

Maryvale Institute
Higher Institute of Religious Sciences



Ecclesiastical Bachelor of Divinity

Student Handbook

2021-22

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Maryvale Institute
Maryvale House
Old Oscott Hill
Kingstanding
Birmingham, B44 9AG
England

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Introduction

Dear Student,

Maryvale extends a very warm welcome to you as a student of the Institute. We hope you will be very happy studying at Maryvale.

Handbooks are specially written to give you essential information about the conduct of the Higher Education programmes offered by the Institute and the content of the programmes you are undertaking. You will find this book provides you with the answers you require concerning assignments, examinations, residentials, and much more.

This handbook is intended to be read in conjunction with the HIRS Regulations and the Study Guide.

Dr Birute Briliute
Dean of Maryvale Institute

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Part 1: General Information

Maryvale Institute Mission statement

The Mission of Maryvale Institute is to be a leader in the provision of lifelong learning and research opportunities for all in Catholic Evangelisation, Catechesis, Philosophy, Theology and Religious Education, in order to serve Christ's mandate and His Church's mission of Evangelisation in contemporary society. This provision is a distinctive combination of the methodology of supported distance learning and engagement with the Word of God in Scripture and Tradition guided by the Church's Magisterium. This work is carried out within an environment of Christian Faith, of academic and administrative quality, of open dialogue and the mutual valuing of the work and gifts, and the personal and professional development, of every member of the Institute.

The Archdiocese of Birmingham and Maryvale Institute merged and became one charity effective from 1 August 2019.

Maryvale Institute - the Vision

The vision for Maryvale Institute is to be a diocesan, national and international supported distance-learning college which

- Lives and presents the Catholic faith and morality to all those concerned with contemporary religious, moral and ethical issues
- Researches and publishes in the area of Catholic studies, serving the academic and Church communities with its work
- Provides a range of formation programmes at all levels for those in the Church and for those offering themselves for service in the Church as teachers, catechists, permanent deacons, lay pastoral assistants and volunteers, as well as responding to future needs and challenges
- Takes a self-critical stance as an academic community in monitoring and evaluating its own programmes and methods, in the light of evidence gathered internally and that provided by external agencies, to ensure the highest possible standards and relevance of its academic activities
- Develops its teaching programmes and other activities according to the findings of ongoing evaluation procedures and in response to evolving needs in the wider community
- Develops collaborative partnerships with dioceses and centres of Catholic theological education in the UK and elsewhere, and extends its links to other bodies in a spirit of ecumenism and service to the community

- Participates, together with the Archdiocesan Department of Parish and Family Catechesis, in providing advice, in-service and support for the work of lifelong learning in the Church and beyond.

Maryvale Institute This Year

The recent public health emergency has forced the Institute to do all its residential teaching and examining online. This has been a significant challenge, particularly to our administrative staff. So far all has gone remarkably smoothly, but it has been, and continues to be, a steep learning curve for everyone. We hope that next year we shall be able to meet again physically at Maryvale House, although probably less often than we did and without overnight accommodation.

Academic Work and Programme Activities

The Institute has been in the field of catechesis since 1980 and award-bearing higher education programmes since 1990 and already has a diverse range of programmes associated with several external validating bodies. It is important for the future of the Institute that programmes maintain their quality and that they are seen to produce a high standard of work. It is hoped that the following suggestions for students will provide useful guidance to this end:

- a) Make the best possible use of academic advice
- b) Investigate and use local library resources
- c) Keep to deadlines for the submission of written work
- d) Seek advice about or inform Programme Director of any problems with the administration of the programmes or the handling of assignments
- e) Give top priority to attending residential sessions
- f) Contribute to programmes evaluation activities
- g) Aim at a high standard of editing and presentation of written work
- h) Abide by the assessment regulations for your programmes
- i) Respect the broad personal and spiritual purposes of Maryvale as well as your programmes more specific academic aims.

Management, Monitoring, and Evaluation of Programmes of Higher Education

Maryvale Institute is part of the Birmingham Diocesan Trust and is governed by the Maryvale Council which is a sub-committee of the Trustees. Responsibility for the academic quality of the Institute's programmes lies with the Academic Board, on which there is a student representative.

The day-to-day running of individual programmes is the responsibility of the Programme Director. There are normally two meetings each year of the Programme

Board (which includes student representatives) to review and monitor the programmes, to support the Programme Director, and to assist him or her in the writing of the Annual Report (which goes to the Validating Body).

An External Examiner makes judgements concerning the overall quality and standards of the programmes in comparison with other institutions of higher education. An Examination Board meets to approve all the marks awarded.

The B.Div. Programme is provided by the Maryvale Higher Institute of Religious Sciences (HIRS) as a canonical institution within Maryvale erected by the Holy See through the Congregation for Catholic Education and affiliated to the Ecclesiastical Theology Faculty Notre Dame of Ecole Cathédrale, Paris (FND). Maryvale HIRS is governed by Statutes approved by the Congregation for Catholic Education. These Statutes provide for a Director and a Council on which there have to be student representatives.

Maryvale strongly values student representation on its boards and committees. Student representatives are chosen from each year of each pathway.

Staff and students are asked to participate in the review and evaluation of all elements of programme provision and are encouraged to advise the Programme Director in formal and informal ways as to how the programme might be improved to meet their and subsequent students' needs. This is a vital part of the Institute's overall monitoring of its programmes and is invaluable in programme planning and development. As a result of evaluations from staff and students, continual improvements are made to programmes each year.

Teaching periods always include an evaluation of the lectures, seminars and wider aspects of the programmes – such as tutorial guidance and support, communication with students and so on. The results of students' evaluations are brought to the Programme Committee for discussion and feature in the annual report made to the validating body.

Institute Staff

M. Revd Bernard Longley	Archbishop of Birmingham, Chairman of the Trustees
Ms Sophia Pain.....	Chair of the Maryvale Council
Dr Birute Briliute.....	Dean of the Institute, Director of Research, Director of the Licence in Catechetics Programme.
Rev Dr Michael Cullinan	Director of the HIRS, Director of the Bachelor of Divinity Programme, Reader in Moral Theology
Mr John Nolan.....	Finance Manager

Higher Education Staff

Mrs Rita Bannister.....Academic Registrar
Mrs Viktoria MeszarosAcademic Administrator Undergraduate
Mrs Elizabeth RobertsHead of Library and Learning Resources
Sr Maris Stella IgweExaminations Secretary – Registry Assistant
Miss Melissa PearceAccessibility Coordinator

Other Academic Staff of the Institute

Rev Dr Robert Letellier..... ..Head of Scripture Studies
Revd Dr Martin OnuohaLecturer in Dogma
Revd Dr Harry SchnitkerDirector BA Philosophy Programme
Dr Stephen YatesDirector MA Programme

Validating Bodies

In addition to the HIRS and its affiliation to FND, other validating bodies include the Open University for the MA and the BA Philosophy programmes and Liverpool Hope for current students for Research degrees.

Institute Regulations

All students are provided with a copy of the Regulations at the beginning of their programme and receive any appropriate updates each subsequent year.

Students contract under the regulations in force at the time of their original registration. Students will be consulted about changes in the regulations. The Institute reserves the right to change regulations without the necessity of unanimity within the student body. However, students must not be disadvantaged by new regulations not in force when they first registered.

