragraph. It is a waste of time to repeat your main points. The best conclusions are probably those that make a decision as to what, on balance, is the case (if your essay has taken the form of an argument and a counter-argument); or those that express your personal views on the subject (i.e. do you personally feel that the writer is successful in dealing with the issues discussed?). Another way of concluding is to identify new questions or problems thrown up as a result of your discussion: often the best essays are those that do not find answers but identify further questions or problems.

Editing
After finishing your essay, go through it, checking the following:

- Does each paragraph start by clearly identifying what issue is going to be discussed? (If you can’t yourself clearly identify what issue is being discussed, something is wrong.)
- Does each paragraph discuss only one issue? (If not, divide it into more than one paragraph.)
- Do you discuss the same issue or issues in more than one paragraph? (If so, put these different sections together as part of the same discussion.)
- Do you say things at different points in the essay that are mutually contradictory? (If so, sort this out.)

Plagiarism
The International Programmes employs the use of online plagiarism detection software and your work may be submitted to this online service. The plagiarism detection software will help Examiners identify poor academic practice or potential plagiarism in students’ work.

The Regulations state that all work submitted as part of the requirements for any examination must be expressed in the candidate’s own words and incorporate his or her own ideas and judgments and without plagiarism. What this means is best understood if you bear in mind the minimal difference in academic status between staff and students, which is one of the defining features of university education. In other words, we, as a body of teachers and researchers, impose on you the same regulations of intellectual honesty that we impose on ourselves. You should consider the work you submit to us for examination in the same way we consider the manuscripts we submit to our peers, in their capacity as members of editorial boards, for publication. As authors, you will frequently have to make references to the work of others in order to:

- rebut their ideas
- develop their ideas
- support your own ideas.

These references take the form of either a quotation or a paraphrase. You must distinguish a textual quotation from your own work, either by quotation marks or by a paragraph with narrower indentation on both sides of the page which is separated from the preceding and following paragraphs by a blank line. In both cases, your reader must be able to locate the original text with minimum fuss; to do this provide a reference either in a footnote or in parentheses. Provide all the publication details (see the section below on ‘References and bibliography’). You may paraphrase (express in your own words the sense of) the ideas of others, and as in the case of textual quotations, you must provide a footnote or parentheses to enable your readers to locate the original statements that you are paraphrasing. You must ensure that it is clear and unambiguous to your readers that these ideas are not your own (often this is best achieved by introducing the paraphrase with a direct reference to the author, such as ‘According to X...’ or ‘In the view of Y...’); if it is not totally clear that this is the case, the Examiners will deem your work to fall below the standards of intellectual honesty required by the University Regulations, and you will suffer the appropriate penalty.

References and bibliography
Whenever you refer to a text, you must acknowledge your source. This is not only a form of intellectual honesty (presenting other people’s ideas as your own is a form of plagiarism, and is treated severely by Examiners); it also allows you to show off the reading you have done. When quoting or referring to a text, it is enough to put the authors surname and year of publication e.g. (Bloggs, 2008) after the quote or reference. (In your bibliography you should list the particulars of the work including author, title, publishers, year of publication, so your page reference can be traced). Sources from the internet should also be fully referenced (they should include the web address, the specific url, name of the particular page/document you are referring to, year and date the page/document was published and the date you accessed it.)

Examples?

Books on essay writing and study skills


Dunleavy, P. Studying for a Degree in the Humanities and Social Sciences. (Basingstoke: Macmillan, 1986) [ISBN 9780333418420].
Revision and Examinations
You may be taking several different courses at a time. In your revision, you will want to keep all of these going along at the same time. During the final few weeks, a revision schedule is recommended, balancing priorities and demands between the various courses and topics you have chosen to work on in detail. Try to plan your revision schedule in such a way that you are not overtired or exhausted during the three hours of the examination itself. A short break between revision and writing the examination is often desirable.

It is not a good idea to prepare model answers to possible examination questions. This is not only because precisely the same questions are unlikely to come up again, it is also because, if you do prepare model answers, you are likely to spend the time in the examination room desperately trying to remember details of your answer, rather than thinking out new ideas. In many cases, students report that this leads to memory block and panic. In any case, there is likely to be a greater sense of engagement with your ideas and material if you are writing an argument which you have genuinely just constructed in the examination room (even if all the information contained in that argument is material you have prepared and remembered from your revision).

