



STUDENT HANDBOOK

for the

FINAL HONOUR SCHOOL

in

THEOLOGY AND

RELIGION

2022-2024

FOREWORD

HANDBOOK FOR STUDENTS TAKING THE FINAL HONOUR SCHOOL IN THEOLOGY AND RELIGION IN 2024

This Handbook applies to students starting the Final Honour School in Theology and Religion in Michaelmas term 2022, and therefore expecting to be examined in Trinity term 2024. The information may be different for students starting in other years.

The *Examination Regulations* relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=hsotheoandrel&srchYear=2021&srchTerm=1&year=2021&term=1>. If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact the Director of Undergraduate Studies at the Faculty of Theology and Religion, [Dr Mary Marshall](#).

The information in this handbook is accurate as at 05.10.2022, however it may be necessary for changes to be made in certain circumstances, as explained [here](#). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

The up to date version of this handbook is available in the [Undergraduate Handbooks](#) section of the Faculty's website. **This is version 1.**

Version	Purpose/Change	Date
1.0	2022-2024 Edition	05.10.2022

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1. GENERAL INFORMATION AND ADVICE

INTRODUCTION

This Handbook is designed to welcome you to the Faculty of Theology and Religion and to inform you about the facilities and services available to students. It will also provide information about the structure and content of your course; its aims, the organisation of teaching and the expectations of study. The handbook will outline how the course will be assessed, the opportunities for feedback on your learning and advice concerning formal examinations. You will also find information about student representation and providing feedback to the Faculty and University, as well as directions to further information about student life.

Welcome from the Chair of the Faculty Board



Welcome to Oxford and the Faculty of Theology and Religion! Beginning a course here can be exciting and daunting; daunting, particularly as you negotiate the college systems and the University more widely. So this handbook is designed to give you as much help and information as possible about your specific course, the BA in Theology and Religion. Questions will no doubt remain, but support and advice is always on hand - especially from course tutors at your college. But there's also the Director of Undergraduate Studies and people listed under Useful contacts and sources of information. We are all very happy to help. Meanwhile settle in, enjoy, and make the most of the many opportunities here to learn and grow. And I wish you the very best as you launch ahead.

Professor William Wood

Welcome from the Director of Undergraduate Studies



I am delighted to welcome you (or welcome you back) to the Faculty of Theology and Religion. The undergraduate curriculum showcases key areas of scholarship here in Oxford. We hope that you will enjoy experiencing an exciting range of what we have to offer, whether you are exploring familiar subjects or discovering new ones. My colleagues and I look forward to working with you and are ready and able to offer advice and support. You should feel free to contact me concerning any academic matters. Please accept all my very best wishes as you embark on the Final Honour School.

Dr Mary Marshall

QUICK LINKS TO TOOLS AND KEY SOURCES OF INFORMATION

[Theology
and Religion
Website](#)

Includes articles on the latest news and events from the Faculty; a list of Faculty members, staff and research students; guidance on undergraduate and graduate admissions; information for alumni (former students); details of forthcoming events and opportunities. Course Handbooks and Schedules of Papers are published here, together with links to the Faculty's blog, Canvas and its presence on social media.

[Canvas](#)

This is the University's virtual learning environment. Access using your SSO to view the Faculty of Theology and Religion's Lecture List, course and paper information, documentations, forms, Examination Conventions, Examiner's Reports and teaching resources.

[Examination
Regulations](#)

Examination Regulations, which are published annually at the start of Michaelmas term, govern all examinations at the University and are absolutely binding. There is a course specific link to the regulations which apply to your examinations in the Foreword to this Handbook.

[SOLO
&
ORLO](#)

Search Oxford Libraries Online. Catalogue covering most libraries in the University and a gateway to databases and e-resources and Oxford Reading Lists Online. Single-sign-on is necessary to access the full features and resources.

[University
Student
Website](#)

Central University information for new and continuing students on academic matters; fees and funding; visa and immigration; Oxford life; health and welfare; and graduation and leaving Oxford. The site includes news and events as well as comprehensive information on [Health and Welfare](#) at Oxford.

[Student
Handbook](#)

Provides general information you may need to help you to make the most of opportunities at the University of Oxford. It also gives you formal notification and explanation of the University's codes, regulations, policies and procedures.

[SU Website](#)

Information and services provided by Oxford SU (Student Union)

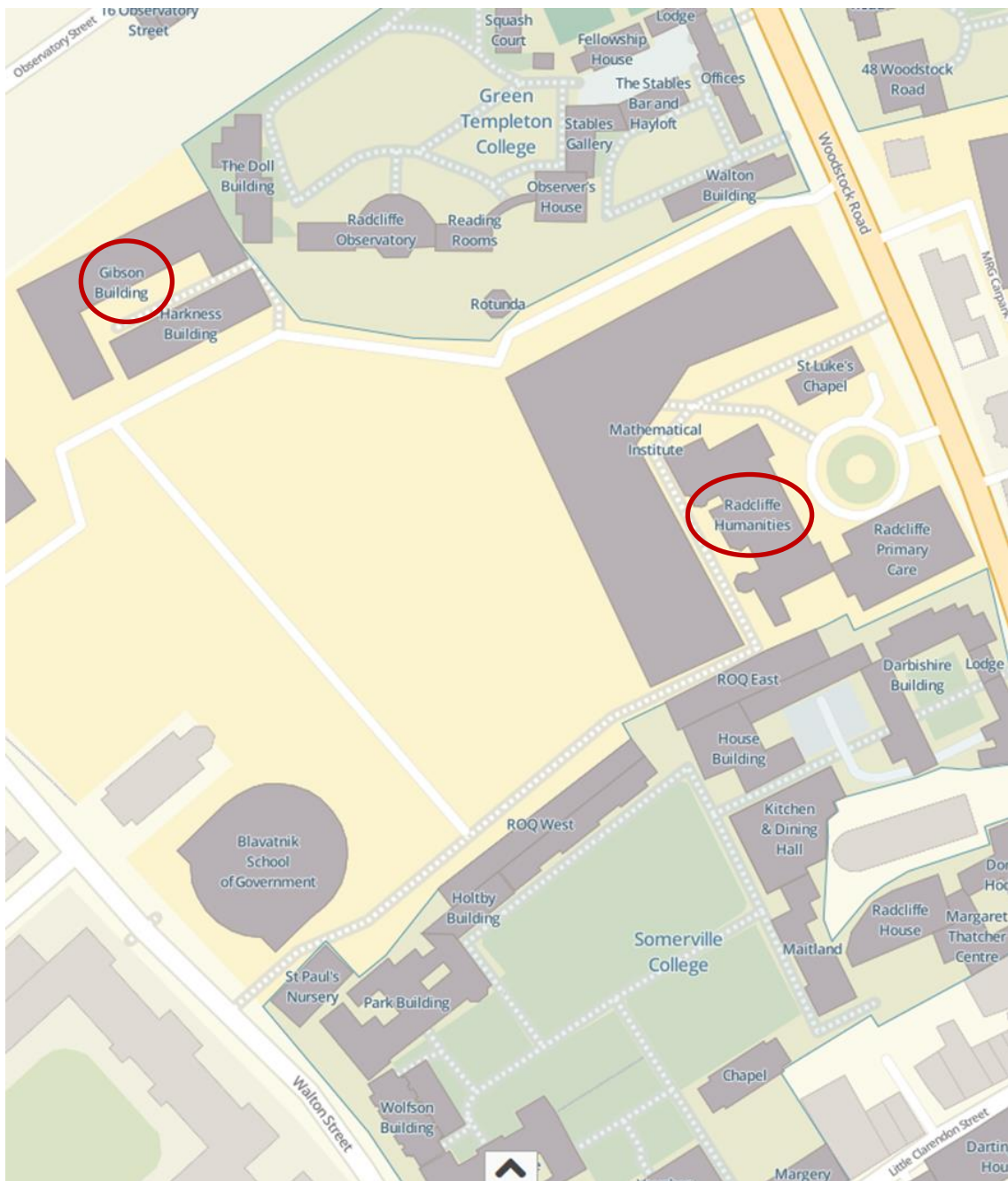
[Nexus365](#)

Web access to the Universities email service

You will also find a lot of very useful information in the Handbook of your college or hall. Please consult the [relevant college website](#) or your college tutor or college office for further details.

