



NEWBOLD  
COLLEGE  
OF HIGHER EDUCATION

# HANDBOOK OF ACADEMIC PROGRAMMES 2017/18

This handbook is an official publication of Newbold College of Higher Education valid for the academic year 2017-18. It describes the College's programme offerings, and academic procedures.

Whereas every reasonable effort has been made to present accurate information in this handbook, it cannot be regarded as an irrevocable contract between the College and the student.

The contents of this handbook, including fees and charges, are subject to change according to normal administrative procedures. Revisions will be publicised by appropriate means for each academic year.

Any change of regulations occurring during the academic year will be announced to the student body and they will supersede any regulations published earlier.

**Would you like to visit Newbold in order to get to know your programmes of study?**

Contact the Recruitment, Marketing & Sales team

Office hours

Monday-Thursday      08.00 – 17.00

Friday                    08:00 – 12.30

The College is closed during official UK holidays.

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# INTRODUCTION

## WELCOME

Dear Students,

Welcome to Newbold College of Higher Education. We are pleased to have you in our midst.

This handbook gives you information about the programmes we offer in the academic year 2017-2018. Please familiarise yourself particularly with the modules you have chosen and the general rules and policies. Note that this handbook provides only an overview of academic policies and how they regulate your study experience. Our full range of policies is available on our website (under Student Portal <https://www.newbold.ac.uk/student-portal/>).

Some of you will be studying at a higher education level for the first time. For many of you, studying will be very different from the work you have done until now. In order to become an independent scholar and thinker, you will need to take responsibility for your own ideas and your own study progress. It will not be sufficient for you simply to absorb and reproduce what we tell you.

To succeed you will have to be disciplined and self-motivated. You will need to manage your time effectively, think critically and carefully about the topics of your studies, and use what you learn to develop answers to various kinds of questions which will arise. This will give you the ability to work out your own position on a wide range of issues. This is an exciting process, and it will enable you to make a successful transition to becoming an academic scholar.

Here at Newbold we seek to live with one another with integrity and to study with enthusiasm, opening ourselves to where God is leading. Students who immerse themselves in the learning ecosystem — who read, question, reflect, worship, struggle, confront, pray, grow — will find they are not on the path alone. Your fellow students, faculty, administrators, staff, alumni will be here with you. You will find our teachers as capable guides that will help you ground your faith or break it up with an ethic of care and commitment to the work of God, whether your call leads to the church, to a profit or non-profit organisation, to teaching, or any other way God has in His mind for you.

You will also discover that at Newbold "sameness" is not a core value. We are different from one another but we embrace and celebrate our complexities, diversities, and backgrounds and we consider it our strength and gift. Therefore, be yourself, and contribute to the beauty of this campus.

Newbold is a *Life Changing - Faith Affirming* College and we sincerely hope this will be your experience with us.

Serena Santona  
Academic Registrar

## NEWBOLD COLLEGE'S VISION, VALUES, AND PRIORITIES

Newbold College aims to be the Seventh-day Adventist Christian higher education institution of choice in Europe.

It aims to uphold its values in 1. Quality learning and teaching, 2. Spirituality, 3. Nurture, and 4. Service through the following priorities:

### 1. We want to provide and facilitate high-quality and challenging learning opportunities within a Christian context

- Develop autonomous learners
- Develop quality teaching via blended delivery
- Increase research output.

### 2. Our aim is to promote and mentor the spiritual growth of students and staff

- **Encourage a personal relationship with Jesus Christ**
- Demonstrate personal integrity at all times
- Provide varied opportunities for spiritual involvement.

### 3. The College is expected to nurture and support students throughout their earning experience

- Provide opportunities for students and staff to realise their full potential
- Embrace a balanced intellectual, physical, social, cultural and spiritual lifestyle.

### 4. We commit ourselves to promoting opportunities for service to meet the needs of others

- Promote a practical understanding of civic and social responsibility
- Participate in activities consistent with the worldwide mission of the Seventh-day Adventist Church.

## ACADEMIC STATUS

- Newbold College of Higher Education is the senior college for the Trans-European Division of the Seventh-day Adventist Church.
- The College is a member of the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities, which includes over 8,200 educational institutions (including 114 higher education institutions) operating in over 145 countries around the world, with more than 1.9 million students world-wide (31 December 2015).
- The College offers four programmes validated by the University of Wales Trinity Saint David, and a range of degree programmes in partnership with Theologische Hochschule Friedensau, Sachsen-Anhalt, Germany; Andrews University, Michigan, USA; and Washington Adventist University, Maryland, USA

## QUALITY ASSURANCE AND ACCREDITATION

Newbold College of Higher Education enjoys Higher Education Review (Alternative Providers)

by the Quality Assurance Agency for Higher Education (QAA, [qaa.ac.uk](http://qaa.ac.uk)).

It is also accredited by the British Accreditation Council (BAC, [the-bac.org](http://the-bac.org)) for Further and Higher Education.

Within the Adventist Educational Network, the College is regularly reviewed and accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA, [adventistaccreditingassociation.org](http://adventistaccreditingassociation.org)).

### QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION (QAA)



In February 2017, Newbold College of Higher Education successfully underwent a Higher Education Review (Alternative Providers). The full report is available at:

<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Newbold%20College/Newbold-College-HER-AP-17.pdf>

In its key findings after the 2017 review the QAA review team formed the following judgements about the College's higher education provision:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities meets UK expectations.

Furthermore, the QAA review team identified the following feature of good practice:

- The comprehensive approach used to identify, analyse and meet the learning resource needs of students (Quality Code Expectation B4).

Normally, QAA conducts a full review every four years and in the interim period a monitoring event takes place.

The next monitoring event is due in February 2018.

International Association of Teachers of English as a Foreign Language (IATEFL)

With over 4,000 members, Newbold is part of the largest community of ELT teachers in the world. Affiliation with IATEFL looks to develop and support English Language Teaching at Newbold College.

#### ACCREDITING ASSOCIATION OF SEVENTH-DAY ADVENTIST SCHOOLS, COLLEGES, AND UNIVERSITIES (AAA)

In December 2014 Newbold College underwent its quinquennial review by the AAA which led to a renewal of the maximum accreditation period of five years, until the end of 2019.

#### UK NARIC

Newbold College of Higher Education is a member of the National Agency for the Recognition and Comparison of International Qualifications and Skills UK NARIC, membership number 9763/NEW06N.

#### HOME OFFICE LICENSED SPONSOR

Newbold College of Higher Education has been granted **Tier 4 Sponsor** Status by the UK Home Office (Licence Number HPVKUDTU1).

## SUSTAINABILITY STATEMENT

Sustainability is defined in as broad a way as possible in order to have maximum impact on the College's activity and on the students' experience.

The College will endeavour to ensure a holistic and integrated approach to student learning so that the emphasis is not on the subject content alone but on the whole learning and teaching experience. In particular, the College relates explicitly and implicitly to five of the eleven key ESD (Education for Sustainable Development) concepts identified for the Humanities, namely:

- Interdependence and Cultural Diversity
- (Global) Citizenship and Stewardship
- Needs and Rights
- Equity and Social Justice
- Health and Well-being.

Our programmes have been designed to recognise the importance of 'how' something is taught as well as 'what' is taught. As a result, we seek to ensure that our teaching methods and learning environment are informed by the following principles:

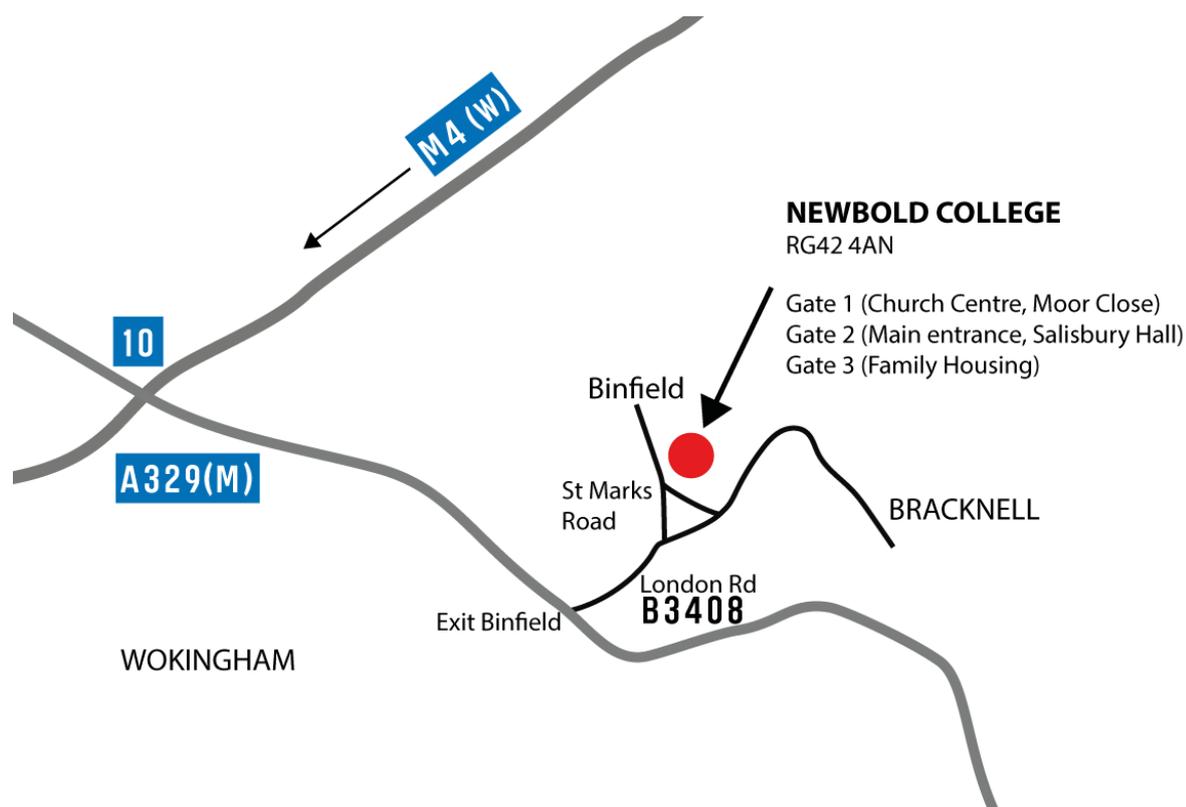
- learning through discovery
- learner-centred approach
- collaborative learning
- praxis-orientated learning linking theory and experience
- self-regulatory learning
- cognitive, affective, and skills-related objectives
- learning with staff but also from outsiders.

ESD principles also guided the provision of learning materials. We seek, for example, to:

- make resources, supporting teaching and learning, available electronically and move away from the reliance on hard copy
- enable students to submit, where possible, all assignments electronically
- create an electronic archive rather than a paper one
- expand our use of Moodle to support all teaching and increase the numbers of completely paperless modules
- comply with the College's e-resource policy which, by default, encourages the purchasing of e-books when available rather than hard copy.

An example of an environmentally-friendly practice in the College is the recent conversion from oil-based heating to biomass boilers which burn wood pellets from sustainable sources.

## LOCATION



### BY TRAIN

From London Waterloo, South West trains to Reading. Trains every 30 minutes. Exit at Bracknell station (ca 1 hr from London). Distance to the College is 2 miles (40 minutes' walk) or by taxi, 5 minutes.

### BY CAR

Newbold College is located in Binfield (Bracknell Forest Council), between London and Reading and can be reached by car from the M4 via exit 10 and the A329.

### BY AIR

#### FROM LONDON HEATHROW

25 miles to Newbold College. £32 by taxi directly to Newbold with Bracknell Cars Ltd (30 minutes). Pay with cash or expect a 15% credit card fee.

£13 by train (50 minutes) from terminals 1, 2, or 3 to Twyford station (with a change at Hayes & Harlington). Newbold is a 10-minute drive from Twyford. Buy tickets at the train station in Heathrow Airport.

#### FROM LONDON GATWICK

45 miles to Newbold College. £60 (1 hour) by taxi directly to Newbold with Bracknell Cars Ltd. Pay with cash or expect a 15% credit card fee.

£18 (1 hour) by train from South Terminal to Wokingham train station. Newbold is a 10-minute drive from Wokingham. Buy tickets in the train station in Gatwick Airport.

#### FROM LONDON LUTON

55 miles to Newbold College. £35 (2.5 hours) by bus and train. National Express buses drive to Heathrow Airport Terminal 3 about once every hour. Then follow the instructions above under London Heathrow Airport.

#### FROM LONDON STANSTEAD

85 miles to Newbold College. £40 (3 hours) by bus and train. National Express buses drive to Heathrow Airport Terminal 3 once every hour and take about 1.5 hours. Then follow instructions above under London Heathrow Airport.