Financial Services

At the present time all of the Maryvale programmes are funded from the students' own resources. The Institute's primary policy is that the Programme Fees for each individual academic year are paid at the start of that year, in full. The Institute appreciates that, in the current period, many students may have been affected financially and find paying their fees in full difficult. Any student finding themselves having difficulties with payment should contact the Finance Manager, to discuss options for staged payments. All course fees must be paid in full before the end of the final residential in April of the academic year.

The Institute is able to accept payment by the following means:

- By cheque (payable to 'Maryvale Institute') sent with a copy of your invoice and addressed to the 'Finance Manager' at Maryvale,
- By credit/debit card – in which case, please contact the Finance Office (financemanager@maryvale.ac.uk) to make the necessary arrangements or use the Institute's website (links at bottom of the course fees page) where you can select the correct fee and make payments directly
- by credit card cheque (as for personal cheques),
- Electronically direct to Maryvale's Bank Account - please contact the Finance Manager to ask for the relevant details. In addition to the programme fees, bank charges of £10.00 need to be added to payments made from bank accounts from outside the UK,
- By PayPal - please use the dedicated address for PayPal payments (payments@maryvale.ac.uk) Please quote your invoice number in the 'notes' section when making your payment

Student welfare and support services

Careers

For career concerns you may consult with your Programme Director.

Support for students with disabilities

Maryvale Institute is committed to a policy of equal access for disabled students and will make provision wherever possible for students to be able to follow its programmes. The Institute is currently reviewing this provision following the guidelines and requirements of the government's Quality Assurance Agency (QAA). The Institute Accessibility Co-ordinator is Miss Melissa Pearce (access@maryvale.ac.uk).

Academic & Professional Organisations for Students

Students are advised to consult with their Programme Director.

Other Advice

For advice outside the confines of Maryvale Institute

National Union of Students
 Nelson Mandela House
 461 Holloway Road
 London N7 6LJ
 email: nusuk@nus.org.uk
 text phone: 020 7561 6577
 tel: 020 7272 8900
 fax: 020 7263 5713
www.nusonline.co.uk.

National Postgraduate Committee
John McIntyre Building
University Avenue
University of Glasgow
Glasgow
G12 8QQ
Telephone: 0141 330 5074
Email: npc@npc.org.uk
<http://www.npc.org.uk/>

Part 2: Maryvale HIRS

On 25 March 2011, the Solemnity of the Annunciation, Maryvale Institute was erected by the Holy See as a *Higher Institute of Religious Sciences* (HIRS) according to the Norms laid down for such institutes by the Congregation for Catholic Education in Rome. This allowed the establishment of the **Ecclesiastical Bachelor of Divinity** and the **Licence in Divinity (Catechetical Sciences)** Programmes recognised by the Church. Since then the HIRS has been reconfigured as an entity within Maryvale with its own Statutes and Director, and these new Statutes were approved by the Congregation on 29 September 2016.

The HIRS is governed by a Council consisting of the permanent faculty and representatives of the Faculté Notre Dame, the non-permanent faculty, and the students. The representative of the Archbishop of Birmingham is Dr Birute Briliute. The Council has enacted Regulations, approved by Faculté Notre Dame, to provide for the management of the Programmes through a Faculty Board consisting of the permanent faculty and others co-opted as necessary.

Maryvale HIRS Faculty

External

Chancellor of Faculté Notre Dame, Mgr Michel Aupetit, Archbishop of Paris.

President of Faculté Notre Dame, Paris, Rev Dr Brice de Malherbe.

Representatives of the President for the final oral exam panel of examiners, Dr Frédérique Poulet.

External Examiner of Years 1–4 of the Programme, Dr Keith Chappell.

Permanent Faculty

HIRS Director: Revd Dr Michael Cullinan

Licence Programme Director: Dr Birute Briliute

Lecturer, Examiner, Tutor Rt Revd David Evans

Lecturer, Tutor, Moderator Revd Dr Robert Letellier

Lecturer, Examiner, Tutor Revd Dr Martin Onuoha

Non-Permanent Internal Faculty

Tutor, Lecturer, Scottish Diac Prog Revd Dr Harry Schnitker

Examiner Dr Stephen Yates

Non-Permanent Associate Faculty (2020–21)

Ms	Karen Andrews	(Tutor)
Dom	Aelred Baker OSB	(Tutor, Lecturer)
Ms	Catherine Bedwei-Majdoub	(Tutor, Lecturer)
Revd	John Berry	(Lecturer, Examiner)
Mrs	Joanna Bogle	(Lecturer)
Dr	Tony Brown	(Tutor)
Revd Dr	Bruce Burbidge	(Lecturer)
Mrs	Ausra Cane	(Tutor, Lecturer, Examiner)

Dr	Tracy Cattell	(Lecturer)
Dr	Keith Robert Chappell	(Moderator)
Dr	Cyril Chilson	(Lecturer)
Revd Dr	Richard Conrad OP	(Tutor, Lecturer, Examiner)
Mgr	David Cousins	(Tutor)
Revd	Harry Curtis	(Tutor)
Mrs	Barbara Davies	(Tutor, Examiner)
Revd	Paul Dean	(Tutor, Examiner)
Revd	John Deehan	(Lecturer)
Sr	Hyacinthe Defos Du Rau	(Lecturer)
Mr	John Deighan	(Lecturer, Scottish Diaconal Programme)
Revd	John Deighan	(Lecturer, Scottish Diaconal Programme)
Revd Dr	Paul Denny	(Lecturer, Scottish Diaconal Programme)
Dr	Noel Stephen Donnelly	(Lecturer, Scottish Diaconal Programme)
Revd	John Eagers	(Lecturer, Scottish Diaconal Programme)
Dr	Tamra Fromm	(Lecturer, Tutor)
Revd	Paul Gargaro	(Lecturer, Scottish Diaconal Programme)
Revd	Julian Green	(Lecturer, Examiner)
Revd Dr	Paul Hayward	(Lecturer, Coursebook Writer)
Mr	Michael Hodgetts	(Lecturer, Examiner, Tutor)
Revd Dr	Oliver Keenan OP	(Lecturer, Tutor)
Revd	Thomas Kilbride	(Lecturer, Scottish Diaconal Programme)
Dr	Catherine Knowles	(Tutor)
Dr	Joshua Madden	(Lecturer)
Revd	Uwe Michael Lang Cong. Orat.	(Coursebook Writer, Lecturer)
Dr	Mary McCaughey	(Lecturer, Examiner)
Revd Dr	Joseph McLoughlin	(Tutor, Lecturer)
Prof	Mary Mills	(Lecturer)
Revd Dr	Stephen Morgan	(Tutor, Lecturer)
Revd Dr	Eamonn Mulcahy	(Lecturer)
Revd Dr	Richard Ounsworth OP	(Tutor)
Revd Dr	Richard Parsons	(Lecturer)
Revd	Stephen Reilly	(Lecturer, Scottish Diaconal Programme)
Revd Dr	Andrew Robinson	(Lecturer)
Dr	Sean Ryan	(Lecturer)
Revd Dr	John Saward	(Tutor)
Prof	John Scarisbrick	(Lecturer)
Revd	Anthony Schmitz	(Director of Academic Formation, Scottish Diaconal Programme)
Revd	Gerard Sharkey	(Lecturer, Scottish Diaconal Programme)
Revd Dr	Thomas Shields	(Lecturer, Scottish Diaconal Programme)
Mgr	Gerard Tartaglia	(Lecturer, Scottish Diaconal Programme)
Revd	Robert Taylerson	(Lecturer)
Revd	Peter Traynor	(Tutor, Scottish Diaconal Prog.)
Revd	John Udris	(Lecturer)
Dr	Anthony Williams	(Lecturer, Examiner)
Dr	Christopher Wojtulewicz	(Lecturer, Examiner)
V. Revd Dr	George Woodall	(Lecturer, Examiner)
Revd Dr	Zbigniew Zieba	(Lecturer)

Occasional Lecturers

Mrs Kathleen Hodgson
Fr Kosmas Wittwer

Student Advisers

Mrs Kathleen Hodgson
Revd Peter Traynor
Mrs Jacqueline Wilkinson

Administrative Staff

Academic Registrar:
Undergraduate Programmes Academic Administrator:
Licence Academic Administrator

Mrs Rita Bannister
Mrs Viktoria Meszaros
Miss Melissa Pearce

Part 3: Programme Details

Background and Introduction to the Programme

Maryvale has been responsible for programme in theology in the Catholic Church since the Institute began in 1980, with growing numbers of students each year. This period has seen expanding demands for formation of lay people and religious through a comprehensive and systematic programme of theological study.