USEFUL CONTACTS AND SOURCES OF INFORMATION

Please note that your college tutor is the first point of reference for all queries about your course. The Director of Undergraduate Studies, [Dr Mary Marshall](#), can also be consulted about academic matters. Dr Marshall advertises drop-in sessions and students are also very welcome to make an appointment with her.



The Theology and Religion Faculty

The Theology and Religion Faculty is on the second (top) floor of:

The [Gibson Building](#),
Radcliffe Observatory Quarter,
Woodstock Road,
Oxford
OX2 6GG

Your University Card will provide access both to the building and to the Faculty.

The Faculty includes the following teaching spaces and facilities:

Lecture Room	Tutorial Office
Seminar Rooms 1 and 2	Board Room
Small Teaching Room	Toilets, including accessible facilities

As well as the offices of several academics and administrators.

There is also a graduate study space, graduate common room and kitchenette; these are not usually used by Undergraduates, except by special permission or invitation.

The Faculty Office

Faculty Office hours are from 9 a.m. to 5 p.m., Monday to Thursday and 9am to 4pm on Friday. In the Faculty Office you will find the following staff, who are always happy to help!

Lisa Driver Davidson

Head of Administration and Finance
Tel: +44 (0)1865 270791
HAF@theology.ox.ac.uk

Kristine MacMichael

Senior Academic Administrator
Tel: +44 (0)1865 270061
academic.administrator@theology.ox.ac.uk

Fran Roach

General Administrator
Tel: +44 (0)1865 270797
General.administrator@theology.ox.ac.uk

Mary Phillips

Undergraduate Studies and Examinations
Administrator
undergraduate.enquiries@theology.ox.ac.uk

Karen Sidhu

Graduate Studies and Examinations
Administrator
graduate.enquiries@theology.ox.ac.uk

Initial point of contact for enquiries about the course

In the first instance and especially for enquiries about your individual situation, you should consult your college tutor. However, you are welcome to address any enquiries relating to the course and Faculty to the Director of Undergraduate Studies for Theology and Religion, Mary Marshall, who will answer or forward your query to colleagues or other departments as necessary.

Undergraduate Student Representatives:

Undergraduate Student Representatives are elected on a yearly basis each Hilary Term to serve from the following Trinity Term, an up to date list is available on [Canvas](#). See further details [below](#).

Welfare and Support Services

Colleges make provision for student welfare and students should consult their college tutor, officers and JCR for details of arrangements made to support their students. In addition, the University provides the following for all students who require such support:

- a counselling service
- childcare advice
- disability assessment and advice
- a harassment advisory service

Further details of these services are included in the [Student Handbook](#), which is updated annually.

There are also two **Faculty Harassment Officers** who are the primary contacts within the Faculty for students with welfare concerns:

Professor Justin Jones

Pembroke College

justin.jones@theology.ox.ac.uk

Dr Sarah Apetrei

sarah.apetrei@theology.ox.ac.uk

Services for students and staff with disabilities

The University operates a code of practice to provide equality of opportunity for those with disabilities. The Equality and Diversity Unit offers advice and guidance to disabled students and staff on a range of issues including disability related funding, benefits and other sources of support. The Faculty is part of the [Common Framework on supporting Students with Disabilities](#). Further information and useful contact details can be found at the [University Disability Advisory Service website](#). The Disability Office work through a network of Disability Contacts at College and Departments in order to advise on the Disabled Students Allowance and appropriate study support needs.

University Disability Office

+44 (0)1865 280459

disability@admin.ox.ac.uk

If you have a disability and require support or equipment to help in some aspects of your study, every effort will be made to provide the best solution for you. It is important that you discuss your needs with your college tutors as soon as possible, preferably prior to arriving at Oxford in order that provision can be made. It is also important that the Faculty Office is made aware of any special access requirements.

At the Faculty of Theology and Religion, the Coordinator is [Dr Kristine MacMichael](#) and the Lead is [Dr Sarah Apetrei](#).

Your college is also able to provide advice, help and special facilities.

Oxford SU has a vice president with special responsibility for Welfare and Equal Opportunities. This officer is elected annually and can be contacted at

vpweo@oxfordsu.ox.ac.uk

An [Access Guide](#) for People with disabilities gives details about the accessibility of virtually all buildings within the University.

Oxford University Library Services has a centre that provides support for students, primarily for those with visual impairment but also for those with specific learning disabilities (SpLD) or mobility impairment. The Accessible Resources Acquisitions and Creations Unit ([ARACU](#)) can provide texts in a range of alternative formats such as audio, digital and large print. For further information, please contact:

Disability Librarian

Teresa Pedroso

+44 (0)1865 283862

disability.librarian@bodleian.ox.ac.uk

Special arrangements can be made to help disabled students, including those with dyslexia, dyspraxia and other SpLDs in taking their University examinations. If you require special arrangements please discuss this with their tutors and their College Doctor as soon as possible after arriving at the University.

IT and IT Services

All members of the University are subject to the [University's Regulations Relating to the Use of Information Technology Facilities](#) and provision is managed by [IT Services](#). IT services is a large department which provides a range of services and facilities. Through them, undergraduate students are able to access training and advice and to obtain free or discounted software (subject to availability, terms and conditions). For direct help their [service desk](#) is located at:

13 Banbury Road
Oxford
OX2 6NN
+44 (0)1865 612345
help@it.ox.ac.uk

Your College handbook and the IT officer at your college will advise you on what IT provision is made for students at your college, including guidance on how to use your own devices.

WiFi

Most buildings in the University (including the Bodleian libraries and PFTL, the Faculty of Theology and Religion and Colleges) are covered by the Eduroam and OWL WiFi networks. Please refer to the [IT Services help website](#) for information on how to access these networks. Access to Eduroam enables you to access free WiFi not only in most Oxford University buildings but in many Universities and Academic institutions around the world.

Single Sign-On (SSO)

All new University members are automatically issued with a Single Sign-On (SSO) username and password. You will need to activate this account. It provides vital access to services such as Canvas, Student Self-service (including the self-registration system) and electronic library provision. It also allows you to access your university email account (Nexus), which you should use for all email communication with the University.

Mailing Lists and Communication

Students are automatically subscribed to a number of Faculty mailing lists which are the principal means of communicating important and urgent information. It is therefore essential that you maintain your university email account and check it at least once a day. If you think you have been missed off a relevant mailing list, please contact the [Faculty Office](#).

Libraries

The library provision in Oxford University is outstanding. During your time in Oxford, you may use a variety of lending and reference libraries. New students receive an induction into Library services and facilities during their first week but if you require any guidance subsequently, please consult the library staff, who might advise and direct you to training opportunities.

The Bodleian Library

The Bodleian is the University's main library over a number of sites in Oxford. All undergraduates are entitled to access its facilities on production of their University Card. Full details of regulations, facilities and opening times are published on the [Bodleian Libraries website](#). Many of the libraries holdings (especially on central Bodleian sites) are for reference use only and many are held in closed-access bookstacks, from where they may be ordered from the stack to any library in the Bodleian Group.

For printing, copying, and scanning, the [PCAS system](#) in operation across the Bodleian Libraries Group (which includes the PFTL) offers a range of services, paid for using an online account topped up by a debit/credit card.

Philosophy and Theology Faculties Library (PFTL)

The PFTL is open to all current students and staff of the University and provides a popular lending collection to support the wide range of taught courses in the Faculty of Philosophy and the Faculty of Theology and Religion. The collection includes multiple copies of core text books, monographs, reference material and journals. The Library aims to acquire the materials necessary to support the teaching and, to some extent, research needs of its Faculties. Currently, it holds over 30,000 volumes, with a further 20,000 outhoused in the Bodleian's Book Storage Facility, making c.100,000 loans per annum. Recently, the library has started trialling an e-first policy, so many of the books needed by theology students are now available as ebooks. The collection reflects the University's undergraduate courses, although it also caters for graduate students, senior members and academic visitors. For more information, including full details of opening times, regulations and facilities please visit the [PFTL website](#).