The first – and perhaps most important – thing to do in the examination room is to read the general instructions at the top of the paper properly. Do not be rushed into your first answer by the pressure of the situation. People throw marks away by answering the wrong number of questions, or the wrong type of questions, or ignoring instructions about the scope of the answer or repetition of material. Such mistakes lead to substantial reductions in marks and have the effect of undermining all the rest of the work you have done. After carefully reading through the general instructions, you then need to choose your questions. It is often a good idea to choose as your last question one which you find relatively straightforward – since you will be at your most tired when you come to write it. This allows you to concentrate more easily on your earlier question(s). Although it may seem possible to write a rough answer in a few minutes, this is certainly not a good idea. (Marks are generally divided evenly across the paper, with an equal number of marks being available for each of the answers you are asked to produce.) In your introduction to each answer, it is likely that you will touch on aspects of the question which you know are important but which you have decided not to go into for reasons of time: this shows (if done convincingly) that you are aware of the range of issues raised, and leaves you free to say something interesting about those limited aspects of the question which you have chosen to discuss in detail. It is better to discuss a limited range of things in depth, rather than rush superficially through everything. If, despite your planning, you do run out of time, make sure that you attempt all the questions. An unanswered question will get you a mark of 0, seriously affecting what you have achieved in the other questions as regards an overall mark. An unfinished question will gain at least some marks, especially if you sketch out where the argument is going, even if you are unable to fill out the detail.

Other Support

Independent Teaching Institutions
We would strongly advise you to seek, if possible, tuition at one of the institutions that are currently recognised, or at another reputable institution. Good tuition may increase your chances of passing the examinations and obtaining good marks and a better class of degree. This means that you may complete the degree in less time (thereby also paying less in fees to the University) and improve your prospects of entering employment or further study.

If you study at an institution which is not recognised by the University of London International Programmes, be sure to satisfy yourself as to the quality of the facilities and teaching before committing yourself. All institutions which are currently Registered or Affiliate Centres have satisfied the University that they meet certain minimum quality standards. Institutions which teach for the CDS programmes informally, however, have not been evaluated by the University, and therefore we cannot comment on their teaching or the service they provide. You will need to decide for yourself whether such an institution can provide you with the appropriate teaching and facilities to help you with your studies.

Here is a checklist which you might like to use to help you decide whether an institution is worth trying.
Obtain the prospectus of all teaching institutions that are offering tuition and compare their services. Does the institution just repeat information from our prospectus or does it concentrate on giving you details of its own services and facilities?

- Is it a properly registered college or institute, and how long has it been established?
- Has it got a ‘track record’ of successful results in University of London or other examinations?
- Visit the institution if you can and ask to see their teaching rooms and computer facilities.
- Try to talk to students who are already enrolled at the institution and get their opinions.
- Check out how you are expected to pay fees – in instalments or one payment; what is the refund policy; what do you get for your money?

For a full and up to date directory of independent teaching institutions that have been recognised by the International Programmes please visit: www.londoninternational.ac.uk/onlinesearch/institutions/index

Please remember that enrolment with an institution is not the same as registration as an International Programmes student with the University of London. In particular, we advise you to wait for confirmation from the University that you are eligible for your chosen programme before enrolling at an institution and paying tuition fees. To avoid disputes and misunderstandings about financial matters, you should make sure before you enrol that you understand the full extent of your commitment to the institution, especially if you have to withdraw during a course.

### Assessment

**English:** With the exception of ‘Introduction to Creative Writing’ (which is assessed by coursework), each course will normally be examined by one three-hour unseen written paper.

All Level 4 English courses **require** students to submit a piece of formative assessment in the form of an essay (for all courses **except** ‘Introduction to Creative Writing’). This requirement is to help students prepare for examinations and final assessment. The piece of formative assessment is compulsory but does not contribute to the student’s final assessment.

**Theology:** Each course of the Theology programmes is examined by one three hour unseen written paper examination.

**Philosophy:** Each course of the Philosophy programmes will be assessed by one two-hour (Level 4 and 5) or three-hour (Level 6) written examination.

**Computing:** The assessment for most courses of the Computing programmes is by unseen written examination and coursework. Students must satisfy the examiners in both elements of the assessment. The results given for a course where coursework is required will be a combination of the mark for the written paper and the mark for the coursework, weighted 80:20.

**Psychology:** Each course of the Psychology programmes will be assessed by a written paper examination and one or more assignments. The ratio of written paper examination to coursework on the programme as a whole is 70:30, with marked coursework providing students with feedback during the course, prior to exams. Over the period of study for each course, students will have the option to take part in approximately two online group activities. These are formative and will be moderated by a tutor.