CAMPUS MAP



- Family Housing:
- Ashgrove
- Beechwood
- Cedar Close
- Keough House
- Schull House
- Egremond
- Library
- Auditorium
- Sports Hall
- Murdoch Hall
- Salisbury Hall
- Moor Close
- Cafeteria
- Moor Close Lodge
- Church Centre

<b>Academic Administration</b>	Murdoch Hall, ground floor
<b>Admissions &amp; Records Office</b>	Murdoch Hall, ground floor
<b>Andrew Mustard Chapel</b>	Moor Close, ground floor
<b>Blue Room</b>	Moor Close, ground floor
<b>Campus &amp; Estate Services</b>	Moor Close, cellar
<b>Cashier</b>	Salisbury Hall, ground floor, centre
<b>College Cafeteria</b>	Bartlett Hall (Moor Close)
<b>College Chaplain</b>	Murdoch Hall, ground floor
<b>Department of Theological Studies</b>	Murdoch Hall, upper floor
<b>Ellen G White Centre</b>	Roy Graham Library, ground floor north
<b>English Language Centre</b>	Salisbury Hall, north
<b>Family Housing</b>	Ashgrove, Beechwood, Cedar Close
<b>Finance Office</b>	Salisbury Hall, ground floor south
<b>Green Room</b>	Moor Close, ground floor
<b>Auditorium/Sports Hall</b>	
<b>Hall of Residence Adults</b>	Moor Close
<b>Hall of Residence Men</b>	Keough House
<b>Hall of Residence Women</b>	Schuil House
<b>IT Services</b>	Murdoch Hall, ground floor
<b>Oak Lounge</b>	Moor Close, ground floor
<b>Office of the Academic Registrar</b>	Murdoch Hall, ground floor
<b>Office of the Chief Financial Officer</b>	Salisbury Hall, ground floor south
<b>Office of the Director of Student Services</b>	Murdoch Hall, foyer
<b>Office of the Principal</b>	Salisbury Hall, ground floor south
<b>Practice Rooms, music</b>	Salisbury Hall, east
<b>Programmes Administration</b>	Murdoch Hall, ground floor
<b>Reception</b>	Salisbury Hall, ground floor, center
<b>Recruitment, Marketing &amp; Sales Office</b>	Murdoch Hall, ground floor
<b>Roy Graham Library</b>	
<b>School of Business</b>	Murdoch Hall, ground floor
<b>Smith Centre</b>	Salisbury Hall, upper floor, south
<b>Student Centre</b>	Keough House
<b>Student Finance Officer</b>	Salisbury Hall, ground floor south
<b>Student Lounge</b>	Murdoch Hall, ground floor

## ACADEMIC PROGRAMMES

Newbold College of Higher Education offers programmes in a variety of curriculum areas through various academic agreements.

### ESOL AND SHORT COURSES

English Language courses preparing non-native speakers of English for the examinations set by University of Cambridge ESOL Examinations (First Certificate in English, Certificate in Advanced English, and Certificate of Proficiency in English).

English Language Teacher Development Course.

English for Church Administrators and Pastors.

University Year Experience.

Gap Year, and University Year in England - Qualifying students may receive credit through the College's partnerships with Andrews University and Washington Adventist University, as appropriate.

Adventist Colleges Abroad Programme – credits are transcribed by the home university via the ACA office.

### CERTIFICATES

Summer School Certificate in English (Certificate of attendance).

Health and Wellness (Qualifying students receive credits through the College's partnerships with Andrews University)

Adventist Education (Qualifying students receive credits through the College's partnerships with Andrews University)

### QUERIES

If you have queries about the academic status of the College, please contact the Principal, Dr John Baildam: [jbaildam@newbold.ac.uk](mailto:jbaildam@newbold.ac.uk) or the Academic Registrar, Ms Serena Santona ([ssantona@newbold.ac.uk](mailto:ssantona@newbold.ac.uk))

If you have questions about your personal academic status, please contact the Admissions & Records Office: Ms Rebeto Samuel-Ouadjo ([rsamuel-ouadjo@newbold.ac.uk](mailto:rsamuel-ouadjo@newbold.ac.uk)) or Mrs Annet Johnston ([ajohnston@newbold.ac.uk](mailto:ajohnston@newbold.ac.uk))

### UNDERGRADUATE PROGRAMMES

#### Licence

Theology, offered through Andrews University.

#### Graduate Diploma

Biblical and Pastoral Studies, offered through the University of Wales Trinity Saint David.

#### Bachelor of Arts, Bachelor of Science

Bachelor of Arts (BA) in Humanities, offered through Andrews University

Bachelor of Arts (BA) in Theology, offered through Theologische Hochschule Friedensau (Germany) or through Andrews University (USA)

Bachelor of Arts (BA) in Religious Studies, offered through Andrews University

Bachelor of Science (BS) in Business Studies, offered through Washington Adventist University

Bachelor of Arts (Hons) in Biblical and Pastoral Studies, offered through the University of Wales Trinity Saint David.

### POSTGRADUATE PROGRAMMES

#### Postgraduate Certificate

Ministry and Mission, offered through the University of Wales Trinity Saint David.

#### Master of Arts

Leadership, offered through Andrews University

Theology, offered through the University of Wales Trinity Saint David

- Theology, offered through Theologische Hochschule Friedensau.

## EUROPEAN AND US-STYLE PROGRAMMES

For students from most European or European-style secondary school backgrounds, a European undergraduate degree consists of three years of study during which students take modules entirely from their area or areas of concentration.

Students from a US or US-style high school background normally gain admission to a European degree programme after one successful year of post-high school study, thus ensuring that the programme still covers four years, as expected of a graduate within the US system.

Typically, an American bachelor's degree consists of four years of study. Between a third and two thirds of the degree forms the major area of concentration, with the rest of the programme consisting of required general education modules as well as possible general electives.

Students entering a four-year Andrews University degree on the basis of secondary school qualifications which UK NARIC designates as the equivalent of UK A-Levels, and therefore appropriate for entry into a three-year degree, may be granted a 32-credit block of advanced standing.

## LIFELONG LEARNING

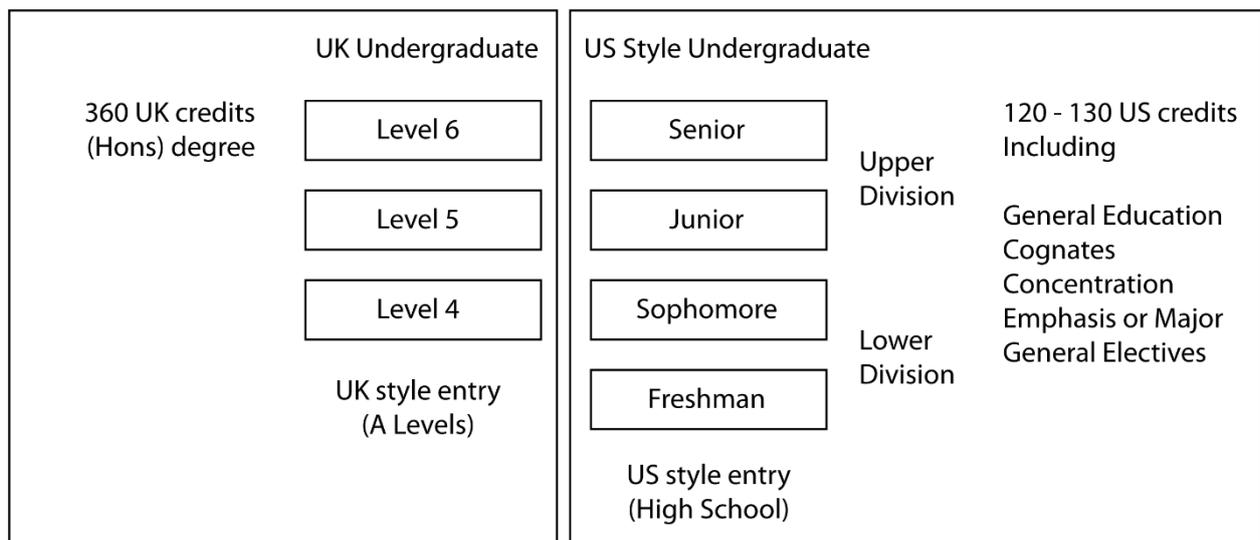
For a small institution, Newbold College of Higher Education offers a wide range of academic choice. It endeavours to widen access and participation, and is committed to lifelong learning.

## ACADEMIC RESOURCES

The following resources are available for students on our programmes:

- Library: The College has a well-resourced library which provides students with access to online and printed resources and includes an efficient document delivery service for materials not held in the collection; all of which assist students to achieve their programme learning outcomes. The Library also provides individual and group mentoring and support in addition to induction and training in research and study skills techniques.
- E.G. White Seventh-day Adventist Research Centre: This centre houses a large collection of books, pamphlets, periodicals and other materials including primary documents which provide students with tools for extensive research into the history of Seventh-day Adventism. The centre provides an unrivalled resource within Western Europe for research in Seventh-day Adventist history.

### UK and US Style Undergraduate Programmes



# ADMISSION REQUIREMENTS

## REGULATIONS APPLICABLE TO ALL STUDENTS

### AGE

Applicants must be at least 17 years of age (normally 18 for full degree programmes) before the beginning of their first academic year at Newbold. Admission is granted by the Admissions & Records Office in consultation with curriculum area heads and/or Programme Leaders.

### PERSONAL PREFERENCE STUDENTS

A limited number of students who do not fulfil the regular admission requirements may be admitted on an individual basis into selected modules as Personal Preference students. Such a module of study should normally last for one year only. Students taking modules on this basis receive no credit towards a degree of any kind. No documentation is sent to our degree awarding institutions. Visa Nationals cannot be admitted to the College as Personal Preference students.

### EXAMINATION OF EDUCATIONAL DOCUMENTS

Applicants will be required to forward all relevant official transcripts and/or *original* certificates with their application for admission. Students applying from overseas should request the appropriate awarding body (school, college or university) to send transcripts and certification to the Newbold College Admissions & Records Office. Official education documents not in English must be accompanied by an accurate, verified translation into English. Applicants should be prepared, if required, to have such translations re-verified.

### ENGLISH LANGUAGE REQUIREMENTS

Newbold College of Higher Education attracts students from more than 60 different countries each year. As modules are taught in English, students must have sufficient English skills in reading and writing to benefit from them as much as possible. Newbold College has a large School of English, but students with internationally-recognised qualifications in English may proceed straight to the degree course of their choice.

Students applying for undergraduate or postgraduate studies in Theology, except for a 4-year US-style undergraduate programme (such as BA in Humanities), are strongly advised to attain the required standard of English before

arriving at Newbold College of Higher Education, otherwise they may expect to spend at least one full academic year in the English Language Centre prior to commencing degree studies. For specific language requirements, please refer to the section relevant to your intended course of study below. If you are in doubt, please contact the Admissions & Records Office.

Students beginning a four-year US degree programme and who are placed in Intermediate 3 or above in the English Language Centre may take up to 6 US credits of degree studies alongside their English classes.

Students otherwise not fulfilling the minimum English language requirement for degree studies must expect to reach the appropriate standard in the English Language Centre before proceeding to degree studies.

Students wishing to register for a 3-year undergraduate Degree Programme, the one-year Licence in Theology or the one-year Graduate Diploma in Biblical and Pastoral Studies who fail marginally the English entry requirements (IELTS Minimum average of 5.5 overall, with no sub-test below 5.5; TOEFL Minimum paper-based total of 525 or internet-based total of 72; iTEP Academic: Minimum score of 3.0.) are given the opportunity to take four lessons per week alongside their study programme during the first semester and are required to retake a language test.

### Requirements for Tier 4 VISA students

Non-EU (or EEA) Students, aiming to study on a degree course need to prove their knowledge of English when applying for a Tier 4 Student VISA. From 6 November 2015, only tests from the following providers will be accepted: IELTS SELT Consortium (for tests sat on or after 23 April 2015); or Trinity College London (for tests sat on or after 6 April 2015). Their skill level in reading, writing, listening and speaking is required to be a minimum IELTS Score of 6. See [Appendix A](#) for a table of comparison. **Note that NO OTHER test certificates than IELTS SELT or Trinity College London are accepted by UK Visas and Immigration (UKVI).**

See here for further information:  
<https://www.gov.uk/tier-4-general-visa/knowledge-of-english>

## APPLICANTS' COMPLAINTS OR APPEALS

Should an applicant believe that Newbold College's admissions principles and procedures have been inconsistently or incorrectly applied,

the Complaints and Appeals Policy for Applicants provides information for the applicant in order to file a complaint or to appeal against a decision made by the Admissions Office.