The PFTL is located at [Radcliffe Humanities](#) near to the Theology Faculty, and full details of opening times, regulations and facilities are published on the [PFTL website](#). The library staff can offer expert guidance in the resources available and useful to students of Theology, Religion and Philosophy. Book requests (for items not held in the Bodleian Libraries) should be made either by email to hilla.wait@bodleian.ox.ac.uk or using the [Recommend a Book form](#) on the PFTL website. For general library enquiries, please email

pftl@bodleian.ox.ac.uk. Specialist subject enquiries should be directed to the subject librarian.

Philosophy and Theology Subject Librarian PTFL Librarian in Charge
[Dr Hilla Wait](#) [Dr Colin Cook](#)

The Philosophy and Theology Faculties Library provides a number of networked PCs to allow users to access online e-resources, databases, including BibleWorks, e-journals and the internet, as well as the full suite of Microsoft Office. These reader workstations are also set up with access to the Bodleian's Electronic Legal Deposit collections. Printing is available from all PCs via PCAS. Laptop computers may be used anywhere in the library. Wi-Fi access is available in the Faculty Library as well as in the Bodleian.

Other Libraries

There are over 100 separate libraries within the University, some of which will contain holdings that are relevant to your studies. Other Bodleian sites with particularly useful holdings for students of Theology and Religion are the [Nizami Ganjavi Library](#), in the Faculty of Asian and Middle Eastern Studies, the [Leopold Muller Memorial Library](#) (Biblical and Jewish Studies) in the Oxford Centre for Hebrew and Jewish Studies, and the [Sackler Library](#) (Biblical Archaeology, Classics etc.). Students may also benefit from the collections of the [Pusey House Library](#), which is not part of the Bodleian but undergraduate may apply to register as a reader.

College Libraries

You will have access to your college library, although you might gain access to the libraries of other colleges only by special permission. The most extensive range of books and journals is available from relevant University libraries. Your college library may also hold a range of key texts and resources relevant to your course.

Library catalogues and Reading Lists

The main union catalogue for library holdings in the University and Colleges is [SOLO](#) and a selection of Faculty reading lists are available via Canvas or directly from [ORLO](#) (Oxford Reading Lists Online)

Canvas

[Canvas](#) is the University's virtual learning environment (VLE). Undergraduates are able to access Canvas using their SSO in order to view course information, including information on papers, the Lecture List, Examination Conventions, Examiner's Reports and teaching resources. It also provides information about student representatives and the minutes of the [UJCC](#).

You can access general information for all Undergraduate students in the Undergraduate Information Container. Information that is specific to the BA in Theology and Religion in the BA Theology and Religion Container and materials relating to papers for the Honour School in the Theology and Religion FHS Year 1 and FHS Year 2 Containers. You should be able to access all these containers from your Canvas 'Dashboard'. If the Faculty 'invites' you to enrol on a Canvas container, please accept the invitation promptly (it may arrive in an email or as a pop-up in Canvas).

IMPORTANT DATES

Dates of term

The academic year at Oxford University runs from October to June. The year is divided into three eight week terms, Michaelmas (autumn), Hilary (spring), and Trinity (summer).

2022-2023	<i>Michaelmas 2022</i>	Sunday 9 October – Saturday 3 December
	<i>Hilary 2023</i>	Sunday 15 January – Saturday 11 March
	<i>Trinity 2023</i>	Sunday 23 April – Saturday 17 June
2023-2024	<i>Michaelmas 2023</i>	Sunday 8 October – Saturday 2 December
	<i>Hilary 2024</i>	Sunday 14 January – Saturday 9 March
	<i>Trinity 2024</i>	Sunday 21 April – Saturday 15 June

Calendar of Important Dates for the Final Honour School in Theology and Religion

Trinity 2022	
Wk 5, Friday 27 th May 2022 5 p.m.	Deadline for (Prelims) students to submit form declaring preferred paper options for 2022-23 (first year of FHS).
Wk 7, Friday 10 th June 2022	Anticipated date for announcement of confirmed FHS papers for study in 2022-23.
First week in Sept 2022	Provisional date for re-sit examinations as required.
Michaelmas 2022	
Wk 0 2 nd -8 th Oct 2022	2022-2023 paper allocations confirmed for Senior Status students beginning FHS in MT 2022.
Hilary 2023	
Wk 5, Friday 17 th February 2023 5 p.m.	Deadline for students to submit form declaring preferred paper options for 2023-24 (second year of FHS).
Wk 7, Friday 3 th March 2023	Anticipated date for announcement of confirmed FHS papers for study in 2023-24.

Michaelmas 2023	
Wk 3, Friday 27 th October 2023 4 p.m.	Deadline for submission of application for approval of title for paper 3000 Thesis.
Wk 7, Friday 24 th November 2023 4 p.m.	Deadline for submission of application for approval of title for papers: 3305, Further Studies in Judaism 3306, Further Studies in Islam 3307, Further Studies in Buddhism 3308, Further Studies in Hinduism 3404, Further Studies in Science and Religion.
Hilary 2024	
Wk 4, Friday 9 th February 2024 4 p.m.	Deadline for approval of title of second essay to be submitted for papers: 3303, Faith, Reason and Religion from the Enlightenment to the Romantic Age 3405, Mysticism.
Wk 9, Monday 11 th March 2024 Noon	Deadline for submission of written work for the following papers: 3000 Thesis 3109, New Testament Theology 3110, Study of a New Testament Book 3111, The Afterlife of the New Testament 3112, The Old Testament in Early Christianity 3201, Contemporary Theology and Culture 3406, Feminist Approaches to Theology and Religion.
Trinity 2024	
Wk 1, Monday 22 nd April 2024 Noon	Deadline for submission of extended essay(s) for papers: 3303, Faith, Reason and Religion from the Enlightenment to the Romantic Age 3305, Further Studies in Judaism 3306, Further Studies in Islam 3307, Further Studies in Buddhism 3308, Further Studies in Hinduism 3404, Further Studies in Science and Religion 3405, Mysticism.
Wks 5-7 TBC	Final written examinations for the Final Honour School – dates to be confirmed and announced here .

2. THE COURSE CONTENT AND STRUCTURE

The BA in Theology and Religion is a qualification of FHEQ Level 6 award (see the [University Awards Framework](#)). You may wish to consult the [QAA subject benchmark statement for Theology and Religious Studies](#). The BA comprises two examinations: the First Public Examination (Preliminary) and the Second Public Examination (Final Honour School). The duration of the course is three years, except for those students who are admitted as Senior Status and thereby exempted from the first year of study and the Preliminary Examination.

This handbook covers the Final Honour School in Theology and Religion which will be examined in Trinity term 2024.

AIMS AND OBJECTIVES FOR UNDERGRADUATE COURSES

The aims of the BA in Theology and Religion are to enable students to:

- read widely, acquiring knowledge of the history and literature of at least one religious tradition;
- pursue a curriculum that is broad and balanced in respect of historical and generic range, analytical approach, depth, and conceptual sophistication;
- develop their critical, analytical and comparative skills by engagement with a wide range of texts;
- acquire competence in at least one languages of a sacred text
- think critically and in an historicised manner about the complex relationship between religious texts and their social, political, cultural and other relevant contexts;
- select and analyse appropriate examples to investigate, analyse, and assess competing historical and critical viewpoints;
- develop as independent learners and thinkers;
- develop skills in the marshalling and deployment of evidence, and in the oral and written exposition of complex ideas through discursive analysis and argument;
- engage and enhance their enthusiasm for the subject and their awareness of its social and cultural importance; and
- be appropriately prepared for further academic work in related disciplines, or for a range of other careers.