The Bachelor of Divinity programme is characterised by a holistic approach which encourages students to draw together the personal, spiritual, intellectual and educational dimensions of their lives into a coherent focus. It aims to develop areas of subject knowledge, and intellectual skills as well as to contribute to students' own personal development. The opportunities for personal, moral, spiritual, social and cultural development which this programme provides are necessary not only for the Church community which this programme directly addresses, but also for responsible citizenship in our communities.

This is a five-year, part-time, supported distance-learning, modular programme leading to a Bachelor of Divinity degree. There are two pathways, the first a traditionally organized theology programme which is the successor of the Maynooth B.A. (Divinity) Degree Programme, now incorporating some formation in catechesis and apologetics and the second, which is the successor of the OU B.A. in Applied Theology, oriented to formation for diaconal ministry.

This degree meets the requirements of the Bologna Convention by which there is co-recognition of undergraduate degrees across EU countries.

The central features of the programme are:

- a part-time, supported distance-learning programme over 5 years
- a framework of supporting study units
- academic study integrated with an emphasis on formation in the faith
- online teaching periods

Factual page

Institutions responsible for the Programme of Study

Maryvale Institute, Birmingham: (Teaching Institution)

Theology Faculty, Notre Dame de Paris, Ecole Cathédrale, Paris: (Awarding Institution)

Programme Director:

Revd Dr Michael Cullinan

Name of Programme award(s) to be conferred:

Bachelor of Divinity and Bachelor of Divinity (Ecclesial service)

As an exit award after two years: Maryvale Certificate of credit – equivalent to a UK national CERT HE

As an exit award after four years: Maryvale Diploma of credit – equivalent to a UK national DIP HE

Subject Benchmark Statement(s): Theology and Religious Studies

Date programme is to continue from: September 2016

Duration of Programme and mode of study:

5 years part-time, supported distance learning study

Credit value and notional learning time for the Programme

Credit value: 360 UK credits; 180 ECTS – 3,600 notional learning hours

ECTS = European Credit Transfer System.

Staff contacts & availability

The Director of the Programme, Revd Dr Michael Cullinan can be contacted by email bdivdirector@maryvale.ac.uk or by letter to the Maryvale address.

Administrative support on the programme is provided by the Academic Administrator Mrs Viktoria Meszaros email undergrad@maryvale.ac.uk.

Student advisers' contact details will be given later. Viktoria will always forward emails to them.

Opportunities for students after completion of the programme

The degree opens up many opportunities, particularly within the context of the Catholic Church and Ecumenical initiatives. Besides the normal career opportunities which such higher qualifications offer, our qualifications equip graduates for voluntary and professional work in theology, and in Church-related positions. This ecclesiastical award of B.Divinity is only now being offered in the English-speaking world, and successful completion of this award also satisfies the admission requirements for the Licence in Divinity.

Aims of the Programme

- Growth in wisdom and understanding through systematic and comprehensive study of the science of theology and, in particular, the study of the Sacred Scriptures, Magisterial documents, and the works of the Fathers and Doctors of the Church.
- Helping to discover and realise, through in-depth study and reflection on the Catholic faith, each person's vocation in the Church, whether as a lay person or a religious.
- Development of skills to be able to communicate and to share the faith by increasing knowledge and understanding.
- Nourishment for one's spiritual life through reading and working with others of a similar faith commitment.
- For some religious communities, to provide, upon request, a programme of theological studies for religious life and preparation for the priesthood – the Maryvale B. Div. programme being combined with these communities' own in-house tuition and formation.

Contact and study hours

Study for this programme requires 15 hours of study per week for work in the certificate years and up to 20 hours per week for work in the remainder of the programme. This includes study/contact through engagement with module Programme books; with lecturers at residentials, contact with your academic tutor; and contact with Maryvale staff.

Because of their importance for student support and learning, **attendance at all teaching periods is required** unless permission from the Faculty Board is given in the light of exceptional circumstances or the Admissions Committee provides otherwise for students admitted from outside the UK.

Programme Specific Regulations

N.B. These Regulations are to be read in conjunction with the HIRS Regulations.

Entry and progression requirements

The admission of a student to any award within this programme follows the general policy of the Institute for the admission of students and the HIRS Statutes which provide for an Admissions Committee.

In general, entry to this degree programme is 'open' in the sense that no specific previous qualifications are needed but evidence will be sought of ability for degree level work and the application will need to be supported by appropriate references. The Programme is delivered in English and evidence of competence in the language may be required of those for whom English is not their mother tongue.

Normally only students who have successfully completed all elements in any year of a programme are eligible to progress to the following year.

Credit rating for advanced standing or exemption

This programme follows the general policy of the Institute with regard to credit rating and the granting of advanced standing.

Minimum and maximum time allowances for completion

1. A student who enters the programme has an entitlement that the programme will be offered for its normal full term, of five years. In the case of the Institute ceasing to offer the degree within this five-year period, every attempt will be made by the Institute to offer an alternative arrangement to enable students to complete their studies.
2. By special arrangement students are permitted to complete the programme in a shorter time than normal
3. The maximum time for completion of the programme is normally eight years.
4. If a student takes longer to complete the programme than its normal length of time (5 years) the Institute does not guarantee that the programme offered to the student will be the same as that initially started by that student.
5. A student who successfully exits the programme with an intermediary award (or not) can re-enter the programme within a three-year period. After this period students may be required to retake elements from their previous programme of studies. This is subject to the programme still being offered. The Institute does not guarantee that the programme of study when re-started will be the same as that initially started by that student.
6. A student who does not complete the programme within the eight-year registration period may request, as appropriate, a transcript of credits achieved.
7. Students may be permitted to intercalate or granted a study break. These are not entitlements but are at the Faculty Board's discretion. A student who intercalates

can restart his studies at the beginning of the next academic year, subject to the programme still being offered.

8. Under normal circumstances requests for intercalation or for a study break must be submitted in writing and approved by the Faculty Board.

INTERCALATION is where a student is admitted to a year of study on a programme and for any reason does not submit the complete programme work for the year or sit the examination (if relevant) and has not advised the Institute of his or her intention to withdraw, but intends to complete that year's work over the next or subsequent year(s).

STUDY-BREAK is where a student admitted to a programme of study, on completion of that year of study, advises the Institute in writing **before the commencement of the following year's study**, that he or she intends to take a study break of one or more years. There is no charge for the study-break year(s) and permission for such breaks is normally granted automatically. Once a year of study has commenced, a study-break is not normally an option until the year has been completed; the rules relating to intercalation are applied unless the Faculty Board and Institute Dean provide otherwise because of exceptional circumstances.