## REGULATIONS FOR APPLICATIONS BY PROGRAMMES

### UNDERGRADUATE PROGRAMMES OFFERED IN PARTNERSHIP WITH ANDREWS UNIVERSITY AND WASHINGTON ADVENTIST UNIVERSITY

English Language Requirements for Non-Native Speakers of English

- **International English Language Testing System (IELTS)<sup>1</sup>: Minimum average of 6.0 overall, with no sub-test below 6.0 .**
- **Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 500 or internet-based total of 80 .**
- **International Test of English Proficiency (iTEP Academic): Minimum score of 3.5.**
- **Cambridge Certificate: First (FCE), Minimum score of 170.**
- **Cambridge Certificate: Advanced (CAE), Minimum score of 52**
- **Cambridge Certificate: Proficiency, with a Pass**

### Academic Requirements

#### US APPLICANTS

US High School Diploma (minimum cumulative GPA of 2.50) or equivalent such as General Education Development Test (GED) certification with a minimum average score of 450 on all five sections of the Test with no section score below 410. US students without regular secondary school qualifications may wish to take the GED Test and should make local arrangements to do so. European students without regular secondary school qualifications may wish to take the GED Test and should make arrangements to do so by

contacting Prometric at

<http://www.prometric.com/GED>

#### UK APPLICANTS

- A minimum of five GCSE passes at grades A\*-C OR similar Level Two qualifications PLUS at least one documented year of successful, post-GCSE/Level Two studies such as Advanced Subsidiary (AS) passes. The spread of subjects in any combination must include English Language and two passes from the following: a Modern Language, Mathematics, a Science, History, Geography and Economics. Of the remaining passes, at least one must be in a non-practical subject.
- Five passes in the General Certificate of Secondary Education (GCSE) (grades A\*-C) OR similar Level Two qualifications PLUS two passes at the General Certificate of Education Advanced Level OR three GCSE passes (grades A\*-C) PLUS two passes in DIFFERENT subjects at Advanced Level.
- Advanced Diplomas OR similar Level Three qualifications.

#### MATURE UK APPLICANTS (20 YEARS AND OVER)

A minimum of five GCSE passes at grades A\*-C OR similar Level Two qualifications.

**See Appendix C on page 198 for a grid of international equivalents of the entry requirements described above**

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<sup>1</sup> The IELTS test is required to meet the requirements of the UKVI for visa students. IELTS has two versions: GENERAL TRAINING and ACADEMICS.

The College recommends all visa national applicants to undertake the **ACADEMIC IELTS** test.

## BA IN THEOLOGY (THEOLOGISCHE HOCHSCHULE FRIEDENSAU) AND BA (HONS) IN BIBLICAL AND PASTORAL STUDIES (UNIVERSITY OF WALES TRINITY SAINT DAVID)

### English Language Requirements for Non-Native Speakers of English

- **International English Language Testing System (IELTS)<sup>2</sup>: Minimum average of 6.0 overall, with no sub-test below 6.0 .**
- **Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 500 or internet-based total of 80 .**
- **International Test of English Proficiency (iTEP Academic): Minimum score of 3.5.**
- **Cambridge Certificate: First (FCE), Minimum score of 170.**
- **Cambridge Certificate: Advanced (CAE), Minimum score of 52**
- **Cambridge Certificate: Proficiency, with a Pass**

### Academic requirements

As Newbold College of Higher Education is situated in the United Kingdom and offers also degrees through German and US systems, we outline here details of the admission requirements for students with qualifications from the UK (or UK-style systems) and the US (or US-style systems). If you come from a different system, please refer to the grid in [Appendix B](#) outlining details of admission requirements for students with qualifications from the countries typically represented on the Newbold College of Higher Education campus. Please note that Newbold College of Higher Education is a member of the National Academic Recognition Information Centre in the UK (NARIC) and uses its comparisons in reaching decisions on academic admission to the College.

### UK APPLICANTS

- Five passes in the General Certificate of Secondary Education (GCSE) (grades A\*-C) OR similar Level Two qualifications PLUS two passes at the General Certificate of Education Advanced Level OR three GCSE passes (grades A\*-C) PLUS two passes in DIFFERENT subjects at Advanced Level. The spread of subjects in any combination must include English Language and two passes from the following: a Modern

Language, Mathematics, a Science, History, Geography and Economics. Of the remaining passes, at least one must be in a non-practical subject.

- Advanced Diplomas OR similar Level Three qualifications.
- Admission may be granted to applicants who have a minimum of five GCSE passes at grades A\*-C OR similar Level Two qualifications PLUS at least one documented year of successful, post-GCSE/Level Two studies such as Advanced Subsidiary (AS) passes PLUS a successful Access Year (preferably at Newbold College of Higher Education). Such a pathway would be in line with the proliferation of pathways into UK higher education.

### US APPLICANTS

- US High School Diploma or equivalent PLUS at least one successful year of college/university work with a minimum cumulative GPA of 2.50.
- General Education Development Test (GED) certification with a minimum average score of 450 on all five sections of the Test with no section score below 410 PLUS at least one successful year of college work or equivalent with a minimum cumulative GPA of 2.50. US students without regular secondary school qualifications may wish to take the GED Test and should make local arrangements to do so. European students without regular secondary school qualifications may wish to take the GED Test and should make arrangements to do so by contacting Prometric at <http://www.prometric.com/GED>.

### MATURE UK APPLICANTS (21 YEARS AND OVER)

A successful Access to Higher Education course (see below for entrance requirements to the Newbold College of Higher Education Access Year).

Provided their qualifications and experience are considered to be at least equal to the regular entrance qualifications listed above, mature applicants without regular entrance qualifications will be assessed on the basis of other equivalent

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<sup>2</sup> IELTS is required to meet the requirements of the UKVI for visa students. IELTS has two versions: GENERAL TRAINING and ACADEMICS.

The College recommends all visa national applicants to undertake the **ACADEMIC IELTS** test.

qualifications and experience, and may be admitted into a UK-validated degree course after interview and with the approval of the Admissions Committee. Such students should bear in mind, however, that they may not be admitted automatically into a US degree programme should they attempt to transfer at a later date.

#### ACCESS YEAR

Mature applicants with qualifications that fall short of the general requirements for admission into the three-year BA degree programme (Theologische Hochschule Friedensau or University of Wales Trinity Saint David) may, provided they qualify, be permitted to enrol in a four-year US degree or, on an individual basis, in an Access Year tailored to address their specific deficiencies. Entry to the three-year degree programme would be after a minimum cumulative GPA of 2.50 had been achieved at the end of the academic year.

Students applying with lower qualifications than those listed will not normally be admitted to an Access Year or to a four-year degree but will be required to take documented study skills and other appropriate preparatory work elsewhere before being eligible for admission into the Access Year or a four-year degree. An arrangement has been made with Bracknell and Wokingham College whereby such students could take these study skills there while still enjoying the community experience that Newbold College of Higher Education has to offer.

#### OTHER REQUIREMENTS

Applicants will be expected to complete a Disclosure and Barring Service (DBS) check to facilitate Church Ministry Placements within the UK context.

**See Appendix B on page 196 for a grid of international equivalents of the entry requirements described above**

### LICENCE IN THEOLOGY (ANDREWS UNIVERSITY) AND GRADUATE DIPLOMA IN BIBLICAL AND PASTORAL STUDIES (UNIVERSITY OF WALES TRINITY SAINT DAVID)

#### English Language Requirements for Non-Native Speakers of English

- **International English Language Testing System (IELTS)<sup>3</sup>: Minimum average of 6.0 overall, with no sub-test below 6.0 .**
- **Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 500 or internet-based total of 80 .**
- **International Test of English Proficiency (iTEP Academic): Minimum score of 3.5.**
- **Cambridge Certificate: First (FCE), Minimum score of 170.**
- **Cambridge Certificate: Advanced (CAE), Minimum score of 52**
- **Cambridge Certificate: Proficiency, with a Pass**

#### Academic Requirements

- A UK Honours degree or equivalent in any discipline with a classification of Upper

Second (weighted average score of 60%) or higher. Students graduating with a Lower Second or below may be profiled into the programme by the Programme Board.

- A 3-year (or 4-year US style) degree in any discipline accredited by the Adventist Accrediting Association and/or from an institution listed by the National Academic Recognition Information Centre in the UK (NARIC).

#### Other Requirements

Applicants will be expected to complete a Disclosure and Barring Service (DBS) check to facilitate Church Ministry Placements within the UK context.

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<sup>3</sup> IELTS is required to meet the requirements of the UKVI for visa students. IELTS has two versions: GENERAL TRAINING and ACADEMICS.

The College recommends all visa national applicants to undertake the **ACADEMIC IELTS** test.

## MA IN THEOLOGY (THEOLOGISCHE HOCHSCHULE FRIEDENSAU)

### English Language Requirements for Non-Native Speakers of English

- **International English Language Testing System (IELTS)<sup>4</sup>: Minimum average of 6.5 overall, with no sub-test below 6.0 .**
- **Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 500 or internet-based total of 80 .**
- **International Test of English Proficiency (iTEP Academic): Minimum score of 4.0.**
- **Cambridge Certificate: First (FCE), Minimum score of 170.**
- **Cambridge Certificate: Advanced (CAE), Minimum score of 52**
- **Cambridge Certificate: Proficiency, with a Pass**

### Academic requirements

Examples of undergraduate entrance qualifications for our Theologische Hochschule Friedensau postgraduate studies are:

- A UK Honours degree or equivalent in Theology or similar with a classification of Upper Second (weighted average score of 60%) or higher. Students graduating with a Lower Second or below may be profiled into the programme by the Programme Board.
- A UK Graduate Diploma in Biblical and Pastoral Studies or an Andrews University Licence in Theology or similar with an average weighted score of at least 60%. Students graduating with a lower weighted average may be profiled into the programme by the Programme Board.
- A 3-year (or 4-year US-style) degree in Theology or similar accredited by the

Adventist Accrediting Association and/or from an institution listed by the National Academic Recognition Information Centre in the UK (NARIC).

- Where a Grade Point Average system is used, a minimum cumulative GPA of 3.00 is required. Students graduating with a cumulative GPA between 2.67 and 2.99 may be profiled into the programme by the Programme Board.

An Honours degree in Religious Studies or equivalent from a European university normally permits entry into postgraduate studies.

It is understood that the above undergraduate awards will include the successful completion of:

1. at least a year of Hebrew **AND** Greek and
2. a structured and supervised field placement. Students whose undergraduate degree does not include a supervised ministry placement will be required to complete a field placement concurrent with part one of their postgraduate studies.

**Students not meeting the above requirements are invited to consider applying for the Licence in Theology.**

Applicants will be expected to complete a Criminal Records Bureau declaration to facilitate Church Ministry Placements within the UK context.

Non-native speakers of English are also required to demonstrate proficiency in the English language (see above for full details).

### OTHER REQUIREMENTS

Applicants will be expected to complete a Disclosure and Barring Service (DBS) check to facilitate Church Ministry Placements within the UK context.

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<sup>4</sup> IELTS is required to meet the requirements of the UKVI for visa students. IELTS has two versions: GENERAL TRAINING and ACADEMICS.

The College recommends all visa national applicants to undertake the **ACADEMIC IELTS** test.

## MA IN THEOLOGY (UNIVERSITY OF WALES TRINITY SAINT DAVID)

### English Language Requirements for Non-Native Speakers of English

- **International English Language Testing System (IELTS)<sup>5</sup>: Minimum average of 6.5 overall, with no sub-test below 6.0 .**
- **Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 500 or internet-based total of 80 .**
- **International Test of English Proficiency (iTEP Academic): Minimum score of 4.0.**
- **Cambridge Certificate: First (FCE), Minimum score of 170.**
- **Cambridge Certificate: Advanced (CAE), Minimum score of 52**
- **Cambridge Certificate: Proficiency, with a Pass**

### Academic requirements

Applicants must normally meet one of the following academic criteria:

- A UK Honours degree or equivalent in Theology or similar with a classification of Upper Second (weighted average score of 60%) or higher. Students graduating with a Lower Second or below may be profiled into the programme by the Programme Board.
- A UK Graduate Diploma in Biblical and Pastoral Studies or an Andrews University Licence in Theology or similar with an average weighted score of at least 60%. Students graduating with a lower

weighted average may be profiled into the programme by the Programme Board.

- A 3-year (or 4-year US-style) degree in Theology or similar accredited by the Adventist Accrediting Association and/or from an institution listed by the National Academic Recognition Information Centre in the UK (NARIC).
- Where a Grade Point Average system is used, a minimum cumulative GPA of 3.00 is required. Students graduating with a cumulative GPA between 2.67 and 2.99 may be profiled into the programme by the Programme Board.

An Honours degree in Religious Studies or equivalent from a European university normally permits entry into postgraduate studies.

It is understood that the above undergraduate awards will include the successful completion of at least a year of Hebrew **OR** Greek.

### Other Requirements

Students are also encouraged to complete where possible a structured and supervised field placement. Students whose undergraduate degree does not include a supervised ministry placement will be encouraged to complete a field placement concurrent with part one of their postgraduate studies.

Applicants will be expected to complete a Disclosure and Barring Service (DBS) check to facilitate Church Ministry Placements within the UK context.

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<sup>5</sup> IELTS is required to meet the requirements of the UKVI for visa students. IELTS has two versions: GENERAL TRAINING and ACADEMICS.

The College recommends all visa national applicants to undertake the **ACADEMIC IELTS** test.

## MA IN LEADERSHIP (ANDREWS UNIVERSITY)

There will not be another cohort until further notice.