INTENDED LEARNING OUTCOMES

Knowledge and Understanding

On completion of the BA Theology and Religion all students will have:

- gained knowledge and understanding of the Christian tradition, through study of the Bible, the development of Christian doctrine in its historical context, and the thought of modern theologians, and been given the opportunity to study another world religion;
- been enabled to form their own judgement on the main themes in their field of study, drawing upon insights from the various sub-disciplines in which they have been engaged;
- been enabled to make connections between the different disciplines they are studying and with other modern intellectual developments;
- developed critical and analytical skills, and the ability to combine insights from such disciplines as history, the reading of texts in their cultural contexts, and the examination of the coherence of truth claims in religion;
- become familiar with key concepts and principles in Theology and Religion;
- developed independence of learning and of approach, and a faculty for critical thinking;
- developed the ability to read with sensitivity texts from different ages and/or traditions, through following a structured programme of regular reading assignments;
- developed and presented (usually in writing) to their tutors their own critical understanding of the issues studied, acquiring good written communication skills, the ability to formulate arguments clearly, and good organizational skills;
- received regular tutorials (and/or seminars) with specialist tutors;
- received regular oral or written feedback on written work;
- had the opportunity to attend lectures designed to complement their other teaching on their chosen core and specialist papers;
- taken an active role in planning a path through their programme.

Intellectual skills

On completion of the BA Theology and Religion all students will have:

- demonstrate comprehension of, and intelligent engagement with, the richness of at least one religious tradition in its varied and central forms;
- state clearly, discuss, and demonstrate critical comprehension of some of the following: the political, social, textual, intellectual, historical, theological, ritual, ethical, institutional or aesthetic expressions of the religion(s) studied;

- discuss and demonstrate, where appropriate, critical comprehension of the religion's or religions' classical sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings;
- evaluate and critically analyse a diversity of primary and secondary sources, including materials from different disciplines;
- demonstrate comprehension and critically analyse a range of themes, debates and methods of the discipline and where appropriate related disciplines from, for example, the humanities or social sciences and evaluate a range of critical scholarship associated with these disciplines;
- represent views other than the student's own sensitively and intelligently with fairness and integrity, while as appropriate expressing their own identity without denigration of others, through critical engagement in a spirit of generosity, openness and empathy;
- demonstrate with sensitivity awareness of the passion and claims to certainty that may arise in religious traditions, with their positive and negative effects demonstrate sophisticated understanding of the multi-faceted complexity of religions, for example in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, norms, aesthetics and aspirations;
- demonstrate intellectual flexibility through the practice of a variety of complementary methods of study (e.g., philosophical, historical, systematic, dogmatic, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological);
- demonstrate awareness of and critical assessment of religious contributions to debate in the public arena about, for example, values, truth, beauty, identity, health, peace and justice; and
- demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both constructive and destructive effects, and how important such identities are.

Practical skills

On completion of the BA Theology and Religion all students will have:

- find information, organize it well, and deploy it effectively;
- utilize material critically and analytically;
- make appropriate use of advanced literacy skills;
- communicate ideas clearly in diverse written and oral formats;
- work well independently, with a sense of self-direction;
- work constructively with others; and
- organize and utilize time effectively, and work under pressure to deadlines.

Transferable skills

Students will have the opportunity to develop the ability to:

- communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organized and presented;
- communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience;
- identify, gather and analyse primary data and source material, whether through textual studies or fieldwork;
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- engage with empathy, integrity and critical reflection with the convictions and behaviours of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilized effectively;
- undertake independent/self-directed study/learning (including time management) and reflect on one's strengths and weaknesses as a learner;
- make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations;
- use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations; and
- show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.

TEACHING AND RESEARCH

The University is committed to ‘ensuring that students at all levels experience the intersection of research and teaching’ (University Strategic Plan 2013-2018, para 31). A distinctive feature of the University’s educational provision is the high level engagement from senior academics who use their current research practice to enhance the learning of the students they teach.

The Faculty of Theology and Religion provides all students with several opportunities for direct experience of the research environment in undertaking the thesis and other extended essays. Students may thereby learn how to draw on available resources and employ the latest methodologies in their own research. Tutorial work for all papers allows students to develop independent study skills in reading and writing, which will be further employed in the Thesis and/or extended essay papers.

Several papers, especially those designed for the Final Year of the Final Honour School, draw on the current research of senior members of the faculty. These papers provide students with a perspective on how knowledge and understanding in Theology and Religion is currently developing and being articulated.

Students are warmly encouraged to attend the public and special lectures which showcase new research by Faculty Members. Students may also follow news and developments on the Faculty Website and social media. Undergraduate students do not normally attend Faculty Research Seminars but if you have a particular interest – especially in your final year – you are welcome to contact the seminar convener for information.

COURSE DESCRIPTION

Please read this information in conjunction with the current [Examination Regulations](#). For students sitting their examination in 2023, these are the *Examination Regulations* published in Michaelmas Term 2022.

Students who have passed the First Public (Preliminary) Examination may progress to the Final Honour School. Senior Status students are exempted from the Preliminary Examination and enrolled for the Final Honour School.

The structure of the course requires all students to offer a **total of eight papers** for the Final Honour School, **including** paper **3000**, a thesis. There is, therefore, only one **compulsory paper** – **3000**, Thesis.

In the first year of the Honour School (MT 2022-TT 2023)

Students **must choose four** papers from the list below.

(**Senior Status Students** may choose **up to five**; four to be studied in the first year of the Honour School and one further to be studied in the final year)

Papers are listed within one of four different fields (for convenience), as detailed here:

Biblical Studies

2101 The Narrative World of the Hebrew Bible

2102 The Poetic World of the Hebrew Bible

2103 The Gospels

Systematic Theology and Ethics

2201 History of Doctrine

2202 Ethics I: Christian Moral Reasoning

2203 Themes in 19th-century Theology & Religion

2204 Key Themes in Systematic Theology

History of Religions

2301 History and Theology of the Early Church (64-337AD)

2302 Medieval Religions

2303 Early Modern Christianity 1500-1648

2304 Formations of Rabbinic Judaism

2305 Islam in the Classical Period

2306 Foundations of Buddhism

2307 Hinduism: Sources and Formations

Religion and Religions

2401 Modern Judaism

2402 Islam in Contemporary Society

2403 Buddhism in Space and Time

2404 Modern Hinduism

2405 Science and Religion

In the second year of the Honour School (MT 2023-TT 2024)

All students are required to submit a thesis (paper **3000**). In addition, students **must choose three** papers from the list below.

(**Senior Status Students** may choose **two** papers if they have chosen five papers from 2101-2405)

Papers are listed within one of four different fields (for convenience), as detailed here:

Biblical Studies

3101 Hebrew of the Hebrew Bible

3102 Paul and the Pauline Tradition

3103 Biblical Interpretation: Perspectives from Social Sciences

3104 Gender and Power in Biblical Texts

3105 Worship and Liturgy in the Hebrew Bible

3106 Prophecy and Revelation in the Hebrew Bible and Beyond

3107 Law, Teaching, and Wisdom in Biblical Tradition

3108 Early Interpretation in the Hebrew Bible and Ancient Judaism

3109 New Testament Theology

3110 Study of a New Testament Book

3111 The Afterlife of the New Testament

3112 The Old Testament in Early Christianity

Systematic Theology and Ethics

3201 Contemporary Theology and Culture

107 *Philosophy of Religion* (Philosophy Faculty)

3203 Analytic Philosophy and Christian Theology

3204 Ethics II: Religious Ethics

Further studies in a Special Theologian

3208 Origen

3209 Augustine

3210 Anselm

3211 Aquinas

3212 Luther

3213 Calvin

3214 Kierkegaard

3215 Newman

3217 Barth

3218 Tillich

3219 Bonhoeffer

3220 Rahner

3221 Cone

3222 Liberation Theology and its Legacy

3223 Postliberal Theology

3224 Radical Orthodoxy

3225 Modern Debates concerning the Trinity

3226 Modern Debates concerning Christology

History of Religions

3301 From Nicaea to Chalcedon

3302 Saints and Sanctity in the Age of Bede

3303 Faith, Reason, and Religion from the Enlightenment to the Romantic Age

3304 Eastern Christianities from Constantinople to Baghdad

3305 Further Studies in Judaism

3306 Further Studies in Islam

3307 Further Studies in Buddhism

3308 Further Studies in Hinduism

3309 Studies in the Abrahamic Religions

3310 Varieties of Judaism 100BCE – 100CE

Religion and Religions

3401 The Nature of Religion

3402 Psychology of Religion

3403 Sociology of Religion

3404 Further Studies in Science and Religion

3405 Mysticism

3406 Feminist Approaches to Theology and Religion

Restrictions

There are, however, certain restrictions on which papers you are able to study, please note the following points:

Not all papers will be available every year and certain papers may not run if they do not recruit sufficient students (particularly in the case of papers which are delivered by lecture or class). Some subject groups may select which papers they will deliver based on student demand or the availability of specialist teaching.