1. A student who is intercalating is charged an intercalating fee, which is set by the Institute, for each and every year the intercalating continues. Intercalating ceases when either all the work relating to that year has been completed or the student advises the Institute that he or she has withdrawn entirely from the programme of study within the regulations of the programme.
2. Intercalation and study breaks count as part of the eight-year maximum time limit, i.e. the total time taken in study, intercalation and study breaks must not normally exceed eight years.

Late Assignments

The importance of meeting deadlines for submitting assignments cannot be overemphasised. The discipline of doing so is an essential part of all academic programmes, and is a particularly important aspect of distance-learning degree programmes, because the effort to meet deadlines assists the student in developing regular patterns of study. It must also be said that once a student begins to miss deadlines and falls behind with work, it becomes increasingly difficult to do justice to the programme; assignments are inevitably rushed and produced in a hurried fashion in the attempt to make up for lost time. Once one assignment is late, the next tends to be as well, and it is difficult to return to a steady pattern of study. Moreover, the learning which takes place on the degree programme is sequential and this feature is lost if a student is trying to write two assignments more or less simultaneously in an attempt to catch up with work. A student who takes longer time for an assignment without good reason could also be considered to have had an unfair advantage over those who observed the deadline. Furthermore, the system of

electronic submission of essays makes accommodating late work administratively onerous.

For these reasons, and also to ensure the smooth running and administration of the programme, it is important that there are clear guidelines concerning assignment deadlines.

1 Students must do their utmost to submit all their work by the assignment deadlines.

2 A student may for a good reason request the Programme Director to grant an extension of up to two weeks. The request must be made **before** the essay deadline has passed unless there is a good reason for the delay. If the assignment is not ready for completion by the end of the extra time granted, a request for a further extension of up to one month may be made to the Programme Director, specifying the reason on the appropriate form. A further extension beyond this one can only be granted by the Faculty Board for a very serious reason.

3 Any extension of more than two-thirds of the time to the deadline for the next assignment shall not normally be granted without a revised timetable for that student's remaining essays being agreed.

4 Students are not expected to ask for more than one extension each year. Second and subsequent extensions may only be granted for substantial reasons

5 Work submitted late without permission being given shall incur the following penalties (or such others as shall be decided by the Faculty Board):

Up to one week late	lowest mark within the grade given
From over 1 to 3 weeks late	lowest mark 1 grade below that given
From over 3 to 5 weeks late	lowest mark 2 grades below that given
Over 5 weeks late	lowest mark 3 grades below that given

subject to a minimum of a bare pass.

6 Programme work shall not normally be accepted beyond the deadline set in any academic year. Permission to submit after the deadline may be given by the Faculty Board, for medical, compassionate, or other serious reasons, and may be given subject to a penalty as prescribed in paragraph 4 above. Work submitted without permission beyond this deadline, normally two weeks **before** the last examination, may be submitted to a resit board.

7 The Programme Director shall contact any student who fails to submit an assignment four weeks after the deadline to ascertain the reason. A student who fails to submit three consecutive assignments without explanation may be deemed to have withdrawn from the programme.

In accordance with Institute Regulations penalties may also be applied for assignments submitted late without approval or seriously exceeding the word limit.

Assessment

- Each module is examined by one or more assignments and, except as indicated below, all or part of an examination.
- Students must sit the annual examinations which may be timed tests or orals. Detailed regulations for these will be published in good time beforehand.
- Examination re-sits are normally in October. Students retaking exams may only be awarded a bare pass in that examination. If students fail a resit they may sit the exam a third time together with the exams of the following year.
- Where there are examinations and assignments in the same module or half-module, compensation between assignments and examinations is permitted subject to the following rules:.

Failure and Compensation

Compensation shall be applied when the following conditions are met:

- No more than 10 ECTS, or one quarter of the total credits, whichever is greater, can be compensated in any one stage (Cert. level or Dip. level) of an undergraduate or postgraduate programme.
- It can be demonstrated that the learning outcomes of the qualification level have been satisfied.
- A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- Taking the module mark to be compensated into account, an aggregate mark of at least 40% has been achieved for the qualification level of the undergraduate.
- No compensation shall be permitted for any core project/ dissertation module, as defined in the programme specification.
- A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.
- Compensation between modules or half-modules in different subjects is not possible.
- Students receiving a fail grade without compensation for an assignment must resubmit the assignment. An assignment may not normally be resubmitted more than once. Students resubmitting an assignment may only achieve a bare pass for it.

Plagiarism

When plagiarism is found in an assignment, HIRS and Institutional rules and regulations apply.

Marking, moderation and external examining

The Programme Director ensures that the processes for monitoring, moderation and examining are in place.

- *Assignments and examinations* are marked by academic tutors or qualified markers and moderated by the Programme Director or persons appointed by him following Institute procedures.
- *Dissertations* are marked by academic supervisors and moderated by the Programme Director

The External Examiner sees all assessed work each year and reports annually to the Examination Board.

Final Oral Examination

In year 5 there is a final oral exam in two parts. In Part 1 students are asked to present their dissertation, followed by questions from the examination panel on the dissertation **and, possibly, on a related doctrinal theme if there is one**. In Part 2 students are asked to present one of the six doctrinal themes that they have prepared during the previous years, followed by questions from the examination panel.

The doctrinal theme to be presented is selected as follows. Students submit five doctrinal themes in order of preference before **1st June**. The Programme Director selects three of these, on different areas of theology and if possible including one related to the dissertation topic, by **two weeks** before the exam. The student prepares these three and is informed which of the themes to present in Part 2 **three days** before the exam.

Language Requirement

Some knowledge of a second modern language is required for all ecclesiastical degrees. In year 5 students without a foreign language qualification may satisfy this requirement by participating in a seminar on a selected text of a French or Spanish theologian in the original language.

Awards

Each year's work is given an overall grade following the relevant marking schemes. For the degree award the years are weighted as follows:

Year 1: 10%; Year 2: 10%; Year 3: 20%; Year 4: 30%; Year 5: 30%.

The classifications are:

BDiv(Hons)1st, BDiv (Ecclesial Service) (Hons) 1st

BDiv(Hons) 2:1, BDiv (Ecclesial Service) (Hons) 2:1

BDiv(Hons) 2:2,	BDiv (Ecclesial Service) (Hons) 2:2
BDiv(Hons) 3rd,	BDiv (Ecclesial Service) (Hons) 3rd
BDiv Pass.	BDiv (Ecclesial Service) Pass.

Marking Criteria

a) Essay and examination marking scheme

HONOURS (45% - 100%)

A-(70-74%) A (75-79%) A+(80%+) First Class (Hons)

Excellent understanding and penetration of wide reading, including core and recommended works, well used and integrated; clear critical awareness of the nature, sources and tools of the subject being studied; excellent knowledge and understanding of Catholic faith, liturgy and life with appreciation of their unity and integration; ability to link the subject being studied to other areas; skilful use of relevant argument; at the higher levels of this band, suitable for publication with excellence of argument, structure, clarity and presentation.

B (61- 64%) B+(65- 69%) Upper Second Class (Hons)

A very well organised answer, demonstrating that the material is thoroughly known and the subject comprehensively addressed, with analytical ability apparent; evidence of recommended and wider reading that is relevant and well used; evidence of a broad perspective as well as sound knowledge and understanding of the unity and integrity of belief and practice.

C+ (53-56%) B-(57-60%) Lower Second Class (Hons)

Core reading covered and used well; fair understanding of the subject, with expected elements present; directly addresses the question set; some argument present, which may be limited or diffuse; reasonable structure.