## POSTGRADUATE CERTIFICATE IN MINISTRY AND MISSION (UNIVERSITY OF WALES TRINITY SAINT DAVID)

### English Language Requirements for Non-Native Speakers of English

- **International English Language Testing System (IELTS)<sup>6</sup>: Minimum average of 6.5 overall, with no sub-test below 6.0 .**
- **Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 500 or internet-based total of 80 .**
- **International Test of English Proficiency (iTEP Academic): Minimum score of 4.0.**
- **Cambridge Certificate: First (FCE), Minimum score of 170.**
- **Cambridge Certificate: Advanced (CAE), Minimum score of 52**
- **Cambridge Certificate: Proficiency, with a Pass**

### Academic requirements

Applicants must normally meet one of the following academic criteria:

- A UK Honours degree or equivalent in Theology or similar with a classification of Upper Second (weighted average score of 60%) or higher. Students graduating with a Lower Second or below may be profiled into the programme by the Programme Board.
- A UK Graduate Diploma in Biblical and Pastoral Studies or an Andrews University Licence in Theology or similar with an average weighted score of at least 60%.

Students graduating with a lower weighted average may be profiled into the programme by the Programme Board.

- A 3-year (or 4-year US-style) degree in Theology or similar accredited by the Adventist Accrediting Association and/or from an institution listed by the National Academic Recognition Information Centre in the UK (NARIC).
- Where a Grade Point Average system is used, a minimum cumulative GPA of 3.00 is required. Students graduating with a cumulative GPA between 2.67 and 2.99 may be profiled into the programme by the Programme Board.

An Honours degree in Religious Studies or equivalent from a European university normally permits entry into postgraduate studies.

It is understood that the above undergraduate awards will include the successful completion of at least a year of Hebrew **OR** Greek.

### OTHER REQUIREMENTS

Students are also encouraged to complete where possible a structured and supervised field placement. Students whose undergraduate degree does not include a supervised ministry placement will be encouraged to complete a field placement concurrent with part one of their postgraduate studies.

Applicants will be expected to complete a Disclosure and Barring Service (DBS) check to facilitate Church Ministry Placements within the UK context.

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<sup>6</sup> IELTS is required to meet the requirements of the UKVI for visa students. IELTS has two versions: GENERAL TRAINING and ACADEMICS.

The College recommends all visa national applicants to undertake the **ACADEMIC IELTS** test.

# ENGLISH LANGUAGE CENTRE



## DATES FOR 2017-18

### AUTUMN SEMESTER

Monday 5 September - Wednesday 14 December 2017

<b>PART ONE</b>	<b>5 September - 20 October</b>	<b>Weeks</b>
Study Session One	5 September – 13 October	6
British Culture Week	16 October – 20 October	1
Mid-Semester Break	23 October – 27 October	1

<b>PART TWO</b>	<b>30 October - 15 December</b>	<b>Weeks</b>
Study Session Two	31 October – 9 December	6
Experience Europe	12 December – 14 December	½

### SPRING SEMESTER

Monday 22 January - Friday 11 May 2018

<b>PART ONE</b>	<b>23 January - 12 March</b>	<b>Weeks</b>
Study Session One	22 January – 2 March	6
British Culture Week	5 March – 9 March	1
Mid-Semester Break	12 March – 16 March	1

<b>PART TWO</b>	<b>5 September - 23 October</b>	<b>Weeks</b>
Study Session Two	19 March – 4 May	6
Experience Europe	7 May – 11 May	1

### SUMMER SCHOOL IN ENGLISH

Thursday 5 July - Sunday 29 July 2018

## LEVELS AND MODULES

### English Elementary ELCE

Module Code	Title	Hours per week
ELCEL	Language	7
ELCERW	Reading & Writing	3
ELCESL	Speaking & Listening	3
ELCEBC	British Culture	1
ELCECC	Creative Communication	1

### English Intermediate I ELCI1

Module Code	Title	Hours per week
ELCI1L	Language	7
ELC I1RW	Reading & Writing	3
ELC I1SL	Speaking & Listening	3
ELC I1BC	British Culture	1
ELC I1CC	Creative Communication	1

### English Intermediate II ELCI2

Module Code	Title	Hours per week
ELCI2L	Language	7
ELC I2RW	Reading & Writing	3
ELC I2SL	Speaking & Listening	3
ELC I2BC	British Culture	1
ELC I2CC	Creative Communication	1

### English Advanced ELCA

Module Code	Title	Hours per week
ELCAL	Language	7
ELCARW	Reading & Writing	3
ELCASL	Speaking & Listening	3
ELCABC	British Culture	1
ELCACC	Creative Communication	1

### English Proficiency ELCP

Module Code	Title	Hours per week
ELCPL	Language	7
ELCPRW	Reading & Writing	3
ELCPSL	Speaking & Listening	3
ELCPBC	British Culture	1
ELCPCC	Creative Communication	1

## DESCRIPTION OF SESSIONS

### Study Session

Primary focus is on the development of English language skills on campus – in the classroom (see the module descriptors below) as well as at different events organised by the ELC, NSA, or other entities active in campus life.

### British Culture Week

Five days to pay special attention to the United Kingdom and its culture. The programme consists of special seminars, events, and trips – all designed to give you a taste of this diverse and fascinating world of what is called “British Culture”. This week is an organic part of the semester and the ELC students can participate in all the activities at no extra cost.

### Experience Europe

The ELC can help you and your fellow students to take a closer look at a location elsewhere in Europe, in order to compare and contrast that culture with what you have experienced in the UK, and to study how these cultures have shaped each other. This trip will come at an extra cost, as it is not calculated into your semester fees. The precise cost will be specified during the first half of the semester.

### Examination preparation session

Students who intend to take the Cambridge English examinations at the beginning of June, can stay on campus to improve their language skills further as well as to receive group consultations from our teachers – so as to be fully prepared for the examination. As this is not a part of our standard semester programme, the accommodation and classes come at an additional cost. For more information, contact the ELC office.

### Summer School in English

Thursday 5 July - Sunday 29 July 2017

Students get to experience an intense language immersion programme with participants from all over the world, and with a variety of extracurricular activities – 7 trips to some of the best locations in England, games, parties, sports

activities, concerts, and spiritual programme. The main focus of this month is to encourage and equip the students to use their English for active communication in context.

## MODULE DESCRIPTORS

The English Language Centre provides the following modules for each full-time student. While the overall aims of each module remain the same for all students, their precise content is always adapted to the students’ level of English, so as to best support them in their learning processes.

### English Language (7h per week)

The classes focus on the enhancement of the students’ understanding and command of the vocabulary, structure and grammar of English. As the main language module, it addresses all four skills and enables the students to efficiently develop their English.

### Reading and Writing (3h per week)

This module aims to focus on the students’ comprehension and composition skills, providing opportunities to address different texts, and practise various forms of writing.

### Speaking and Listening (3h per week)

Develops the students’ oral communication skills through listening assignments, conversation tasks, and presentations.

### British Culture (1h per week)

In these classes, the students are invited to peek into the past and present realities of life in the UK, which provides them with an extra opportunity to put into practice what they have learned in language classes.

### Creative Communication (1h per week)

This module challenges the students to practise their English and develop their general communication skills through different creative group projects, ranging from visual arts and video to drama and cooking. Different from other modules, this one is not language-level specific, but invites students to work together irrespective of their knowledge of English.

## **TRANSFERRING CREDITS FROM THE ENGLISH LANGUAGE CENTRE INTO AN ANDREWS UNIVERSITY PROGRAMME**

Suitably qualified students may, on request to the Academic Registrar, transfer credits from the English Language Centre if they plan to graduate from the Newbold College of Higher Education campus with an Andrews University degree. Such transfer is not permitted for students planning to graduate from the Newbold College of Higher Education campus with a Washington Adventist University degree. The average grade of transferred credits must be at least 2.00, with no single grade below C-.

Three semester credits, up to a total of 9 credits, may be transferred from the English Language Centre for each of the following modules:

**DEPARTMENT OF  
BUSINESS AND  
HUMANITIES**



## BS BUSINESS STUDIES - WASHINGTON ADVENTIST UNIVERSITY

Awarding Institution/Body	<b>Washington Adventist University</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>BS Business Studies</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Business</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>3-4 years (FT) – See Admissions requirements on page 14</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>August 2016</b>
QAA Subject Benchmark Group	<b>Business and Management</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

### CREDITS

Unless stated otherwise, all references to module credits in these Regulations refer to US credits. One US credit is 14-15 contact hours per semester. Thus a 3-credit module equates to 42-45 contact hours over a fifteen-week semester. Students are normally expected to undertake two hours of independent study for each contact hour. The College equates three US credits to five ECTS credits and ten CATS credits.

### REGULATIONS AND CURRICULUM

This programme provides opportunity for students to explore the world of Business within a Christian context and to develop personal values based on professional excellence and moral integrity. It also seeks to develop skills which are known to be important after graduation: critical self-awareness, analytical skills, numeracy, communication skills, research skills, decision-making and an ability to approach problems imaginatively from a number of angles. Furthermore, the degree provides a basis for postgraduate study in a variety of disciplines.

The programme aims to provide students with the opportunity to:

- Develop a wide, deep and relevant knowledge of Business, its functional

disciplines, and their interaction and application

- Foster a Christian ethos as they prepare to work in the Church, in the non-profit Business world, and in the Business community at large. Possible careers include development work, management, marketing, accountancy, banking, insurance, import/export, retail, consumer services, training and consultancy
- Develop competence in their chosen discipline and by so doing to develop cognitive and affective intellectual abilities, drawing upon the critical and analytical techniques associated with, and derived from, the discipline on offer
- Develop transferable skills that will influence the employment outcomes of graduates
- Prepare themselves for postgraduate study
- Recognise and develop personal values and explore Christian perspectives in relation to other world-views.

Whereas the programme is open to all students in accordance with the College's Equality Policy, it is distinctive particularly in:

- Providing Seventh-day Adventists and other Christians an opportunity to explore the discipline on offer and develop critical thinking in an academic setting that challenges (and forces them to challenge) aspects of their world-view, while being broadly in sympathy with it.
- Students will be encouraged to prepare their case studies and their research project within a Seventh-day Adventist Christian Business context.

Students are expected to know the regulations that govern their academic programme.

Responsibility for meeting all degree requirements rests with the students who liaise as appropriate with their tutors.

Below are the regulations specific to this degree:

- At least 121 semester credit hours, cognate credits and 75 major credits.
- A grade of C or above is required in all modules in the concentration and in the cognates.
- A minimum grade point average of 2.00 is required in all residence and transfer credits. No grade below C may be transferred from another institution.
- A minimum grade point average of 2.50 is required in the Business credits as a whole (that is, concentration credits and cognate credits).
- A final block of at least 30 semester hours (15 Upper Division) must be taken in residence at Newbold College of Higher

Education, including at least 9 Upper Division Business credits.

- No credits may be earned by examination (i.e. challenged) within the area of the Business concentration.
- See the College's Examination Regulations for information about Challenge Examinations
- All general education credits and cognates will be taken through the University Year Experience Programme (see page 65). Alternatively, prior learning from another recognised Higher Education provider or through the College's special arrangement with WAU can be accredited. A grade of D is acceptable in the general education area, but not in the cognates. Official transcripts from Andrews University or any other recognised Higher Education provider must be forwarded to Washington Adventist University before a diploma can be issued.
- No grade below C is acceptable in ENGL115, 215 English Composition I and II.

To qualify for graduation distinction, the designated grade point averages must be obtained in the following areas by the beginning of the final semester before graduation:

- 1) Cumulatively in all Washington Adventist University credits and transfer credits
  - 2) In all Washington Adventist University credits
- |           |                 |
|-----------|-----------------|
| 3.50-3.74 | Cum Laude       |
| 3.75-3.89 | Magna cum Laude |
| 3.90-4.00 | Summa cum Laude |

## PROGRAMME STRUCTURE

The following tables provide indicative programme structures for full-time and part-time students. Not all optional modules are included. A listing of all available modules can be found below.

Indicative Programme for Full-Time Students (see the Programme Handbook for more details).

### YEAR 1 (FRESHMAN/FOUNDATION YEAR)

#### Autumn

Module Code	Module type	Title	Credits
ENGL115	General Education	English Composition I	3*
IDSC205	General Education	Fine Arts	3*
BIOL208	General Education	Environmental Science	4*
MATH165	Cognate	College Algebra	3*
	General Education	A Religion Module	3*
<b>TOTAL</b>			<b>16</b>

#### Spring

Module Code	Module type	Title	Credits
COMM104	General Education	Communication Skills	3*
HIST437G	General Education	History: Empire to Entropy	3*
ENGL255B	General Education	Studies in Literature: Text on Film II	3*
HLED110	General Education	Health Principles	3
	General Education	A Religion Module	3
<b>TOTAL</b>			<b>15</b>

### YEAR 2 (SOPHOMORE YEAR)

#### Autumn

Module Code	Module type	Title	Credits
ACCT211	Concentration	Principles of Accounting I	3**
BUAD346	Concentration	Business Research Methods	3
CPTR200	Concentration	Microcomputer Applications	3**
STAT285	Cognate	Business Statistics	3**
ANTH200	General Education	Cultural Anthropology	3*
<b>TOTAL</b>			<b>15</b>

#### Spring

Module Code	Module type	Title	Credits
ACCT212	Concentration	Principles of Accounting II	3
ECON265	Concentration	Economics for Business	3
ENGL215	General Education	English Composition II	3
BUAD201	Concentration	Business Skills	3
	General Education	A Religion Module	3**
<b>TOTAL</b>			<b>15</b>

### Summer Internship/Business Project Period

Students will be encouraged in Years 2 and 3 to obtain a placement (e.g. internship) for the summer period between Years 3 and 4, the experience from which may feed into their final-year project.\*\*\* In individual cases when this is not possible, a specific business research project will be assigned or chosen.