The following papers are available every year:

2101 The Narrative World of the Hebrew Bible

2102 The Poetic World of the Hebrew Bible

2103 The Gospels

2204 Key Themes in Systematic Theology

2301 History and Theology of the Early Church (64-337AD)

2303 Early Modern Christianity 1500-1648

3101 Hebrew of the Hebrew Bible

3102 Paul and the Pauline Tradition

3301 From Nicaea to Chalcedon

A selection from **3208-3220** Further Studies in a Special Theologian

107 Philosophy of Religion

Students may not offer more than two papers from:

3303 Faith, Reason and Religion from the Enlightenment to the Romantic Age

3305 Further Studies in Judaism

3306 Further Studies in Islam

3307 Further Studies in Buddhism

3308 Further Studies in Hinduism

3404 Further Studies in Science and Religion

3405 Mysticism

None of the second year FHS papers (**3101-3406**) formally requires the study of particular first year FHS papers (**2101-2405**) but several paper descriptions indicate where **previous experience of the subject** or study of another paper would be normal or at least useful for students taking that paper. In some cases this previous study is strongly advised. Where appropriate, this information is noted beneath the paper title in the paper description. You should, therefore, consider this advice carefully before selecting not only your final year options but also the papers you will take in your first year of FHS, in preparation for the final year papers. You should seek the advice of your College Tutor and subject tutors in this regard.

Registration and confirmation of paper choices

Students are advised to discuss their paper choices carefully with their college tutors. In the Trinity Term preceding the first year of the Final Honour School and the Hilary Term preceding the second year of the Final Honour School students will be asked to submit their preferred paper choices for the following year. This information enables the Faculty to determine which papers will be offered and to organise teaching. Note that while every endeavour will be made to accommodate students' first choice of papers, this may not always be possible. The preferences of beginning Senior Status students are collected and registered when they arrive in Michaelmas Term.

INDIVIDUAL PAPER DESCRIPTIONS AND RECOMMENDED PATTERNS OF TEACHING

The Faculty of Theology and Religion produces a Schedule of Papers, which is published [here](#) on the Faculty Website and contains descriptions of individual papers which amplify, where appropriate, what is in the [Examination Regulations](#). These descriptions detail the aims and objectives of the paper, which define the skills, knowledge and competencies that you should have acquired through its completion. The course delivery is a summary of recommended patterns of teaching. The lecture, class and tutorial descriptions are indicative and may vary from what is listed, in terms of timing, number and content. The Schedule of Papers is supplemented with information and other useful resources found on Canvas.

Recommended Patterns of Teaching for all papers offered is also presented in a table near the end of the Schedule of the Papers.

3. TEACHING AND LEARNING

ORGANISATION OF TEACHING AND LEARNING

Papers offered by the Faculty of Theology and Religion are taught by one or more of the following ways:

- Tutorials** Tutorials are provided by your college and normally organised by your college tutor.
The purpose of a tutorial is to develop an individual student's capacity to think in depth about a subject area, and to operate with growing confidence within its techniques and methodologies, with the expectation that the process will promote increased understanding of the subject for both tutor and student.
You will normally have one tutor for each paper you are studying and may have tutorials alone with your tutor, or share them with one or two other students. You are likely to attend tutorials with tutors in your own college but equally likely to have tutorials at other colleges, depending on the specialism of different tutors.
Each tutorial typically lasts one hour and normally requires students to undertake independent reading and to write an essay (c. 2,500 words) in preparation.
Attendance at tutorials is compulsory and failure to satisfy your tutorial obligations normally incurs College academic disciplinary procedures.
- Classes** Classes are provided by the Faculty.
Classes may be delivered by one tutor or several to a small group of students (c. 10).
Classes typically last 60-90 minutes and involve the active participation of students and, in many cases, preparation in advance.
Students are expected to attend Faculty classes for the papers they are studying (they are the principal if not the only means of delivering some papers) and a record of attendance may be taken. Absence may be reported to your college tutor.
- Lectures** Lectures are provided by the Faculty.
Lectures may be delivered by one or more lecturers to a large group of students.
Lectures typically occupy 60 minute slot but traditionally begin 5 minutes past the hour and conclude 5 minutes to the hour, allowing time for questions and commuting between lectures.

Records of attendance at lectures are not normally kept but students are expected to attend the lectures relevant to the papers they are studying. Lectures are not definitive; they do not supply the information you should give in an exam. They are, rather, a further resource and another voice alongside books and articles, which should contribute to your overall critical understanding. They also provide an opportunity to practise valuable transferable skills in aural understanding and notetaking, as well as an opportunity to meet fellow students.

Lectures and classes are scheduled by the Faculty and a [Lecture List](#) (including details of lecture venues) is published on Canvas. Although every effort is made to produce an accurate and reliable schedule, some updates and changes are inevitable. Please check the online schedule on a regular basis.

The paper descriptions in the [Schedule of Papers](#) indicate the typical pattern of delivery (number of tutorials, classes and/or lectures) for each paper. This information is also presented in tabular format in the **Recommended Patterns of Teaching** grid at the end of the Schedule of Papers.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in the [Complaints and Appeals section](#) of this handbook.

Many papers combine two or three different modes of teaching, which complement one another. Other papers are taught exclusively by class or tutorial. It is important that you receive and attend the appropriate teaching for the paper you are studying and that you understand how to integrate what you learn in the different ways. Consult your subject tutors for the most appropriate advice for the papers you are studying. For example, on the one hand, in certain papers lectures might supply introductory and background information which can then be assumed in tutorials. On the other hand, lectures might provide alternative or cutting edge approaches, designed to provoke thought and consolidation of your understanding. In no case do lectures replace tutorials or tutorials replace lectures. For certain papers, classes are the primary or sole method of teaching and students will be expected to make substantial preparations for and contributions to each class, including the preparation of essays and/or presentations.

University Policy on Educational Recordings

Recording devices, such as smart phones and computers are now commonplace. The university has an [Educational Recordings Policy](#). Students are required to take note of this policy; breaches of this policy may be considered a disciplinary offence. There is further information and guidance available concerning the appropriate and effective use of Educational Recordings in the [Undergraduate Information Container on Canvas](#).

EXPECTATIONS OF STUDY AND STUDENT WORKLOAD

Although you can always rely on the support of your tutors, you are responsible for your own academic progress. In order to balance appropriately the competing demands of academic work and other responsibilities, please consider the following guide to expectations which is based on the University's [Policy and Guidance for Undergraduate Learning and Teaching](#). If you are to make the most of the academic opportunities available here, you are expected to work hard. However the demands placed on you should always be reasonable and permit you to maintain a healthy 'work-life balance,' taking advantage of the other things that Oxford has to offer.

Full-Term

During Full Term it is the University's expectation is that undergraduate students treat academic study as a full-time commitment, with approximately 40 hours per week typically being spent on focussed academic work during; including both scheduled contact time (lectures, classes and tutorials) and private study. The balance between contact time and private study will vary according to the paper being studied but a clear indication of the contact time recommended for each paper is included in the Schedule of Papers and Recommended Patterns of Teaching Grid. Private study time during Full Term will mainly be spent in preparation for classes and tutorials but you might also need to accommodate other academic necessities, such as revision, consolidation and wider reading.