C-(45-48%) C (49-52%) Third Class (Hons)

Core reading covered; basic, accurate understanding of the subject, with main expected elements present; generally focused on the question set; work has some weaknesses: in focus on the topic, communication, structure, coherence, depth of argument or the inclusion of irrelevant material.

BORDERLINE PASS (40-44%)

D (40-44%)

This borderline pass grade applies when the question has been answered but contains only just sufficient knowledge and understanding; minimally sufficient material, synthesis, and/or reading; a vague focus on the topic or context, or a marked lack of clarity.

FAIL (0-39%)

This fail grade implies that the topic has not been dealt with at undergraduate level: the work demonstrates very little knowledge and understanding of the subject;

serious errors in knowledge and understanding; does not answer the question; does not reach acceptable standard of English or articulation; minimal or no account taken of the Programme book, core reading and associated programme elements; excessive uncritical assertions. Up to 8 marks can be deducted for each of these failings.

b) for doctrinal themes

A-(70-74%) A(75-79%) A+(80%+) First Class (Hons)

Excellent understanding and explanation of a chosen doctrine, clearly expressed in the student's own words; excellent and extensive knowledge and understanding of the scriptural, patristic and magisterial sources of the doctrine; excellent analysis of the Trinitarian dimensions of the doctrine; excellent analysis of the Church's reasons for belief in the doctrine; comprehensive, excellent knowledge and understanding of the doctrine's links with Liturgy, Life in Christ and Prayer, expressed in their own words with reference to sources.

B (61- 64%) B+(65- 69%) Upper Second Class (Hons)

Good understanding and explanation of a chosen doctrine, clearly expressed in the student's own words; thorough knowledge and understanding of the scriptural, patristic and magisterial sources of the doctrine; good analysis of the Trinitarian dimensions of the doctrine; good analysis of the Church's reasons for belief in the doctrine; comprehensive knowledge and understanding of the doctrine's links with Liturgy, Life in Christ and Prayer, expressed in their own words with reference to sources.

C+(53-56%) B-(57-60%) Lower Second Class (Hons)

Fair understanding and explanation of a chosen doctrine, expressed in the student's own words; fair knowledge and understanding of the scriptural, patristic and magisterial sources of the doctrine; some analysis of the Trinitarian dimensions of the doctrine; some analysis of the Church's reasons for belief in the doctrine; fair knowledge and understanding of the doctrine's links with Liturgy, Life in Christ and Prayer, expressed in their own words with reference to sources.

C- (45-48%) C (49-52%) Third Class (Hons)

Basic understanding of a chosen doctrine, expressed in the student's own words; basic knowledge and understanding of the scriptural, patristic and magisterial sources of the doctrine; some awareness of the Trinitarian dimensions of the doctrine; basic understanding of the Church's reasons for belief in the doctrine; some knowledge and understanding of the doctrine's links with Liturgy, Life in Christ and Prayer, expressed in their own words with reference to sources. Work has some weaknesses: in focus on the topic, communication, structure, coherence, depth of argument or the inclusion of irrelevant material.

BORDERLINE PASS D (40-44%)

Minimal understanding of a chosen doctrine, expressed in the student's own words; some knowledge and understanding of the scriptural, patristic and magisterial

sources of the doctrine; some awareness of the Trinitarian dimensions of the doctrine; some awareness of the Church's reasons for belief in the doctrine; little knowledge and understanding of the doctrine's links with Liturgy, Life in Christ and Prayer, expressed in their own words with reference to sources; a vague focus on the doctrine, or a marked lack of clarity.

FAIL E (0-39%)

This fail grade implies that the topic has not been dealt with at undergraduate level: the work demonstrates very little knowledge and understanding of the subject; serious errors in knowledge and understanding; does not answer the question; does not reach acceptable standard of English or articulation; minimal or no account taken of the Programme book, core reading and associated programme elements; excessive uncritical assertions. Up to 8 marks can be deducted for each of these failings.

c) for the research project and dissertation

HONOURS (45% - 100%)

A-(70-74%) A (75-79%) A+(80%+) **First Class (Hons)**

Excellent understanding and penetration of wide reading, including recommended works, well used and integrated; clear critical awareness of the nature, sources and tools of research; excellent knowledge and understanding of Catholic faith, liturgy and life with appreciation of their unity and integration; ability to link the subject being studied to other areas; skilful use of relevant argument; at the higher levels of this band, suitable for publication, with excellence of argument, structure, clarity and presentation.

B (61- 64%) B+(65- 69%) **Upper Second Class (Hons)**

A very well organised answer, demonstrating a secure understanding of research methodology, with the subject comprehensively addressed, with analytical ability apparent; evidence of recommended and wider reading that is relevant and well used; evidence of a broad perspective as well as sound knowledge and understanding of the unity and integrity of belief and practice.

C+ (53-56%) B-(57-60%) **Lower Second Class (Hons)**

Reading covered and used well; fair understanding of research and its methods, with expected elements present; directly addresses the question set; some argument present, which may be limited or diffuse; reasonable structure.

C- (45-48%) C (49-52%) **Third Class (Hons)**

Basic reading covered; basic, accurate understanding of the subject, with main expected elements present; generally focused on the question set; work has some weaknesses: in focus on the topic, communication, structure, coherence, depth of argument or the inclusion of irrelevant material.

BORDERLINE PASS (40-44%)

D (40-44%)

This borderline pass grade applies when the question has been answered but contains only just sufficient knowledge and understanding of research; minimally sufficient material, synthesis, and/or reading; a vague focus on the topic or context, or a marked lack of clarity.

FAIL (0-39%)

E (0-39%)

This fail grade implies that the topic has not been dealt with at undergraduate level: the work demonstrates very little knowledge and understanding of the subject; serious errors in knowledge and understanding; does not answer the question; does not reach acceptable standard of English or articulation; minimal or no account taken of the Programme book, core reading and associated programme elements; excessive uncritical assertions. Up to 8 marks can be deducted for each of these failings.

Teaching and learning strategy

The teaching and learning strategy adopted within the Maryvale Institute degree programme derives from Open University distance-learning methodology. This has been adapted to the specific situation of Maryvale Institute with the guidance of an adviser with Open University experience. The unique kind of distance learning of the Maryvale Institute is called the **supported distance-learning method**.

Many elements make up the complete supported distance-learning strategy, all of which help to enable students to use the system effectively. These include written Coursebooks and Readers, study guides and handbooks, residential periods, introductions to staff, fellow students and Maryvale's facilities for supporting students at a distance such as the library services, the bookshop, and the telephone/email helpline.

a) Programme Director

The Programme Director guides students through the programme and monitors their progress with their studies. He monitors all the students' assessed work, and act as a general tutor. Contact is normally by email, online, or phone. Tutorial sessions are available at all residential sessions. Students are encouraged to contact the Programme Director in the first instance with any academic questions or problems concerning the programme.

b) Academic Administrator

The Academic Administrator is responsible for the smooth running of the administration of the Programme including the keeping of records. Students are encouraged to contact her for all routine non-academic matters. **Where necessary they are asked to refer to this Handbook first.**

c) Student Advisers

General support, encouragement and/or advice concerning assignments or any other aspect of assessment, can be gained from Student Advisers who are recent graduates of the programme familiar with the trials as well as the joys of studying. The advisers normally attend the introductory weekend.

c) Academic Tutor

The Academic Tutor is responsible for marking the assignments and providing reports, a copy of which is retained by Maryvale and the original made available to the student concerned. The role of the Academic Tutor is both to assess the work and to provide substantial tutorial feedback on the assignments and advice on academic progress. The method of marking assignments, by detailed annotation, is specifically designed to be of maximum help to the student at a distance.