## YEAR 3 (JUNIOR YEAR)

### Autumn

Module Code	Module type	Title	Credits
MGMT301	Concentration	Principles of Management	3**
ACCT309	Concentration	Managerial Accounting	3
MGMT338	Concentration	Human Resources Management	3
MKTG310	Concentration	Principles of Marketing	3**
BUAD375	Concentration	Business Law	3
<b>TOTAL</b>			<b>15</b>

### Spring

Module Code	Module type	Title	Credits
FNCE305	Concentration	Business Finance	3
MGMT305	Concentration	Management Information Systems	3
BUAD360	Concentration	Business Ethics	3
MKTG320	Concentration	Consumer Behaviour	3
MGMT310	Concentration	Organisational Behaviour	3
BUAD305	Concentration	Advanced Business Skills	0
<b>TOTAL</b>			<b>15</b>

## YEAR 4 (SENIOR YEAR)

### Autumn

Module Code	Module type	Title	Credits
BUAD460	Concentration	Operations Management	3
MKTG425	Concentration	International Marketing	3
MGMT476	Concentration	Management Project I	6***
	General Education	A Religion Module	3
<b>TOTAL</b>			<b>15</b>

### Spring

Module Code	Module type	Title	Credits
MGMT485	Concentration	Business Strategy and Policy	3
MGMT405	Concentration	International Management	3
MGMT477	Concentration	Management Project II	6***
FNCE480	Concentration	Financial Statement Analysis	3
<b>TOTAL</b>			<b>15</b>
<b>TOTAL CREDITS:</b>			<b>121</b>
<b>General Education</b>			<b>40</b>
<b>Cognates</b>			<b>6</b>
<b>Concentration</b>			<b>75</b>

\* Advanced Standing Modules (see below)

\*\*Business Certificate Core Modules plus 3 other modules. Statistics may be replaced with Algebra depending on the student's circumstances.

\*\*\*During their writing of their final-year project (MGMT476/7), students may be encouraged to research with special reference to one of the following areas: Financial Administration, Marketing and Management.

## ADVANCED STANDING

The following non-negotiable package of 28 US credits of advanced standing towards the general education requirements **plus** a reduction in the Religion requirement from 12 to 9 US credits has been agreed with Washington Adventist University for Newbold College of Higher Education students entering the four-year Washington Adventist University Business Studies degree on the basis of secondary school achievement recognised by UK NARIC as being the equivalent of UK GCE Advanced Levels and therefore permitting direct entry into a three-year undergraduate Honours programme within the UK. Please note that under certain circumstances credits for Calculus may be earned through challenge examination.

Advanced Standing Package		Remaining General Education and Cognate Credits Required	
English Composition I	3	English Composition II	3
Communication Skills	3	Religion	9
History	3	Health Principles	3
Social Sciences	3	Statistics	3
Fine Arts	3	Calculus	3
Literature	3		
College Algebra	3		
Natural Sciences	4		
General elective credits	3		
<b>TOTAL</b>	<b>28</b>	<b>TOTAL</b>	<b>21</b>

# ADVENTIST COLLEGES ABROAD

## EXPLORING, LIVING AND LEARNING IN ENGLAND

Experiencing a year abroad at Newbold College of Higher Education.

Benefits of an Adventist Colleges Abroad student experience at Newbold College of Higher Education:

1. Study British literature in the very country where it was inspired and written, including reading authors such as William Shakespeare, John Milton, William Wordsworth, Jane Austen, Charles Dickens, Thomas Hardy, T.S. Elliot, Beatrix Potter, Virginia Woolf, J.R.R. Tolkien and C.S. Lewis
2. Study British history where the events actually happened, including visiting places such as Stonehenge, Hampton Court Palace, the Tower of London and Windsor Castle
3. Acquire new cultural perspectives from living and learning with students and staff from over 60 countries on a campus set within the safe environs of a small English village just 35 miles west of London, the capital of the United Kingdom, where 265 languages are spoken daily, and just 10 miles east of the regional centre of Reading, where 150 languages are spoken by young people as their first language
4. Develop intercultural competencies and understandings, especially in terms of learning to appreciate and use a very different form of the English language

5. Participate in the spiritual activities of a truly international campus, reflect on religion, focus on faith - and take religion courses where missions were first conceived by thinkers such as William Carey, Hudson Taylor, Charles Spurgeon, Charles Wesley, Isaac Watts and John Donne
6. Participate in British Cultural Experience Projects/Internships
7. Study at a British college which has been affiliated with Andrews University since 1983 and is an integral part of the world-wide Seventh-day Adventist network of colleges and universities.

### Guided field trips and tours

- An opportunity is provided for at least one MAJOR guided tour per semester.
- Up to SIX guided field-trips per semester. Destinations may include:

London (Westminster Abbey, British Museum, Natural History Museum, Imperial War Museum, St Paul's Cathedral, Tower of London, National Gallery, Tate Modern, National Portrait Gallery, Royal Albert Hall, Royal Festival Hall, English National Opera, National Theatre); Oxford (home of JRR Tolkien and CS Lewis); Lake District (Wordsworth and Beatrix Potter); Rochester (Charles Dickens); Bath and Chawton (Jane Austen); Canterbury (Chaucer); Dorchester and Lyme Regis (Thomas Hardy); Stratford-upon-Avon (Shakespeare); Lewes (Virginia Woolf); Stonehenge; Bath and Cambridge.

## CURRICULUM

Students select 5 modules which may include a Project/Internship in each semester.

Module descriptors for the Newbold College of Higher Education ACA programme:

### AUTUMN SEMESTER (SEPTEMBER TO DECEMBER)

#### BRITISH HERITAGE SUITE OF MODULES

##### **ENGL300 British Literary Texts on Film and Location I (3 semester credits)**

A broad survey of British literary texts from the works of Shakespeare through to Jane Austen and Charles Dickens. Students examine the relationship between text, place, culture, performance and historical contexts. Guided field trips are provided to engage the students' imagination by visiting Shakespeare's reconstructed Globe Theatre in London and his birthplace in Stratford-upon-Avon. The cities of Bath, Winchester and London offer insights into the life and times of Jane Austen and Charles Dickens respectively.

##### **HIST310 British History: Reformation to Revolution (3 semester credits)**

A survey of the Tudor and Stuart period, tracing the English Reformation from Henry VIII and its consequences as expressed in liturgy, culture and architecture, through the English Civil War and the 1688 Restoration.

##### **HIST345/RELH345 Anglo-Saxon Britain (3 semester credits)**

This module will introduce students to investigating and examining Anglo-Saxon culture, religion and art, from the sub-Roman era to the Norman Conquest. Trips may include: Sutton Hoo, The Ashmolean Museum, Lindisfarne, Yeavinger, the British Museum, Winchester Cathedral. Archaeological digs if seasonably available.

##### **ARTH208 Fine Arts I: Medieval to Baroque (3 semester credits)**

An introduction to some of the branches of Western art and music from the Middle Ages through to the Baroque. The two disciplines are studied chronologically and in parallel, with the aim of stimulating an interest in and appreciation of the creative arts whilst placing them in their historical contexts. Guided field trips give students the opportunity to experience art masterpieces at the National Gallery; experience a well-known opera at the English National

Opera; and attend evensong at St George's Chapel, Windsor, a London West End musical and a Classical Spectacular concert at the Royal Albert Hall.

##### **ANTH215 Multicultural Britain: An Anthropological Approach (3 semester credits)**

An introduction to the main themes and perspectives of cultural anthropology. The module provides an arena for students to unveil the complex cultural compositions of British society, amongst others. It supports students in their understanding and appreciation of all cultures, equipping them to work more effectively within a British context as well as globally.

##### **ENGL330 English Literature in Context I (3 semester credits)**

This module provides students with educational experience beyond the classroom and gives them the opportunity to reflect upon and produce an essay and a critical reflective portfolio of their guided visits to sites and locations of cultural and literary interest within the United Kingdom. The trips are carefully selected to parallel the texts that are being studied in the ENGL300 British Literary Texts on Film and Location I module and take place within the context of lectures, directed reading and documentary film viewing.

## RELIGION MODULES

### **RELB205 Foundations of Biblical Studies (3 semester credits)**

A consideration of the biblical documents as they were written and how these texts have been interpreted. Students gain insights into the fundamental knowledge of the world of the Bible, and understand the history of how the Bible developed as well as the nature of the biblical literature.

### **RELT205 Foundations of Christian Theology (3 semester credits)**

A general introduction to Theology as a discipline and the development of Christian doctrine until the beginning of the Middle Ages. Students acquire a knowledge of the major theological developments of the first six centuries.

## OTHER RECOMMENDED MODULES

### **MKTG275 British and Continental European Marketing (3 semester credits)**

With an emphasis on British and Continental European marketing, this module provides an overview of the basic elements and philosophies of marketing, with background knowledge on the evolution and development of marketing practices including current trends. Students explore consumer buying behaviour, and marketing strategies and plans.

### **MGNT340 Personnel Management in Britain and Continental Europe (3 semester credits)**

The module objective is to provide a comprehensive and practical introduction to the human resource function and the human resource processes within a European business context. The module addresses strategic human resource management, performance management and change management.

### **MKT355 International Marketing: A British and Continental Europe Perspective (3 semester credits)**

This module will introduce students to international elements in marketing practice. Special emphasis will be placed on the linkages between producers and consumers.

### **MUPF136 College Choir (1 semester credit)**

The College Choir is open to all students who are interested in participating in choral singing. It typically performs for six services at the Newbold Church Centre during the first semester, as well as giving a guest performance at a London church or one in southern England. The highlight of the semester is the candlelit Advent/Christmas service for a Friday night Vespers held in late November or early December.

### **MUPF165 Applied Music (instrument and/or voice) (1-2 semester credits)**

Private instruction is given by resident teachers in piano, organ and singing. Private instruction is also offered on campus by visiting teachers in violin, cello, flute, oboe, clarinet and saxophone. One credit is based on one half-hour lesson and five hours' practice per week.

## SPRING SEMESTER (JANUARY TO MAY)

### BRITISH HERITAGE SUITE OF MODULES

#### **ENGL400 British Literary Texts on Film and Location II (3 semester credits)**

A broad survey of British literary texts, include authors such as Thomas Hardy, Henry James, T.S. Elliot, Virginia Woolf, Tolkien and Lewis all feature. Guided field trips include Hardy's birthplace and Dorset homes, Canterbury Cathedral and Dover Castle. Students also visit the famous colleges, streets and eating houses of Oxford frequented by Tolkien and Lewis. Such experiences serve to captivate and inform the students' contextualisation of place, culture and text.

#### **HIST410 British History: Empire to Entropy (3 semester credits)**

An exploration of historical events movements covering Imperial Britain, from King George I through to Elizabeth II. Topics include the Industrial Reformation; social reforms; the 'crisis of faith', and World Wars I and II.

#### **ARTH209 Fine Arts II: Classical to 21st Century (3 semester credits)**

An exploration of Western art and music commencing with the Classical era through to the 21st century. The two disciplines continue their chronological parallel investigations. Guided field trips give students the opportunity to experience art masterpieces at the National and Tate Modern Galleries, and experience performances at London's finest concert halls and opera houses.

#### **COMM200 Media and Communication: A British Perspective (3 semester credits)**

An introduction to the study of the human communication process. Students have the opportunity to familiarise themselves with

investigations of semiotics, advertising and other media topics via documentary films and the mainstream newspapers.

#### **ENGL/HIST397 British Cultural Experience Project/Internship II (3 semester credits)**

This project/internship provides the students with an educational experience beyond the classroom and gives them the opportunity to reflect upon and produce a portfolio of their visits to selected areas of cultural, literary and/or historical interest within the United Kingdom. Guided field trips and tours take place within the context of lectures and directed readings. The literature devotee will be fascinated by the impact of the Victorian and Edwardian novelists whose writings significantly challenged and questioned the cultural, historical and social factors of the status quo. Similarly, historians seeking to contextualise historical events pertaining to the Victorian Empire and its demise will gain rich insights into the social and cultural reforms of the 19th and early 20th centuries.

#### **ENGL340 English Literature in Context II (3 semester credits)**

This module provides students with educational experience beyond the classroom and gives them the opportunity to reflect upon and produce an essay and a critical reflective portfolio of their guided visits to sites and locations of cultural and literary interest within the United Kingdom. The trips are carefully selected to parallel the texts that are being studied in the ENGL400 British Literary Texts on Film and Location II module and take place within the context of lectures, directed reading and documentary film viewing.

## RELIGION MODULES

### **RELT350 Religion and Ethics in Modern Society (3 semester credits)**

The complexities of topics discussed in this module are designed to help students articulate how their current value system was moulded and how it may continue to be shaped. The module considers how the Judeo-Christian tradition confronts the moral difficulties of a highly technical society. Students should be prepared to question whether universal absolutes cross all cultural boundaries, or whether all values are relative.