Overwork

Workloads will vary from week to week, and students will sometimes need or wish to work for longer. However, if you find it impossible to meet your academic obligations without spending significantly longer than 48 hours per week on academic study on a regular basis (rather than occasionally, or for a limited time period), you should seek advice immediately. In the first instance, it is a good idea to discuss the matter with your college tutor but students are welcome to contact the Faculty's [Director of Undergraduate Studies](#) for advice. Please do not suffer in silence! In most cases tutors will be able to suggest practical strategies or take measures to reduce your workload.

Vacations

During vacations, the University expects students to consolidate learning from the last term and to 'read around' their subject. They may also need to undertake pre-reading or work in preparation for the next term, or to revise for examinations (which may be college collections or University examinations).

Paid Work

Term-time employment is not permitted except under exceptional circumstances and in consultation with your tutor and senior tutor. During vacations you will be required to complete academic work and this should take priority over other commitments. However, you can find information on placements and paid work [here](#).

THE THESIS AND SUBMITTED ESSAYS

The Thesis (Paper **3000**) is a compulsory element of the FHS Theology and Religion and may also be undertaken by students in the joint schools with Theology and Religion. The thesis is not taught by tutorial (as such) but is a supervised piece of work. You can find the recommendations for supervision of the Thesis as well as on the teaching recommendations for each of the papers listed below in the [Schedule of Papers](#).

The following papers are available to students for the FHS Theology and Religion; FHS Philosophy and Theology and FHS Religion and Oriental Studies/Asian and Middle Eastern Studies, subject to the restrictions in the [Examination Regulations](#).

3000 Thesis

3109 New Testament Theology

3110 Study of a New Testament Book

3111 The Afterlife of the New Testament

3112 The Old Testament in Early Christianity

3201 Contemporary Theology and Culture

3303 Faith, Reason, and Religion from the Enlightenment to the Romantic Age

3305 Further Studies in Judaism

3306 Further Studies in Islam

3307 Further Studies in Buddhism

3308 Further Studies in Hinduism

3404 Further Studies in Science and Religion

3405 Mysticism

3406 Feminist Approaches to Theology and Religion

Before you begin, make sure you understand the particular requirements of individual papers. Read the instructions given in the [Schedule of Papers](#) but *always* check [Examination Regulations](#). The key details are summarised in the table on the next page.

Further guidance and Information relating to submitted work is provided in a document available on Canvas, [Guidance and Information related to FHS Paper 3000](#). This includes the following:

- Choosing a Title
- Your Proposal
- Research Integrity and Ethics
- Style and Referencing
- University Policy on Third Party Proof Readers
- Submitting your Essay

Paper	Max. Word Count*	Application for title approval deadline	Title approved by	Submission date
3000	12,000	4 p.m. On Friday of week 3, Michaelmas Term in the final year.	Board of the Faculty of Theology and Religion	Noon on Monday of week 9, Hilary Term in the final year.
3305 3306 3307 3308 3404	10,000	4 p.m. On Friday of week 7, Michaelmas Term in the final year.	Chair of the Study of Religion subject group, acting on behalf of the Undergraduate Studies Committee.	Noon on Monday of week 1, Trinity Term in the final year.
3303 3405	2 x 5,000	4 p.m. On Friday of week 4, Hilary Term in the final year. (for second essay only, first essay title is selected from a prescribed list)	Board of the Faculty of Theology and Religion.	Noon on Monday of week 1, Trinity Term in the final year.
3109 3110 3111 3112 3201 3406	2,500	No formal process. Subject of the essay decided in consultation with the subject tutor		Noon on Monday of week 9, Hilary Term in the final year.

* Word Count inclusive of notes and appendices but excluding bibliography.

GOOD ACADEMIC PRACTICE AND AVOIDING PLAGIARISM

It is important to adopt good academic practice in all of your teaching and learning as well as in examination. Poor academic practice undermines learning and scholarship and may constitute a disciplinary offence by the University and/or your college.

Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

The [Plagiarism section of the Oxford Students website](#) provides an extensive and regularly updated definition of different forms of plagiarism, with examples; together with, guidance on how to avoid it. The site also explains the possible consequences of plagiarism and seriousness with which the University views the practice.

The Faculty also strongly recommends that all students complete the brief [Online Tutorial, 'Avoiding Plagiarism'](#) (you will need to sign in).

Developing Good Academic Practice

Developing good academic practice at the outset both ensures the avoidance of plagiarism and enables students to make the most of their study. The University supplies guidance on e.g. time management, note-taking, research and library skills and much more on the [Oxford Students Website: Study Skills and Training](#).

Referencing

The Faculty of Theology and Religion does not mandate the use of any particular referencing system, either for examined work or in the work you do throughout the course. There are a number of acceptable referencing styles and it is generally advisable

to choose whichever referencing style is commonly used by scholars in the area on which you are working. Above all you should endeavour to be accurate and consistent in your employment of a referencing style (do not combine different styles in the same essay). You are advised to consult your subject tutor about which referencing style they advise you to use in your tutorial essays and for any examined work.

The Oxford Students Website includes a brief guide to [Citation and Referencing](#), including links to helpful websites hosted by other Universities.

The Bodleian Libraries provide good guidance in the LibGuide on [Managing your references](#), including a section on [Referencing Styles](#) with links to books, ebooks and a database with comprehensive advice. The LibGuide also includes information on different Reference Management Software that you might wish to employ. You can also access training workshops on different software packages.

Referencing Advice is also available in a number of Style Guides:

[MHRA Style Guide](#), published by the Modern Humanities Research Association.

The [SBL Handbook of Style](#) and the [Student Supplement for the SBL Handbook of Style](#), both published by the Society of Biblical Literature.

4. ASSESSMENT

ASSESSMENT STRUCTURE

Students who have passed the First Public (Preliminary) Examination may progress to the Final Honour School. Senior Status students are exempted from the Preliminary Examination and enrolled for the Final Honour School.

No candidate shall be admitted to examination in the Honour School of Theology and Religion unless he or she has either passed or been exempted from the First Public Examination.

The Examination in this school shall be under the supervision of the Board of the Faculty of Theology and Religion, which shall prescribe the necessary regulations.

All candidates will be required to offer eight papers, including a thesis (Paper 3000). The paper options, requirements and restrictions are set out in the [Course Description](#) and in [Examination Regulations](#).

Papers are equally weighted and assessed according to the [Examination Conventions](#).

Students and tutors should consult the assessment information provided in the [Schedule of Papers](#) and always check the relevant section from the current [Examination Regulations](#). For students sitting their examination in 2023, these are the Examination Regulations that will be published in Michaelmas Term 2022.

Some papers are assessed by written examination; others by submitted thesis/essay(s) and others by a combination of written examination and submitted work.

Forms of assessments may be used in different combinations to:

- reflect the academic practices within the subject;
- formally assess knowledge, understanding, skills and attitudes which must be tested and confirmed as having been acquired;
- provide an opportunity for students with different academic strengths to demonstrate the level of their knowledge, understanding, skills and attitudes in different ways.

All written examinations take place in Trinity Term of the Final Year. Written work must be submitted in the Final Year according to the deadlines set out in [Examination Regulations](#).

FEEDBACK ON LEARNING AND ASSESSMENT

Assimilating feedback on the progress of your learning is really important for your academic development. For further information on the role and importance of feedback at Oxford University and beyond, please see the [University's Policy and Guidance on Undergraduate Learning and Teaching](#). During your course you will receive different kinds of feedback.

Informal Formative Feedback

The nature of a tutorial is to provide immediate oral feedback on your understanding arguments and expression. Tutorial discussion involving other students also provides the opportunity to receive feedback from and supply feedback to your peers. The same is true of teaching in a class context.