Academic Tutors must all have at least a Master's degree in Catholic theology and preferably a Licence, or the equivalent. They play a very important role in the assessment process and therefore receive regular support and training, especially in the supported distance-learning methods of tutorial style marking.

d) Coursebooks

The Coursebooks, prepared by specialist staff, are the teaching texts which provide the basis for the assignment work. Authors prepare texts in the specialised style that good distance learning requires in order to maximise the involvement of the student. This involves programme book authors pointing the students to specific texts to read, recognising what, in the reading, needs commentary or careful explanation and showing how students can consolidate and expand their learning through tasks and exercises. The programme books are written, therefore, not as learned monographs in which the author has the *subject* at the forefront of his mind but as self-contained teaching and learning manuals, in which the author keeps the *student* at the forefront of his mind.

From 2020-21 all teaching materials will be provided through Moodle. Printed copies will only be produced where there is a proven special need.

The Coursebooks are not books in the normal sense of the word: they are written lessons of a much larger and cohesive programme; they are learning aids, tutorials in print, guided ways into fields of knowledge. This means that each text:

- integrates references to essential and further books throughout each module
- includes a list of learning objectives at the beginning of each chapter
- links the programme books to each other in awareness of the outline of the whole programme
- contains a regularly updated bibliography
- provides relevant exercises to stimulate student research, reflection, imagination, etc.

- takes into consideration underlying themes to run through the entire programme, such as the person and message of Christ, the Trinity and the dignity of the human person
- uses a direct style that addresses the reader personally, encouragingly and supportively, not only as expert, but also as explorer, teacher and tutor in and throughout his text
- indicates key areas for assessment following the learning objectives of the programme.

Coursebooks, tutor advice and feedback, personal tutorial support, residentials, library and IT resources, the development of collaborative work between students and the support and encouragement of staff and fellow students, are all seen as linking elements of the supported distance-learning system and vital for its success.

e) Teaching Periods

There are two main teaching periods each year normally running from Friday evening to Saturday evening. For this year these will all be conducted online rather than at Maryvale House, but everything will be done to recreate as much as possible of the spirit of community characteristic of previous residentials. At the same time, the use of online teaching will allow greater flexibility in responding to students' needs.

The normal form of residential teaching will comprise pre-recorded lectures to be watched before the residential weekend followed by interactive classes with the lecturer. There will also be social time and liturgy.

The interactive classes will be scheduled around the assignment deadlines. Some of these will be held at the main teaching periods but further ones will also be held at more convenient times, usually on weekday evenings. Dates and times of these will be circulated in advance.

Maryvale has experienced the enormous encouragement that residential periods give to students on all its Higher Education programmes. On all of the Institute's Higher Education programmes, the teaching periods enable students:

- to know and support each other,
- to come together in a joint venture and challenge,
- to have a spiritual background to their work through structured times of prayer throughout the weekend,
- to benefit from discussion periods with people in similar situations to themselves.

The teaching periods also benefit the student

- through supporting lectures and workshops enriching the programme book material,
- through tutorials and interaction with the Institute staff. **Outside residential periods tutorials can also be given by Zoom or Skype.**

- through the resources of the Maryvale library and ICT services.
- The purpose of the introductory teaching period is to familiarise students with Maryvale Institute and its staff, to clarify the nature, organisation and administration of the programme, and to allow students to meet each other. The session is mainly concerned with ensuring that students understand how the learning system is intended to work, and what facilities are provided or are otherwise available. Students are also provided with this Handbook which clearly lays out all the necessary information.
- The teaching periods have an essential role in the intellectual development of the student. They enable the student to seek assistance from the programme staff, lecturers or programme book writers, library staff, and other students. The lectures assist the student in understanding the aims, contents and contexts of the modules in the coming term.
- The teaching periods also have the complementary purposes of helping students develop a sense of the inter-relatedness of the modules and of the coherence of the whole programme, and at the same time stimulating their own self-awareness and personal development. Given the importance of the academic, vocational, and personal dimensions of these sessions, participation in them plays a vital part in the programme.
- The spiritual ethos on the teaching periods is important for the students even when they are online. Liturgy is built into every residential timetable.
- At each teaching period or whenever necessary students are given tutorial time so that general programme progress may be given particular attention.
- The final exam, in year 5, is an oral exam and there is, therefore, practice and instruction on making presentations and answering questions orally.

Typical Teaching Period Timetable

FRIDAY

6.00pm	Introduction, class
7.00 pm	Social time, Vespers

SATURDAY

9.00 am	Tutorials/Class
10.30 am	Tutorials/Class
12.00 pm	Tutorials/Class
2.30 pm	Tutorials/Class
4.30 pm	Tutorials/Class
6.00 pm	Tutorials/Class
7.00 pm	Social time, Vespers

Normally each student will have about three classes and one individual tutorial.

Pathways

From 2020 there are two pathways: the diaconal Pathway for those in formation for the permanent diaconate under the Scottish Diaconal Formation Programme and the Maryvale (M) Pathway for all other new students.

The reduction in the number of assessments required, as defined below, also applies to students on the previous pathways.

Pathway M Programme Structure

In this pathway, all the main areas of theology are studied over five years through a series of consecutive modules, concluding with a dissertation. Study commences with an introduction to theology and the first year includes philosophy and Church history, providing vital foundations for studying the faith. The second year of the programme focuses upon the study of Sacred Scripture and the Blessed Trinity – the sources of theology. Following this, further dogmatic areas of Christology, soteriology and so on, are studied, then the moral teaching of the Church and the sacramental and spiritual life of the Christian and an introduction to catechesis and apologetics. The final year involves a dissertation which concludes the whole degree programme and allows the student to select a specific topic for focus, while drawing around this a ‘synoptic presentation’ of the mysteries of the Faith.

YEAR	MODULES	ECTS
1: Foundational Studies	Faith and Revelation (with Anthropology)	7.5
	Church History (with Patrology)	7.5
	Systematic Philosophy	7.5
	History of Philosophy	7.5
2: God in Salvation History	Introduction to the Scriptures & Old Testament I	7.5
	Old Testament II	7.5
	Intro to the New Testament	7.5
	Holy Trinity, One God	7.5
3: Salvation in Christ	Christology	10
	Paul and Acts of the Apostles	10
	Fundamental Moral Theology	10
	Creation, Fall, and Redemption	10
4: The Communication of Salvation	Ecclesiology and Mariology	10
	Grace and Glory	10
	Biblical Catechesis (half module)	5
	Canon Law (<i>half module</i>)	5
	Special Moral Theology	10
5: The Christian Life and Eschatology	Sacraments	10
	Apologetics (half module)	5
	Liturgy (<i>half module</i>)	5
	Spirituality (<i>half module</i>)	5
	Research Project and Oral Examination	15

Pathway M Assessment strategy

To assess the academic study effectively, three elements of assessment are used, the first 4 years following the same basic structure: one or two written **essays** for each module, over the programme of a year, yearly written or oral **examinations** based on the work of the modules, and **doctrinal themes**. In year 5 there are also a dissertation and the final oral exam. Students must submit at least one assignment in each module or half-module. The following table shows how each year is assessed:

Year		
1	4 modules	
	6 essays	80%
	2 exams	20%
	4 modules	
	6 essays	80%
	2 exams	20%
3	4 modules	
	4 essays	60%
	2 Doctrinal Themes	20%
	2 exams	20%
4	3 modules and 2 half-modules	
	3 essays	45%
	1 canon law assignment	15%
	2 doctrinal themes	20%
	4 exams	20%
5	1 module and 3 half-modules	
	2 doctrinal themes	20%
	1 essay	15%
	1 seminar presentation	15%
	Dissertation	30%
	Oral Exam	20%

a) Assignments/essays

Assignments are basic in the process of supported distance learning and self-teaching and are the primary written means of demonstrating the students' knowledge and understanding. Through the assignment the student also develops the ability to research a particular subject and to investigate arguments and implications concerning it.