### **RELB225 The Pentateuch (3 semester credits)**

An introduction to the first five books of the Bible that can provide an enriching understanding of the background and message of the Pentateuch as well as its literary context. A consideration of the contemporary relevance of the texts is an invigorating feature of this module.

## OTHER RECOMMENDED MODULES

### **MUPF137 College Choir (1 semester credit)**

The College Choir is open to all students who are interested in participating in choral singing. The choir typically performs a wide repertoire and goes on an annual tour during the mid-semester break of the second semester. Recent tours have

been conducted in the UK, Ireland, Scandinavia, Russia, Brazil and across Europe.

### **MUPF166 Applied Music (instrument and/or voice) (1-2 semester credits)**

Private instruction is given by resident teachers in piano, organ and singing. Private instruction is also offered on campus by visiting teachers in violin, cello, flute, oboe, clarinet and saxophone. One credit is based on one half-hour lesson and five hours' practice per week.

### **BUAD410 British and European Business Skills (3 semester credits)**

This module serves as an introduction to postgraduate study and/or to the first year of full-time employment. Expectations of either postgraduate study or full-time employment will be explored, as well as writing, communication, financial information, research and social skills needed by the student to meet these expectations.

### **MGMT405 International Management: The British and European Context (3 semester credits)**

This module provides an understanding of the economic, social, political and technological factors that influence management in an international context. It explores managerial processes, business structures and strategies within the business environment.

## BA WITH A HUMANITIES MAJOR – ANDREWS UNIVERSITY

Awarding Institution/Body	<b>Andrews University</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>BA in Humanities</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>N/A</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>3-4 years (FT) – See Admissions requirements on page 19</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>May 2014</b>
QAA Subject Benchmark Group	<b>Communication, media, film and cultural studies08.pdf; Dance, drama and performance.pdf07; English07.pdf; History07.pdf; Music08.pdf; Theology07.pdf</b>

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/areastudies08.pdf>

### CREDITS

Unless stated otherwise, all references to module credits in these Regulations refer to US credits. One US credit is 14-15 hours per semester. Thus a 3-credit module equates to 42-45 contact hours over a fifteen-week semester. Students are normally expected to undertake two hours of independent study for each contact hour.

The College equates three US credits to five ECTS credits and ten CATS credits.

### EDUCATIONAL AIMS AND LEARNING OUTCOMES

The aims of the Programme:

- To instruct in two emphases areas chosen from a wide range of Humanities subjects: Ancient Languages, British History and Literature, Performing Arts and Religion within a multicultural Christian context
- To encourage an analysis of these multidisciplinary subjects from various approaches drawn from the arts and humanities to provide a rich, rewarding and varied student experience in which

students may operate across academic disciplines using diverse materials and information sources

- To develop the ability to think innovatively, critically and analytically and to communicate articulately
- To broaden an understanding of the world by grasping with the underlying principles and issues that are behind the challenges facing society
- To develop research, creativity and applied skills, which will provide preparation for a wide range of careers in an ever more globalised job market.

The general education part of the programme requires students to take 82 credits of General Education and General Electives, including 45-53 credits of General Education. The total number of credits required for General Education may depend on the modules chosen for the two Humanities emphases. Similarly 29-37 credits of General Electives (total number of credits required for General Education may depend on the two Humanities emphases chosen. Up to 32 credits of the General Education requirements will be covered by students whose basis of

admission is UK A Levels or equivalent as denoted by UK NARIC.

## THE GENERAL EDUCATION LEARNING OUTCOMES REFLECT THOSE OF ANDREWS UNIVERSITY AND ARE AS FOLLOWS:

### SEEK KNOWLEDGE

- Strengthen the ability to communicate effectively, whether through oral or written media
- Develop the ability to think critically, observe accurately, analyse quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems
- Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity
- Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognizes the learning outcomes foundational to developing thoughtful citizens of the world.

### AFFIRM FAITH

- Construct a thoughtfully conceived worldview that recognizes the roles of Scripture, nature, and human discovery as sources of truth
- Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession
- Understand the heritage and mission of Newbold College in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Newbold College
- Exhibit compassionate behaviour towards other individuals and show respect for the dignity of all people, affirming the biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background.

### CHANGE THE WORLD

- Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community
- Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities
- Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.
-

## THE LEARNING OUTCOMES OF THE PROGRAMME:

The programme learning outcomes (LOs) reflect the organisation of the programme into the six emphases of: Ancient Languages, English Literature, History, Performing Arts and Religion. On successful completion of this programme, students will be able to demonstrate the following skills as determined by their chosen emphases:

HUMANITIES MAJOR	KNOWLEDGE AND UNDERSTANDING	INTELLECTUAL AND COGNITIVE	SKILLS AND ATTRIBUTES
<b>ANCIENT LANGUAGES</b>	Demonstrate sound knowledge and understanding of the core grammar, syntax and vocabulary of two biblical languages. Summarize, represent and interpret a range of biblical texts and their subsequent articulations by interpreters in different historical periods and contexts.	Demonstrate a systematic understanding of the similarities and differences between concept patterns of one or more biblical languages.	Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if the text is not read in the original language.
<b>BRITISH HISTORY</b>	Demonstrate a knowledge of the major historical episodes in British History from the Tudors to WWII and show a critical understanding of historical documents.	Engage critically with set texts and build coherent arguments supported by detailed reference to the texts. Evaluate conflicting historical interpretations and comprehend and contextualise historical features, sites and activities. Develop critical thinking and consider connections between existing knowledge and new discoveries.	Evaluate the position of an author's oeuvre within contexts of literary, religious and cultural histories. Gain a multi-layered insight into human experience by encountering historical features and perspectives on location, supporting own ideas with careful evidence. Explore, select, arrange, analyse and apply historical information relevant to set questions.
<b>ENGLISH LITERATURE</b>	Place literary texts within a broad survey knowledge of British literary history as well as show an understanding of the added contexts added to a literary text by place, performance or cultural background. Understand and exhibit an awareness of reasons for writing creatively, recognizing characteristics of genre and forms.	Engage critically with set texts and build coherent arguments supported by detailed reference to the texts. Comprehend conceptual structures and engage in literary analysis and critical assessment of secondary sources. Formulate critical responses to film viewing and making. Develop critical thinking and consider connections between existing knowledge and new discoveries.	Assess the impact of the cultural and historical influences of literary authors and/or audiences of texts. Evaluate the position of an author's oeuvre within contexts of literary, religious and cultural histories. Gain a multi-layered insight into human experience by encountering literary features and perspectives on location, supporting own ideas with careful evidence.

HUMANITIES MAJOR	KNOWLEDGE AND UNDERSTANDING	INTELLECTUAL AND COGNITIVE	SKILLS AND ATTRIBUTES
<b>PERFORMING ARTS</b>	Exhibit a knowledge and demonstrate an awareness of the major developments in music and art genres from Western roots to 21 <sup>st</sup> century.	Apply the objective and super-objective to the development of a performing role. Formulate critical responses to dramatic and musical performances. Show an understanding of creative text production and analysis. Demonstrate a knowledge of performance practice in a variety of musical styles in recital performance.	Develop different dramatic and musical rehearsal techniques to create convincing and meaningful performances. Articulate an appreciation of the stylistic characteristics in Western art and music, analyzing style, intention and iconography (art). Show a comprehension of the Western tonal system and rudiments of musical theory.
<b>RELIGION</b>	Show a fundamental knowledge of the world of the Bible and an historical understanding of the Biblical books, their literary nature and basic biblical interpretation Demonstrate a knowledge of moral theories and principles of specific ethical issues within the biblical tradition. Exhibit an awareness of the major developments in western philosophy from Socrates to the present day and understand their contribution to religious thought. Show an understanding of Old Testament narrative and law as well as primary biblical text and competing biblical interpretations.	Analyse biblical texts in their social and historical contexts and utilize contemporary philosophical scholarship.	Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if the text is not read in the original language (biblical studies). Research a biblical topic and exhibit exegetical skills. Research a biblical topic and exhibit exegetical skills. Demonstrate awareness of the practical and ethical ideas proposed by philosophical thought. Discuss and draw on the biblical resources for the examination and resolution of contemporary ethical issues. Assess the significance of the Former Prophets and/or writings for the theology and message of the Old Testament as a whole.

Students will be assessed in the following Key Skills areas:

- Communication: the threshold assessment criteria include assessment of clear expression, observing academic form including, in written work, accuracy in spelling and grammar, and conclusions

communicated clearly for specialist and non-specialist audiences as appropriate

- Information Literacy and Technology: students must be able to use information technology and computer skills for data capture, to identify and retrieve material and support research and presentations

- Improving own learning and performance: the threshold assessment criteria (where relevant to modular learning outcomes) assess the independent learning ability and self-evaluation required to continue to advance the student's knowledge and understanding, and to develop new skills appropriate to a professional context
- Working with others: some learning methods and some assessment methods develop and demonstrate these skills.

Problem solving: the threshold assessment criteria include assessment of the ability to deal with complex issues systematically, sensitively and creatively, and make sound judgements; and (where relevant to module learning outcomes) collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context.

Learning for the Workplace: the programme addresses the graduate employability skills of students in the following ways:

Students will be assessed on their ability to:

- Formulate an effective and sustained argument resulting from careful analysis and critical engagement and with an awareness of the implications of divergent views
- Reveal an aptitude for independent learning and scholarship, critical thinking and reading with insightful accuracy
- Communicate information, ideas, problems and solutions tactfully in both oral and in written forms to specialist and non-specialist audiences
- Make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline such as writings of religious, literary and musical figures, historical sources/writings)
- Make decisions in complex and unpredictable contexts.

## LEARNING, TEACHING AND ASSESSMENT

### LEARNING AND TEACHING:

The programme incorporates within its design the strategic priorities outlined in the College's Learning, Teaching and Assessment Strategy (LT & A), which dovetails with the respective policy of Andrews University.

### Learning Opportunities

The concept of 'levelness' as outlined in the Framework for Higher Education Qualifications (FHEQ, cf. SEEC level descriptors) is incorporated throughout the programme in order to provide sequentially differentiated learning opportunities that enable students to develop critical thinking and autonomous and life-long learning. At Level 4, learning is predominantly tutor-guided, providing a foundation in the core disciplines as well as fostering critical reflection and a range of transferable skills. At Level 5, learning continues to be predominantly tutor-guided but students are given more choice in the selection of the most appropriate path of learning to suit their abilities and learning goals under the guidance of their personal tutor. Learning at this level also serves to further consolidate and develop appropriate study skills. Students have the option at Levels 4, 5 and 6 to apply their learning and skills in field placement. At Level 6, students develop a greater responsibility for their own learning, both independent and collaborative. This priority is delivered by the College through:

- Staff Support: The College ensures that a highly qualified and motivated body of staff has the ability to enhance the student learning experience through the provision of ongoing College-level training and broad involvement in quality assurance processes.
- Learning Support: The College provides a range of services aimed at addressing a diverse range of student needs, such as Study Skills seminars, training in the use of learning resources, tutorial services, and personal tutors.
- Learning Resources: The College provides a well-resourced library that provides hard copy and on-line resources for students, as well as an efficient document delivery system designed to enable students achieve programme learning outcomes.

### Teaching within the College

It is the College's priority to ensure continual reflection on and enhancement of teaching practices in order to foster creative and innovative pedagogical approaches. Reflective practice is informed by external, student and employer feedback. This priority is delivered by the College through:

- Research Informed Teaching: Staff are encouraged to engage in relevant research, knowledge exchange, and

professional practice through the provision of regular sabbaticals, membership of and participation in relevant academic societies, and wide involvement in stakeholder driven initiatives.

- e-Learning: The College is developing the use of learning technologies and e-learning opportunities through the development of Moodle and E-Vision-based resources.

### **Assessment**

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which contribute constructively to the learning process. This priority is delivered by the College through:

- Assessed Work: Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner
- Feedback from Assessment: The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development
- Peer Observation and Feedback: Staff observe each other's lectures and provide constructive feedback in order to promote the spread of good teaching practices.

### **Employability & Life-long Learning**

- The particular combination of multidisciplinary and transferable skills that Humanities graduates offer is vitally important in a wide range of employment sectors including education, journalism, communications and the arts. Graduates are likely to find suitable employment due to their flexible, adaptable and collaborative skills.

Humanities graduates may take a number of postgraduate pathways into vocational programmes, single discipline study or further multidisciplinary work. The diversity and strength of Humanities programmes at undergraduate level has ensured that a range of HEIs have developed postgraduate Humanities programmes, in some cases even where they do not have parallel undergraduate provision.

### **MEANS OF DELIVERY:**

The student learning experience is supported by class-delivered, seminar-based, and fieldwork

activities. A range of learning and teaching methods is used: lectures, seminars, workshops, group-work activities, individual and group-centred projects, presentations, and fieldwork. Where appropriate, online equivalents are offered. Lectures provide students with an overall perspective on a subject area, present models for considering and assessing different views of a subject, and distil broad material to essential points. Discussion is promoted in lectures in order to ensure good reception and avoid an over-emphasis on delivery. Seminars and tutorials complement lectures by providing opportunities for students to present papers or essays and allowing time for questions and discussion.