Tutors also provide some written feedback on your tutorial essays. This may complement the tutorial discussion and address opportunities for improvement in your tutorial essay composition, as well as providing advice which is relevant to writing examination essays (although a tutor may not necessarily employ formal Examination Conventions when marking tutorial work, which is not for examination).

If submitted written work or presentations are required for classes. Tutors should indicate how they intend to provide any written feedback on this work.

Language classes typically require students to complete tests and exercises which will be marked and corrected (by the tutor or by the student, under supervision) and so provide an indication of progress and areas for improvement.

Formal Formative Feedback

Tutors for tutorials are required to submit a report to your college at the end of week 7 through the online system, [TMS](#) (Teaching Management System). You can find out more about Tutorial Reports in the [Undergraduate Section of the Student Guidance pages](#) of the Oxford Students Website. Tutors will reflect on what you have achieved and how you have developed over the course of the term. They will identify areas of strength as well as areas for improvement. Tutors may provide an estimate of your current standard of working (a provisional classification for the paper) and use the report to flag particular requirements and concerns for the attention of your college.

At the beginning of each term, Colleges typically arrange practice examinations, called 'Collections' on study completed in the previous term. Collections encourage you to consolidate and revise the terms work, allow you to practice answering questions under exam conditions and provide the opportunity for feedback on examination performance.

Summative Feedback

The marks you achieve in your Preliminary and Final examinations constitute the individual summative feedback you will receive. As well as receiving an overall “outcome” or degree classification, we release a numerical mark for each paper you sit. Qualitative written feedback on individual examination performance is not normally available but the [Examiners’ Report](#), which is published on Canvas during the term after the examination, includes anonymous feedback on the performance of your cohort. You may find it helpful to consult the Examiners’ Reports from previous years for generic advice on successful performance and common pitfalls.

ADVICE CONCERNING EXAMINATIONS

You can find comprehensive information on the examinations and assessments process at the University from entering for examinations through to accessing your results on the [Examinations and Assessments](#) Website. In particular, please note the sections relating to [Alternative Examination Arrangements](#).

Past Examination papers are available on [OXAM](#) (you will need your SSO).

Entering for University Examinations

Students are responsible for ensuring they are entered for the correct examinations. Please consult the [Examination Entry](#) website for instructions and follow them carefully. A fee may be charged for late entries or corrections. The Examination Entry website includes a spreadsheet indicating the various deadlines for making examination entries.

Examination dates and Timetables

Final Honour School written examinations will take place in the latter part of Trinity Term of your final year; Theology and Religion examinations are usually timetabled in weeks 6 and 7. If you are studying papers shared with Philosophy and Oriental Studies/Asian and Middle Eastern Studies, they may take place in other weeks but the dates, time and venues of all relevant examinations will appear in the examination timetable for your course.

Timetables are published [here](#) as early as possible, and no later than five weeks before the start of the examination. *Provisional* dates for the start of exams are published in a spreadsheet on the [Examination Entry](#) website

Sitting your examination

Detailed information on (a) the standards of conduct expected in examinations, (b) practical information and support for sitting in-person exams, and (c) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident, or bereavement) are available in the [Sitting your Examinations](#) section of the Oxford Students Website. Before you attend your examination, please ensure that you are familiar with this information, which will be reiterated in a letter you will receive from the Chair of your Examination Board.

Submitted work

All assessments will be submitted online via Inspera. Ensure you are familiar with the [online submission](#) process in advance of any [deadline](#). Full information is provided on the Oxford students website (www.ox.ac.uk/students/academic/exams/submission).

Problems completing assessment

There are a number of [University processes](#) in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission.

EXAMINATION CONVENTIONS

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

Examination Conventions are agreed by the Board of Examiners each year. You will receive a copy of the Examination Conventions which will apply to your Examination in 2022 not less than one before term before your examination takes place, when they will also be published in the relevant course container on [Canvas](#).

Last year's Examination Conventions remain available on Canvas and *may be used cautiously as a guide to standards*. They are not binding or necessarily representative in every particular of the Conventions that will be published for your examination in 2023.

Please note that failure to attend an examination will result in the failure of the whole Second Public Examination (Finals).

EXTERNAL EXAMINER'S AND EXAMINERS' REPORTS

Each year a board of examiners will be convened to carry out the examination of your course. The membership of the Examination board will be published with the Examination Conventions for your exam (see above). The University also appoints one or more external examiners (academics based at other institutions) to serve on each Finals (FHS) Examination Board. The names of all internal and external examiners are included in the [Examination Conventions](#), which you will receive not less than one whole term before your examination. When the examination is completed, the internal and external examiners are required to submit reports on the examination.

Examiners' reports (including for previous examinations) remain in the [relevant course container on Canvas](#). It is a good idea to consult reports on past examinations as these frequently include comments on individual papers or questions, which might enable you to prepare more effectively for your examination (see [Summative feedback](#), above). You can expect the report of your own examination to be available in the term after the results have been released.

Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see [below](#)).

PRIZES

On the recommendation of the Board of Examiners, several prizes are awarded for excellent performance in examination. No special application is required. The terms and value of the prizes are subject to change but the following details are correct for 2022-23.

Denyer and Johnson Prize

Awarded to the candidate whose performance in the Final Honour School of Theology and Religion is judged to be the best and of sufficient merit.

No candidate may be awarded both the Denyer and Johnson Prize and a Gibbs Prize in the same examination. No candidate may be awarded both a Denyer and Johnson Prize and a Senior Pusey and Ellerton Prize in Biblical Hebrew, unless there is no other candidate of sufficient merit to be awarded the Denyer and Johnson Prize.

Gibbs Prizes

Two prizes to be awarded to deserving candidates who shall be members of the University who are reading for a final Honour School.

1. Awarded for the best overall performance in the Final Honour School of Theology and Religion. No candidate shall have exceeded the twelfth term from their

matriculation at any university. No candidate may be awarded both the Denyer and Johnson Prize and a Gibbs Prize in the same examination.

2. Awarded for the outstanding extended essay submitted for the Final Honour School of Theology and Religion.

Pusey and Ellerton Senior Prizes

Awarded to those candidates whose performance in Biblical Hebrew the examiners judge to be of sufficient merit.

Canon Hall Junior Greek Testament Prize

Outstanding performance in relation to the New Testament in the original Greek in respect of translation, criticism, and interpretation as demonstrated in any part of the Final Honour School of Theology and Religion; Philosophy and Theology; and Religion and Oriental Studies/Asian and Middle Eastern Studies.

Catherine of Alexandria Prize

Awarded for the best performance in the Honour School of Theology and Religion by a member of the Anglican Theological Colleges who intends to be ordained in the Church of England and who is not also a member of one of the societies recognised in [Statute V](#).

5. SKILLS AND LEARNING DEVELOPMENT

ACADEMIC PROGRESS

Your college is responsible for monitoring your academic progress, which may be recorded on TMS, (see [Formal Formative Feedback](#), above). Your college will provide further detailed information on how your academic progress is monitored. In the case of classes organised by the Faculty, class tutors and instructors will monitor your work and may report to your college.

If you are concerned about any aspect of your academic progress, speak with your college tutor, in the first instance, or your college's Senior Tutor. Your college will understand your individual situation and progress best but you are also welcome to contact the Faculty's [Director of Undergraduate Studies](#) in order to discuss any concerns or questions about your progress.

LEARNING DEVELOPMENT AND SKILLS

Students on the Faculty's BA programme are expected to develop a range of intellectual, practical and transferable skills (outlined [above](#)).

Essential, generic undergraduate study skills include: literature searching and review (including appropriate IT literacy), note-taking, good academic practice (including appropriate citation and referencing), critical thinking, essay-writing, problem-solving, argumentation (both oral and written), use of language, time management and revision.

The University provides a wide range of information and training materials are available to help you develop study skills and other relevant training.