The assignments develop, and also provide a point of assessment of, the students' theological knowledge and understanding, including their ability to explore theological ideas with an appreciation of the historical and intellectual contexts within which the concepts were framed and developed. They also develop the ability to see relationships within what they have learnt, and the position of the subjects being studied in their wider context.

- In year 1 - all the assignments are 2500 words
In year 2 - all the assignments are 3000 words
In years 3-5 - all the assignments each year are 3500 words each

b) Doctrinal themes

In each of the years 3-5 the student writes two pieces of work on a doctrinal theme within the scope of the modules of the year, including:

- The key doctrines to be taught, linked to the hierarchy of truths
- The foundations in Scripture (OT and NT)
- The explanations in Tradition: key magisterial documents and patristic texts
- The implications in Tradition: Liturgy, Life in Christ and Prayer
- Contemporary debates and typical questions

In year 4 students may also make an oral presentation of a doctrinal theme including answering questions.

c) Seminar presentation

In year 5 each student must give one class presentation for credit.

d) Exams Years 1-4

In years 1-4 students must sit an annual written or oral examination on the modules taken. The canon law exam in Year 4 is oral.

e) Dissertation

In year 5, students undertake a piece of academic scholarly research of 8-10,000 words. This project draws together student learning and demonstrates the students' honours standard.

Pathway D Programme Structure

In this pathway, all the main areas of theology are studied over five years through a series of consecutive modules, concluding with a dissertation. This pathway differs from Pathway M in two respects.

First, it follows a spiral approach to theology, beginning in years 1 and 2 with an introductory overview of the key areas of theology. These are then revisited in years 3-5 in more depth. Foundations, such as Philosophy and Church History, are studied in year 3 once the student has a sound grasp of the conspectus of the faith and is now desirous to go deeper.

The second difference is the inclusion of the Church's principles for transmission of the faith. The Church speaks frequently of how she 'exists to evangelise' and many documents have been written to aid us in our understanding of this. Assessment elements relating to these principles are studied and practiced each year. The final year involves a dissertation which concludes the whole degree programme and allows the student to select a specific topic for empirical research in view of improvement to, or new implementation of, parish strategies for transmission of the faith.

Yr 1	B Div D	ECTS
1.	Theology, Doctrine and transmission of the Faith	4
2.	Foundations of Faith	4
3.	Christology	4
4.	Ecclesiology	4
5.	Introduction to the Old Testament	4
6.	Introduction to the New Testament	4
<i>Portfolio</i>	<i>Principles and practice of Transmission I</i>	6
Yr 2	B Div B	ECTS
1.	Ecclesial methods for transmission of the faith	5
2.	Introduction to Spirituality and Prayer	5
3.	Introduction to Liturgy	5
4.	Introduction to the Sacraments	5
5.	Introduction to Moral Theology	5
6.	Mariology	5
Yr 3	B Div B	ECTS
1.	Church History I*	5
2.	History of Philosophy I*	5
3.	Introduction to Systematic Philosophy*	5
4.	Patrology and Trinity	5
5.	Anthropology*	5
6.	Life in Christ - Catholic social teaching	5
<i>Portfolio</i>	<i>Ecclesial Vision for transmission of the faith</i>	10
Yr 4	B Div B	ECTS
1.	Church History II*	5
2.	Life in Christ - (Bio-ethics and family)	5
3.	Canon Law	5
4.	The Gospel of Matthew	5
5.	Grace and Glory	5
6.	Research Project Proposal or Parish Research project	15
Yr 5	B Div B	ECTS
1.	History of Philosophy II*	5
2.	Choice of Elective(s)	10
3.	The Eucharist and Eschatology	5
4.	Empirical Research Dissertation (8000-10,000 words)	20

Pathway D Assessment strategy

To assess the academic study effectively, three elements of assessment are used, the first 4 years following the same basic structure: one or two written **assignments** for each module, over the programme of a year, yearly written **examinations** based on the work of the modules, and a **portfolio of theological skills**. In year 5 there is also a research project. **Essays in non-theological subjects now receive less weight. They are indicated in the above table by ‘*’.** In Year Three the assignment in Life in Christ I will be a doctrinal theme. The following table shows how each year is assessed:

Year	Pathway ‘B’
1	6 modules 6 essays 60% 2 1½ exams 20% Portfolio 20%
2	6 modules 6 essays 80% 2 1½ exams 20%
3	6 modules 4 essays at 10% 40% 2 doctrinal themes 20% 2 1 ½ exams 20% Evaluation of a resource 20%
4	5 modules 3 essays at 15% 45% 2 doctrinal themes 20% 2 1½ exams 20% Research proposal 15%
5	1 His. Phil. essay 5% 1 Doctrinal theme 10% 1 Elective essay 15% 1 Elective doctrinal theme 10% Research Project Dissertation 40% Oral Exam 20%

a) Assignments/Essays

Assignments are basic in the process of supported distance learning and self-teaching and are the primary written means of demonstrating the students’ knowledge and understanding. Through the assignment the student also develops the ability to research a particular subject and to investigate arguments and implications concerning it.

The assignments develop, and also provide a point of assessment of, the students’ theological knowledge and understanding, including their ability to explore theological ideas with an appreciation of the historical and intellectual contexts within which the concepts were framed and developed. They also develop the

ability to see relationships within what they have learnt, and the position of the subjects being studied in their wider context.

In year 1 - all the assignments are 2500 words

In year 2 - all the assignments are 3000 words

In years 3-5 - all the assignments each year are 3500 words each

b) Doctrinal themes

In each of the years 3-5 the student writes two pieces of work on a doctrinal theme within the scope of the modules of the year, including:

- The key doctrines to be taught, linked to the hierarchy of truths
- The foundations in Scripture (OT and NT)
- The explanations in Tradition: key magisterial documents and patristic texts
- The implications in Tradition: Liturgy, Life in Christ and Prayer
- Contemporary debates and typical questions

c) Exams

Students must sit two written or oral exams each year.

d) Portfolio of theological skills

In year 2: a new portfolio of skills structured specifically for the needs of the permanent diaconate is being constructed. This year credit may be given for this but only if it would be to the overall benefit of a student.

In year 3: Evaluation of a published catechetical or pastoral resource (3000 words).

In year 4: An assessed oral presentation of the research project and, where possible, an oral presentation of one of the themes including questions at a residential weekend.

In year 5: Empirical research as part of the final Dissertation.

e) Research project

In year 5, students undertake a piece of research of 8-10,000 words (including footnotes but not appendices). This research project dissertation draws together student learning and reflects the students' honours standard.

The proposal for this research is submitted in Year 4 (3000 words) and may be presented orally. An alternative project will be provided for those not intending to enter Year 5.