Material in an online format is currently being developed to supplement the residential student experience. Module-appropriate material, including recordings of module descriptors, lectures, lecture notes and hand-outs, PowerPoint/Keynote presentations, work sheets and on-line tasks are electronically available. Such material is especially necessary for those students with dyslexia or with other disabilities.

### **SPECIFICS OF ASSESSMENT**

Assessment is intended to ascertain the achievement of learning outcomes. A mix of formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays, for example, are scheduled in such a manner as to ensure manageable deadlines across the programme.

The level of assessment within particular modules is also determined by the Programme Board. Students are expected to write 2,400 words per module, which includes both summative and formative assignments and exams for a three-credit module. Variable assessment patterns are permitted as long as they reflect this assessment weighting. While assessment weighting is consistent across all Levels, the assessment criteria applied to the student's work vary according to the level of the module in order to reflect UK level-related Learning Outcomes. The following sets out a typical timetable of assessment patterns as stated in the module descriptors:

EMPHASIS AND MODULE	ASSESSMENT PATTERN	DATE
<b>Ancient Languages Emphasis</b>		
<b>BIBL211,212, 213 Greek I, II &amp; III</b>	a. Weekly written tests (40%) b. 2-hour written exam (60%)	a. Throughout semester b. Exam week (mid-Dec)
<b>BIBL341, 342 Hebrew I &amp; II</b>	a. Weekly written tests (40 %) b. 2-hour written exam (60%)	a. Throughout semester b. Exam week (mid-Dec)
<b>English Literature Emphasis</b>		
<b>ENGL255A Studies in Literature: Text on Film and Location I</b>	a. 1200-word essay (0%) b. 1200-word essay (90%) – better of two essays c. Seminar Participation (10%)	a. Mid-semester b. End of semester c. Throughout semester
<b>ENGL255B Studies in Literature: Text on Film and Location II</b>	a. 1200-word essay (0%) b. 1200-word essay (90%) – better of two essays c. Seminar Participation (10%)	a. Mid-March b. Mid-may c. Throughout semester
<b>ENGL425 Literary Topics: CS Lewis, Literature and the Religious Life</b>	a. 2,400-word essay OR b. 2-hour final exam	a. End of intensive course
<b>ENGL425 Literary Topics: Shakespeare Drama Workshop</b>	a. Poetry performance (25%) b. Speech/rhetoric (25%) c. Debate/duologue (25%) d. Sight reading (15%) e. Attendance/focus in rehearsal (10%)	a. End of intensive course
<b>ENGL478A and 478B Study Tour</b>	a. 1,000-word essay (45%) b. 10-minute class presentation (10%) c. 1400-word portfolio (45%)	a. Mid-semester b. End of semester c. End of semester

MODULE	ASSESSMENT PATTERN	DATE
<b>History Emphasis</b>		
<b>HIST404 Adventist Heritage</b>	TBC	TBC
<b>HIST345/RELH345 Anglo-Saxon Britain</b>	a. 1200-word essay (50%) b. 1200-word essay (50%)	a. Mid-semester b. End of semester
<b>HIST437F Reformation to Revolution</b>	a. Exam (30%) b. Seminar participation (10%) c. Final exam (60%)	a. Mid-semester b. Throughout semester c. Exam week (Mid-December)
<b>HIST437G Empire to Entropy</b>	a. Exam (30%) b. Seminar participation (10%) c. Final exam (60%)	a. Mid-semester b. Throughout semester c. Exam week (Mid-December)
<b>HIST378A and 378B Study Tour</b>	a. 1,000-word essay (40%) b. 1,500-word essay (60%)	a. Mid-November (first semester) and mid-April (second semester) b. First week in December and first week in May

MODULE	ASSESSMENT PATTERN	DATE
<b>Performing Arts Emphasis</b>		
<b>MUCT141 Music Theory I: Intro to Harmony</b>	a. Weekly assignments of short and varied exercises (40%) b. Mid-semester exam (30%) c. 2-hour final exam (30%)	a. Throughout semester b. Late October c. Mid-December
<b>MUCT151 Ear Training Lab</b>	a. Three tests (20% each) b. Final exam (40%)	a. Weeks 3, 6 and 9 b. Mid-December
<b>MUPF364, 464 Applied Music</b>	Attendance, individual lesson focus and progression (100%)	Throughout semester
<b>MUPF397 Junior Recital</b>	a. Attendance and progression (20%) b. Recital Programme notes (20%) c. Recital Performance (60%)	Throughout semester Recital date – end of semester Recital date – end of semester
<b>MUPF 497 Senior Recital</b>	a. Attendance and progression (20%) b. Recital Programme notes (20%) c. Recital Performance (60%)	Throughout semester Recital date – end of semester Recital date – end of semester
<b>IDSC2—Introduction to Fine Arts I and II</b>	a. 60-minute mid-term exam (25%) - formative b. 1,000-word historical music essay (40%) OR c. 1,000-word painting analysis (40%) d. 1-hour final exam (25%) e. Gallery worksheet	a. Mid-October/Mid-March b. Mid-November/ Mid-April c. Early December/Early May d. Mid-December/Mid-May
<b>ENGL425 Literary topics: Shakespeare Drama Workshop</b>	a. Poetry performance (25%) b. Speech/rhetoric (25%) c. Debate/duologue (25%) d. Sight reading (15%) e. Attendance/focus in rehearsal (10%)	a. End of intensive course
<b>MUPF135 College Choir (may be repeated)</b>	Attendance/focus in rehearsals and performances (100%)	Throughout semester
<b>Religion emphasis</b>		
<b>RELT340 Religion and Ethics in Modern Society</b>	a. 1,200-word research essay (50%) b. 1,200-word research essay (50%)	a. Mid-March b. Mid-April
<b>RELG360H History of Western Thought</b>	2,400-word essay (100%)	Last week of November
<b>RELG360C Foundations of Biblical Studies</b>	2,400-word essay (100%)	Mid-November
<b>RELB216 Law and Writings</b>	2-hour written exam (100%)	Exam week (early-May)
<b>RELB406 Studies in Daniel and Revelation</b>	2-hour written exam (100%)	Exam week (early May)
<b>RELB274 Prophetic Writings of the Old Testament</b>	2-hour written exam (100%)	Exam week (early May)
<b>Research - Required</b>		
<b>IDSC480 Senior Seminar</b>	4,000-word essay (100%)	End of semester
<b>IDSC490 Research Seminar</b>	4,000-word essay (100%)	End of semester

## TYPES OF ASSESSMENT EMPLOYED

Formative work is normally included in the delivery of modules and can take various forms. It ranges from essay writing, tutorials, presentations and seminar discussions to translation exercises. Feedback is provided as an indicator of the student's performance and as a preparation guide for summative work. Where formative work is part of the module, it is compulsory, without which the module cannot be passed. Summative assessment for the programme is based on a variety of assessment methods, such as class tests, final examinations, research and reflective essay writing, book reports, reports, and oral presentations (Research Project).

A merit of examinations is that they ascertain the extent to which students have internalised and understood material by providing the opportunity to address unanticipated questions. Revision for examinations encourages students to develop an integrated understanding, without which learning may be partial. Examinations are normally timed after any respective assessment

points in order to ensure that they are not simply exercises in memorisation. Rather, they offer the opportunity to demonstrate further the knowledge, cognitive and practical skills developed in relation to other assessment requirements. Individual examination questions are checked for accuracy and conciseness by the Programme Leader as a whole and are approved by Andrews University and the relevant external examiner. An additional rationale for examinations is the need for assessment methods that minimise opportunities for plagiarism.

The essay method of assessment enables good, well-researched, in-depth treatment of topics. Over-dependence upon reference material may in some instances prove problematic, obscuring whether or not learning objectives have been met. The extensive use of internet-based resources by students requires constant vigilance, aided by the use of tools such as Turnitin, for instances of poor practice and plagiarism.

A typical teaching and assessment pattern is as follows:

<b>Teaching of modules</b>	will take place over two semesters comprising 26 weeks with a 3-week break at Christmas and a 2-week break at Easter.
<b>Module assessment</b>	may be undertaken at any time during the 26-week teaching period.
<b>Revision sessions</b>	for formal examinations will take place in the weeks immediately following the completion of teaching, prior to the commencement of end-of-semester assessment.
<b>Formal end-of-semester assessment</b>	will take place in the weeks following revision sessions, in early December in the autumn semester and in early May in the spring semester.
<b>Preparation for re-assessment</b>	will be provided following the release of provisional results for the autumn semester in the third week of December, and in the spring semester in the second week of June.
<b>Re-assessment by formal examinations</b>	will take place for the autumn semester in the week preceding the start of the spring semester, and for the spring semester in the last week of August.

## ENGAGEMENT WITH THE ACADEMIC INFRASTRUCTURE AND OTHER ACCREDITATION REQUIREMENTS

Agreement with the Framework for Higher Education Qualifications and the UK Quality Code for Higher Education is assured by the validation process and by annual monitoring.

The Area Studies (2008), Communication, media, film and cultural studies (2008), Dance, drama and performance (2007), English (2007), History (2007), Music (2008) and Theology (2008) Benchmark Statements published by the QAA in 2008 details the range of subject knowledge (TRS Benchmark 3.1), the qualities of mind (3.2), and generic skills (3.4) acquired and developed in TRS degree programmes. These are listed below and mapped against modules in the programme.

### TRS Benchmark - subject knowledge

(i) A broadly based core, together with the wider context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field. This implies not just the mastery of data but also the setting of these data within a theoretical framework which includes critical analysis and debate about how to understand and structure the raw data into a coherent whole. All modules.

(ii) A knowledge of literature including a number of authors and texts from different periods of literary history as well as an understanding of the distinctive character or texts written in the principal literary genres, fiction, poetry and drama. ENGL255A/B; ENGL425.

(iii) A knowledge of the relationship between literature and other media including film. ENGL255A/B; ENGL425; ENGL478A/B.

(iv) An awareness of how literature and language produce and reflect cultural change and difference. ENGL255A/B; ENGL478A/B; ENGL425.

(v) A command of a broad body of historical knowledge and an ability to read, analyse and reflect critically and contextually upon primary and secondary sources, including historical writings and the interpretations of historians. HIST404; Hist437E, F and G and HIST378A/B.

(vi) A command of comparative perspectives, which may include the ability to compare histories of different countries, societies, or cultures. HIST437E, F and G.

(vii) An understanding of histories, forms and traditions of performance, and theoretical

explanations of those histories. MUPF 364, 464, 397, 497; ENGL425.

(viii) An engagement with the processes by which performance is created, realised and managed, such as the process of rehearsal, devising, scenography, performer training techniques. MUPF397/497; ENGL425.

(ix) Demonstrate an understanding of the reading of written texts, notations and/or scores, and of how to effect transitions from page to stage. MUPF397/497; MUPF364/464; ENGL425 and MUPF135.

(x) Understand the interplay between the performers' conscious and subconscious resources in the realisation of performance as well as the performance and production skills necessary to communicate to/with an audience. MUPF397/497; MUPF364/464; ENGL425 and MUPF135.

(xi) Demonstrate a broad historical musical knowledge including the relationship to wider historical, cultural and social practices, issues and phenomena as appropriate. E.g. IDSC205/206; MUCT141; MUPF397 and MUPF497.

(xii) Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers or leaders through their extant work or subsequent influence. E.g. RELB216, RELG360E and H.

(xiii) The application of a variety of critical methods of study, often adapted from those of other disciplines in the humanities and social sciences, to the study of texts, practices, religious communities as social or cultural entities, or their diverse art forms. All modules.

(xiv) The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers. All modules

(xv) Ethics, morality, and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. Even if the religion is studied only historically, the values and problems for living as an adherent of the religion do not go unnoticed by the student. E.g. BIBL406, RELT340.

### TRS Benchmark – cognitive skills

(i) The ability to understand how people have thought and acted in contexts other than the student's own, how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time (a degree of 'culture shock' may be involved in study of the past, as well as in the encounter with the beliefs, doctrines and practices of contemporary others). E.g. RELB216; RELB406; RELB274.

(ii) The ability to read and use texts both critically and empathetically, while addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language. E.g. ENGL255 A and B; ENGL425; ENGL 478A and B; HIST404; HIST437E, F and G, HIST378A and B; IDSC205 and 206; RELB216; RELB406; RELB274.

(iii) The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, sacred texts and art forms have been shaped by society and politics. E.g. RELG360C; RELT340; IDSC205 and 6; ENGL425.

(iv) Articulate critical skills in the close reading, description, analysis, or production of texts or discourses. E.g. ENGL255A/B' ENGL425; ENGLA/B; FILM210; FILM225.

(v) The ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies. E.g. ENGL255A/B, ENGL425; ENGL478A and B.

(vi) To show awareness of continuity and change over extended time spans in British History. E.g. HIST437F and G; HIST378A and B.

(vii) The ability to understand the development of history as a discipline and the awareness of different historical methodologies. E.g. HIST437E, HISTF and G; HIST378A and B; HIST404 and RELG360H.