[Oxford Students Website: Study Skills and Training](#) Extensive guidance and training resources including on: plagiarism; managing your workload; research and library skills; referencing; revision and examination preparation; tutorial skills and academic writing

[The Language Centre](#) Provides courses and resources for language learning, including improvement of English and Academic English for non-native speakers

[Student Welfare and Support Services](#) Personal support intended to enable individual students to fulfil their potential.

[IT Services Training](#)

IT Services provide a range of classroom based training courses as well as online courses for you to study at your own pace. Many courses are free or discounted for students.

[Oxford LibGuides](#)

Access to guides and training courses on using a wide variety of library resources and facilities, including facilities for disabled readers and the use of reference Management software.

Your college may provide further opportunities for skills training. The Faculty is keen to provide skills training, where appropriate, and you will receive notification by email of skills training arranged by the Faculty. This will include advanced library and research skills to support FHS students in writing their Thesis.

CAREERS INFORMATION AND ADVICE

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend their skills and experiences through practical or project work, placements or fieldwork, writing extended essays or dissertations. In college and university sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as Problem Solving, Leadership, and Communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the [Careers Service website](#).

See also the [Skills and Work Experience](#) page of the Oxford Students website.

6. STUDENT REPRESENTATION, EVALUATION AND FEEDBACK

DEPARTMENT REPRESENTATION: THE UJCC

Role of the Committee

The Undergraduate Joint Consultative Committee (UJCC) provides an official channel of communication between undergraduates and the Board of the Faculty of Theology and Religion. It consists of up to five junior members, elected by the undergraduates, and three senior members: the Chair of the Faculty Board, the Director of Undergraduate Studies and Outreach and the Secretary of the Faculty.

The UJCC receives a report from the Chair on matters affecting undergraduates that are currently being discussed by the Faculty Board. It can also discuss any other issues of concern to undergraduates such as student welfare, the syllabus, teaching arrangements, library facilities and the general aspects of examinations, including examiners' reports. UJCC Minutes and recommendations are received and considered by the Undergraduate Studies Committee and the Faculty Board. Major faculty committees may refer questions to UJCC and undergraduate representatives also sit on the Faculty Board, the Undergraduate Studies Committee and the Committee for Library Provision and Strategy.

Nomination and Election of Undergraduate Representatives

Junior members of the UJCC hold office from the beginning of Trinity Term for one year (for no more than two successive terms) and are elected by students annually in Hilary Term.

Students studying the BA in Theology and Religion; BA Philosophy and Theology and BA Religion and Oriental Studies/Asian and Middle Eastern Studies are eligible both to stand for election and to vote in the election.

At the beginning of Hilary Term, the Faculty Office will circulate a call for nominations, to be received before the end of week 2. Nominations are usually gathered electronically and each nominee requires two other undergraduates who are willing to serve as nominators.

If more than five nominations are received, an election will be conducted by electronic survey before the end of week 4 of Hilary Term.

Full details of the process and eligibility will be circulated by the Faculty Office in Hilary Term.

Meetings and Business

UJCC meets each term on Tuesday of week 4. Current Representatives are listed on [Canvas](#). If you have concerns or business you wish to be raised at UJCC, please contact one of the representatives.

Minutes from UJCC meetings are posted on Canvas.

DIVISION AND UNIVERSITY REPRESENTATION

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford Student Union (Oxford SU). Details can be found on the [Oxford SU website](#) along with information about student representation at the University level.

OPPORTUNITIES TO PROVIDE EVALUATION AND FEEDBACK

University wide Feedback

Students on full-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the **Student Barometer**. Details and previous results can be viewed by students, staff, and the general public by following the links from the [Student Engagement](#) website. This website also supplies information on other mechanisms and exercises for providing and analysing student feedback.

Final year undergraduates are surveyed instead through the **National Student Survey**. Details and results from previous NSS can be found on [DiscoverUni website](#).

The Faculty discusses feedback from University-wide surveys when it becomes available at meetings of the UJCC, the Undergraduate Studies Committee and the Faculty Board. Student commentary on these survey results is always appreciated.

Faculty Feedback

The Faculty uses two equivalent feedback mechanisms:

1. The Undergraduate Suggestion and Comment Box

This is located on the main corridor of the Faculty next to the Book Exchange. Paper is available and students are encouraged to supply anonymous feedback to the Faculty, which could be praise, criticism or constructive suggestions. Your comments might apply to particular lecture series, facilities, information supplied to students and faculty procedures. Please include your course, year group and the name of lecture series, if relevant.

2 The Virtual Undergraduate Suggestion and Comment Box

This [online survey](#) is an electronic version of the Comment Box. This is an opportunity to submit free text and anonymous feedback. A link to the form will be circulated at the beginning of the year and at regular intervals throughout.

These will be checked on a regular basis and comments submitted will be considered by the Undergraduate Studies Committee and UJCC, the minutes of which are received by the Faculty Board. It is hoped that students will find this flexible method a convenient and appropriate way to convey their feedback to the Faculty.

At any time you are welcome to contact the [Director of Studies](#), the [Administrative Staff](#) or to make a [formal complaint](#). Faculty staff and members invest a lot of time and effort in the provision for students. Please let your teachers know what they have done well and how they might improve. Comments on Faculty Teaching are particularly encouraged.

Your college will have mechanisms for providing feedback on your tutorials. You are encouraged to provide feedback on College teaching to your College in the first instance.

7. STUDENT LIFE AND SUPPORT

WHOM TO CONTACT FOR HELP

Every college has its own systems of support for students. Please refer to your college handbook or website for more information on whom to contact and what support is available through your college.

Details of the wide range of sources of support that are available more widely in the University are available from the [Oxford Students website](#), including in relation to mental and physical health and disability.

If you are taken ill at the Faculty, please inform a member of staff, preferably in the main administrative office, immediately.

If you are unwell or otherwise unable to attend a Faculty Class, please endeavour to inform your tutor in advance. You may send a message via the [Faculty Office](#), if necessary.

COMPLAINTS AND ACADEMIC APPEALS WITHIN THE FACULTY OF THEOLOGY AND RELIGION

The University, the Humanities Division and the Faculty of Theology and Religion all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the [Oxford SU Student Advice Service](#), which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Director of Undergraduate Studies, [Dr Mary Marshall](#). Complaints about departmental facilities at the Faculty of Theology and Religion should be made to the Faculty's [Head of Administration and Finance](#). If you feel unable to approach one of those individuals, you may contact the Chair of the Faculty Board, [Prof. William Wood](#). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the Proctors under the University Students Complaints Procedure. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the [Complaints and Academic Appeals Website](#), the [Student Handbook](#) and the [relevant Council regulations](#).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, such as the Senior Tutor. Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the [University Academic Appeals Procedure](#).

The Proctors will only consider complaints about the conduct of examinations, not appeals against examiners' academic judgement. The Proctors will only authorise the re-checking of marks if there is evidence of an irregularity having occurred or if some other sufficiently serious justification is in play. Papers will be re-marked only if investigation by the Proctors has found a serious problem in the original examination process.

STUDENT CLUBS AND SOCIETIES

The University boasts a huge number of diverse student clubs and societies; you can find a complete list [here](#).

POLICIES AND REGULATIONS

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct, and policies available on the [Oxford Students website](#).

Research Integrity

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review. More information can be found at the [Research Ethics website](#) and an online training course can be accessed on [Weblearn](#)

Equality and Diversity at Oxford

“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.” University of Oxford [Equality Policy](#).

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: <https://edu.admin.ox.ac.uk/home#/> or <mailto:equality@admin.ox.ac.uk>.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: <https://edu.web.ox.ac.uk/harassment-advice/>

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: <https://edu.admin.ox.ac.uk/religion-and-belief-0#/>

Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: <https://www.ox.ac.uk/students/welfare/disability>

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: <https://www.ox.ac.uk/students/welfare/counselling>

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: <https://www.ox.ac.uk/students/welfare/peer>

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/

CREDITS

This handbook includes much material lifted from publications issued by the University of Oxford, particularly from sections of the ox.ac.uk website. Material is quoted verbatim and in paraphrase, in whole and in part. The original source of the material is usually linked in the relevant section of the handbook.