Pathway B Assessment regulations

- Compensation between assignments and examinations is not permitted.
- Compensation between the elements of the portfolio is possible.
- Students receiving a fail grade for the portfolio must resubmit the portfolio. A portfolio may not normally be resubmitted more than once. Students resubmitting a portfolio may only achieve a borderline pass.

Programme Exam regulations years 1-4

- Students must sit an annual examination of two papers, normally text analysis and a synthetic task.
- Compensation within the elements of each examination is possible, that is, within the elements in the text analysis paper and within the elements in the synthetic task paper. Compensation between the two papers is not possible.
- A candidate can normally re-sit one failed paper only. If both papers fail, the candidate must normally repeat the year.

Part 4: Library & Learning Resources

The Maryvale Library

To pursue your programme satisfactorily it is important to be able to find recommended books and periodical articles and to have access to more general reading. Excellent resources for B. Divinity students are contained in the library at Maryvale. This collection is continually being expanded as new programmes are begun, new books, audio-visual and electronic resources are published and new periodical subscriptions initiated. There is now a stock of approximately 20,000 books, over 70 periodical titles and online resources.

Because of the current health emergency, the ways in which students are able to access resources through Maryvale library have had to change. As the Maryvale building remains closed to students, resource queries will be answered using electronic resources where possible. Your first port of call should be the Library's Moodle page. This is where you will find links to ejournal and ebook databases, the library catalogue and other useful information. It may also be possible to supply scans of book chapters or journal articles from printed material on request (within copyright restrictions). Scanning requests should be emailed to librarymanager@maryvale.ac.uk and will be actioned as soon as possible.

Finding information in the Library

The books are arranged by an adaptation of the *Dewey Decimal Classification*, which is the scheme used by most public and many university libraries. The majority of titles are in the 200 class for Religion, or the 100 class for Philosophy.

The Library's online catalogues are sub-divided into past dissertations (to search exclusively for previous students' dissertations and theses), and a conventional library catalogue (often known as an OPAC) for everything else.

The library catalogue can be searched under two entries simultaneously, usually "Title" and "Author", to limit or refine the responses. Title entries disclose if the book is currently out on loan. Books not available for loan are identified by a star [*] at the end of the entry. The librarian is there if you need any advice.

Books

The books cover all areas of theology including philosophy of religion, Scripture, doctrine, moral theology, liturgy and Church history. Approximately 3000 books are found in the section devoted to religious education, while there are also books on philosophy, psychology and child development and research methods. There are approximately 400 books on faiths other than Christianity

Reference books: There is an extensive collection of reference works, including general and specialist encyclopaedias and dictionaries in theology. These can be extremely helpful, not only to discover the meanings of obscure terms, but also to familiarise yourself quickly with a subject, or begin work on an assignment.

Catholic Truth Society: There is a special section of CTS publications, divided into fourteen broad subject areas, such as *Saints, Prayer and Sacraments*

Church Documents: The documents of Vatican II, of the Congregation for the Doctrine of the Faith, Bishops' reports and papal encyclicals, are stored in red boxes and arranged according to author.

Faith and Fact books: Published by Burns & Oates, this series of 150 short and clearly written books covers many areas of knowledge discussed in the light of Catholic teaching.

Drinkwater Collection: The library is named after Canon Francis Drinkwater who was a leading catechist in the Midlands and the originator of the periodical, *The Sower*. A collection of his work is in a glass-fronted case next to the library office.

Serials

Periodicals from the UK and other parts of the world are kept in the library. Most of these have back-runs stretching back several years. A list of serial titles, with an indication of their back-runs, and on Moodle. The list on Moodle also has links to the electronic full text, where we have access.

Internet Access and Photocopying

In the Library there are four computer workstations with internet access available for student use, along with a black and white printer and a scanner. A wireless internet connection is also available for users' own laptops. The librarian provides ICT support, including help with search techniques, during office hours. There is also a photocopier available in the library for student use; all that is asked in return is a small payment per photocopied sheet, as indicated alongside the equipment.

Maryvale has a licence to photocopy from the Copyright Licensing Agency. However, the importance of not contravening the Copyright Act must be stressed. According to the Act, if a work is in copyright, it is not permissible to photocopy more than any one article from any issue of a periodical, nor more than one chapter or 10% of a book, whichever is the greater. The length of time for which copyright exists has been extended. The rights of an author in his work extend to 70 years after his death or 70 years from the time the work was first made available to the public. The rights of a publisher over the typographical arrangement of a work last for 25 years after its first publication.

Electronic Resources

Maryvale subscribes to the EBSCO's Religion and Philosophy Collection, JSTOR's Religion and Theology Collection and the Cambridge Companions series of eBooks, all of which can be accessed through Moodle.

EBSCO gives access to over 200 full text scholarly periodicals, as well as article abstracts and book reviews. Examples of titles included are *Catholic Biblical Quarterly*, *Church History* and *International Journal for the Psychology of Religion*.

JSTOR covers the history and philosophy of religious thought spanning traditions, periods and critical approaches. This collection contains the full-text runs of more than 80 journal titles.

Cambridge Companions are a series of authoritative guides, written by leading experts, offering lively, accessible introductions to major writers, artists, philosophers, topics and periods. There are over 200 eBooks available in the *Companions to Philosophy and Religion* series, including introductions to topics such as the Hebrew Bible, the *Summa Theologiae* and the history of the Cistercian order.

Contact the Librarian for User ID and password details: library@maryvale.ac.uk

The Librarian also maintains a list of useful web resources on Moodle.

Other Libraries

It is important to find a suitable library in your area and learn what facilities it offers. To establish you are a bona fide student, show your Maryvale identity card. Find out how to use their catalogues. Identify which journals might be relevant.

Academic libraries may allow you to use their stock for research and private study, although an increasing number will charge for regular use of their resources. Some will allow you to borrow books on payment of an annual fee. Before travelling to a library, don't forget to check its access policy, which will probably appear on its website. Public libraries that do not have the book you want may be able to borrow it from libraries that do.

Policy for use of the Library

- The main purpose of the Institute Library is to support its students and staff in their studies and research. The Library staff are available to help students and staff to maximise their use of the Library resources.
- Maryvale Library also provides a resource for the diocese. External users wishing to access the library must telephone in advance to make an appointment with the Librarian. Library facilities for external users are offered on a reference-only basis and do not include access to its electronic resources.
- Students using the Library are expected to respect the right of other Library users to work in peace, without disturbance or interruption. Anyone found to be creating a disturbance will be asked to leave the Library. A report of the incident will be submitted to the Academic Registrar and the student may be subject to disciplinary proceedings.
- Students are also expected to respect Copyright laws and to follow the instructions of the Library staff when using materials obtained for them, particularly those from other libraries or other outside sources.

- There are charges associated with obtaining books and materials from outside sources. These charges must be settled by the student on the receipt of the resources.
- Maryvale Library is primarily a reading library however, where stocks allow, students may borrow books with the agreement of the Library staff. Up to seven books may be borrowed at any one time; on the condition that these are returned on the student's next visit to the Institute (i.e. the next study day or residential). Holding on to books for an extended period denies other students access to important and useful resources; therefore, failure to return loaned books in a timely manner will result in restrictions being placed on future lending.
- All outstanding books and materials must be returned before graduation from a programme. Failure to do so may result in the graduate being charged for the cost of replacement(s).
- A bank of computers and computer points are available in the Library for student use. When making use of these resources students are expected to abide by the general Institute regulations and policies for internet usage.
- The Library also makes available a photocopier for student use, with the agreement of the Library staff. There will be a small fee per copy sheet to cover the cost of paper and toner; all such fees must be settled immediately.