(viii) To show competence in specialist skills which are necessary for some areas of historical analysis and understanding, such as team working, collaborative activity, groups projects, fact-finding, use of IT to answer questions about historical data and research bibliographic and

archive material. E.g. HIST404; HIST437E, F and G; HIST378A and B.

(ix) To exhibit an understanding of a range of key components of performance within the disciplines: text, movement, aural and visual environment, and the performer. E.g. ENGL425; MUPF397 and 497.

(x) Demonstrate an understanding of the impact of past traditions on present practices. E.g. ENGL425; MUPF397 and 497.

(xi) Demonstrate the ability to recognize and identify by ear essential components of a musical language, such as intervals, rhythms, modes, meters and sonorities and to notate them where appropriate. E.g. MUCT151.

(xii) Sensitivity to the problems of religious language and experience, and to the issues of multiple and conflicting interpretations of language and symbols, texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of TRS. E.g. RELB406.

(xiii) Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices. E.g. RELT340; RELG360H; RELG360C; RELB216; RELB406 and RELB274.

(xiv) Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation. All modules except MUCT141 and 151.

(xv) The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems. All modules.

(xvi) The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different viewpoint. All modules except MUCT141 and 151; MUPF364 and 464; MUPF397 and 497 and MUPF135.

### TRS Benchmark - generic skills

The Statement also lists these generic (transferable) skills acquired through Area Studies, English, History, Music Drama and Performance Studies:

- an ability to critically engage with the area studied from a number of disciplinary approaches including art and music history, music, history, English literature, religious studies, drama and performance
- the ability to compare and contrast the appropriateness of different disciplinary approaches in an examination of the area studied
- the ability to use and critically interrogate a range of primary and secondary written and/or oral and/or visual sources where appropriate
- skills in the construction of bibliographies, library and internet research skills, proficiency in reading and analysis of texts, and abilities in the analysis of visual and aural material as a medium for understanding another culture
- read and use materials both incisively and with sensitivity to compare and contrast ideas and concepts found within different disciplinary contexts.
- presentation skills, both oral and written
- IT skills, including word-processing, communicating by email and using the web, accessing information from electronic as well as non-electronic sources
- communicate ideas with clarity, coherence and persuasiveness
- work with a significant amount of independence, demonstrated in self-direction, self-management and intellectual initiative both in learning and studying and in time management
- demonstrate the ability to present work in accessible form, intelligible to both expert and non-expert audience (readers, consumers etc)
- demonstrate intellectual curiosity and the potential for continuing artistic and creative development

- awareness of multidisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge
- apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users
- ability to engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style
- the capacity for independent thought and judgement demonstrated through critical or creative practice
- comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences
- manage personal workloads and meeting deadlines
- closely to the meaning of written documents
- ability to read texts in a different language.

The Statement also lists these as skills:

- empathy and imaginative insight, with a tolerance of diverse positions
- self-discipline
- ability to attend to others and have respect for others' views
- commitment to lifelong learning
- teamwork skills
- ability to work with others.

These are developed through the learning ethos of the College and specifically through formative learning methods such as class discussion, group seminar presentations, assignment proposal development, dissertation research and presentations. Self-discipline and self-direction are particularly tested in modules with a fieldwork component or performance component that is assessed (e.g., ENGL478A and B; HIST378A and B; ENGL425; MUPF364/464/397 and 497) or with the Independent Study modules (e.g., IDFSC480 and IDSC490).

## PROGRAMME STRUCTURE, LEVELS, MODULES, CREDITS AND AWARDS

The BA in Humanities programme consists of 124 US credits taken over eight semesters (15 to 16 credits per semester), or four academic years. Modules are benchmarked to UK level indicators in order to ensure a development of Learning Outcomes throughout the programme. The programme complies with the requirement of Andrews University that the programme include both general education and Humanities modules.

The general education part of the programme requires students to take 82 credits of general education or general electives, including 45-53 credits of General Education (total number of credits required for General Education may depend on the modules chosen for the Humanities emphases) and 29-37 credits of General Electives (total number of credits required for General Education may depend on the modules chosen for the Humanities emphases). Up to 32 credits of the General Education requirements will be covered by students whose basis of admission is UK A Levels or equivalent as denoted by UK NARIC.

<b>GENERAL EDUCATION REQUIREMENTS</b>	<b>US crs</b>
RELIGION credits (may be fulfilled in Major Emphasis)	12-0
ENGL115, 215 English Composition I, II	3, 3
COMM104 Communication Skills	3
HISTORY credits (may be fulfilled in Major Emphasis)	6-0
IDSC205 or IDSC206 Introduction to Fine Arts I or II (may be fulfilled in Major Emphasis)	3
ENGLISH LITERATURE credits (may be fulfilled in Major Emphasis)	3-0
NATURAL SCIENCE credits	8
MODERN FOREIGN LANGUAGE or GREEK credits	4-12
MATH165 College Algebra	3
Computer Competency Test	-
ANTH200 Cultural Anthropology + A Behavioural Science module	3,3-0
HLED110 Health Principles	3
PEAC121, 122 Physical Education I, II	-
RELG360G Mission and Volunteerism (required module in altruism/service)	3
<b>TOTAL GENERAL EDUCATION CREDITS</b>	<b>68-36</b>
<b>TOTAL GENERAL ELECTIVE CREDITS</b>	<b>46-14</b>

Students take TWO 12-credit emphases from the six on offer. They complete their 42-credit major by taking 6 additional research credits and 12 elective credits. They must ensure completion of at least 14 Upper Division credits in the major. The general education requirements and general elective credits ensure an overall total of 124 credits for the degree. Descriptors of all modules are provided in the relevant section of this handbook. Regulations for graduation are provided in the relevant section of this handbook.

The Humanities major covers subjects in six emphases areas: Ancient Languages, English Literature, History, Media, Performing Arts and Religion.

<b>HUMANITIES MAJOR</b>	
<b>ANCIENT LANGUAGES EMPHASIS</b>	
<i>Fulfils the General Education language requirement for the BA</i>	
BIBL211, 212 Greek I, II	3, 3
BIBL313 Greek III	3
BIBL 341, 342 Hebrew I, II	3, 3
<b>ENGLISH LITERATURE EMPHASIS</b>	
<i>Fulfils 3 credits of the General Education Humanities requirement</i>	
ENGL255A Studies in Literature: Text on Film and Location I	3
ENGL255B Studies in Literature: Text on Film and Location II	3
ENGL425 Literary Topics: CS Lewis, Literature and the Religious Life	3
ENGL425 Literary Topics: Shakespeare Drama Workshop	3
ENGL478A or B Study Tour	3
<b>HISTORY EMPHASIS</b>	
<i>Fulfils 3-6 credits of the General Education History requirement</i>	
HIST404 Adventist Heritage	3
HIST437H Anglo-Saxon Britain	3
HIST437F Reformation to Revolution	3
HIST437G Empire to Entropy	3
HIST378A or B Study Tour	3
<b>PERFORMING ARTS EMPHASIS</b>	
<i>Fulfils 3 credits of the General Education Fine Arts requirement</i>	
MUCT141 Music Theory I: Intro to Harmony	3
MUCT151 Ear Training Lab.	1
MUPF364, 464 Applied Music	4
MUPF397 Junior Recital	1
MUPF497 Senior Recital	1-2
IDSC205 Introduction to Fine Arts I	3
IDSC206 Introduction to Fine Arts II	3
ENGL425 Literary Topics: Shakespeare Drama Workshop	3
MUPF135 College Choir (may be repeated)	1
<b>RELIGION EMPHASIS</b>	
<i>Not intended for those entering the ministry. Fulfils 6 credits of the General Education requirement.</i>	
RELT340 Religion and Ethics in Modern Society	3
RELG360H History of Western Thought	3
RELG360C Foundations of Biblical Studies	3
RELB216 Law and Writings	3
RELB406 Studies in Daniel and Revelation	3
RELB274 Prophetic Writings of the Old Testament	3
<b>RESEARCH - REQUIRED</b>	
IDSC480 Senior Seminar	3
IDSC490 Research Seminar	3
<b>TOTAL MAJOR CREDITS</b>	<b>42</b>

## SUPPORT FOR STUDENTS

The College provides the following support:  
Undergraduate Department of Business and Humanities Student Handbook; Personal Tutor

system; Counsellors; Chaplaincy; Equal Opportunities Officer; Disabled student support; Induction and Pre-Entry Study Skills Programme; general Study Skills Programme; Library Skills and Study Skills Programmes; Welfare Advice;

Bursaries; Financial Advice; the Learning Network, IT support; Student Exchanges.

The Department and Programme Board provide the following support:

Personal Tutoring; PDP; Module Handbooks and Guides; Tutorials; Assignment Feedback; Programme Leadership.

Study Skills Programme: Students are required to attend a weekly two-hour formative study skills programme during their first year of undergraduate studies. The programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## CRITERIA FOR ADMISSION

Please refer to the relevant section in this Handbook of Academic Programmes for details of the normal entry requirements for programmes at this level, including requirements for applicants whose first language is not English.

## QUALITY ASSURANCE AND ENHANCEMENT

a) Mechanisms for review and evaluation:

### *Quality assurance and enhancement at Module Level*

Students provide feedback to module tutors through Module Evaluation Forms, reviews and other responses. The tutor collates the evaluation forms and produces a response for discussion at the Programme Board. The response identifies good practice and proposes remedies for any points of concern. The response is made available to students via a published Newsletter. This process is further enhanced through peer observation and feedback.

### *Quality assurance and enhancement at Programme Level*

The Programme Leader evaluates the success of the programme, paying particular attention to student feedback and student representatives. Minutes from the Programme Leader and the External Examiners' report will inform the Annual Programme Evaluation which is submitted for approval to the Academic Board and received by the Department. Issues for attention are identified and included in the plan for the following year.

### *Quality assurance and enhancement at Faculty Level*

The Annual Programme Evaluation is submitted to the Andrews University Faculty Academic Development Committee which has oversight of quality assurance within the Faculty as well as learning development, including via the Collaborative Enhancement of Teaching and Peer Observation of Teaching

### *Quality assurance and enhancement at University Level*

The quality of the programme is monitored by an External Examiner appointed in agreement with Andrews University. The External Examiner's Report is distributed to the Faculty Dean and Senior Management Team of Andrews University. A summary of all external examiner reports is received by Andrews University's Academic Standards Committee. The Academic Standards Committee audits a selection of programmes regularly. Newbold College maintains its own internal quality assurance processes which complement those of Andrews University.

### *Quality assurance and enhancement for Staff*

The quality of learning and teaching is supported by the Collaborative Enhancement of Teaching and Staff Development, by Staff Development and Review, by attendance at conferences and curriculum focused staff development, by external involvement such as external examining and by involvement in research and knowledge exchange activities.

b) Indicators of Quality and Standards

External Examiner Report

Annual Monitoring process

Student feedback

Programme Re-validation

QAA Review

## QUALITY ARRANGEMENTS FOR COLLABORATIVE PROVISION

The quality assurance of the work of the partners will be achieved in accord with the Memoranda of Agreement signed with the collaborative partners.

For Collaborative awards when a pathway or modules within a pathway are delivered by a

collaborative partner (distributed delivery), quality will be assured by i) the appointment of a Programme Leader at the partner, ii) the establishment of a programme subcommittee at the partner, with regular submission of committee minutes to the Andrews University committee, and iii) by the discrete participation of the partner in the overall quality monitoring of the programme.

## BA DEGREE IN RELIGIOUS STUDIES – ANDREWS UNIVERSITY

Awarding Institution/Body	<b>Andrews University (AU)</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>Bachelor of Arts in Religious Studies</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>3-4 years (FT) – See Admissions requirements on page 19</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>May 2013 (September 2015)</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

Unless stated otherwise, all references to module credits in these Regulations refer to US credits. One US credit is 14-15 contact hours per semester. Thus a 3-credit module equates to 42-45 contact hours over a fifteen-week semester. Students are normally expected to undertake two hours of independent study for each contact hour. The College equates three US credits to five ECTS credits and ten CATS credits.

### ABOUT THE PROGRAMME

This programme is designed for students who are interested in Religious Studies but who have not necessarily decided to pursue a career in this field. As such, two-thirds of the programme consists of general elective subjects. This permits student to choose from a broad range of subjects that includes, for example, history, communications, languages, and health. One-third of the programme consists of a major in Religious Studies that focuses on the history and ideas of Christianity and the practical application of these ideas within an Adventist context. The programme is ideal for students who are interested in exploring Seventh-day Adventism, but who do not necessarily feel called to pastoral ministry. Upon completion of the programme students will be able to pursue further studies in theology, religious studies, or, due to the general nature of the programme, in a field relating to the particular electives chosen by the student.

Students take 36 taught credits in the major, completing the required 42 credits by taking 6 additional research credits. They must ensure completion of at least 12 Upper Division credits in the major. The general education requirements and general elective credits ensure an overall total of 124 credits for the degree.

Descriptors of all modules are provided in the relevant section of this handbook.

Regulations for graduation are provided in the relevant section of this handbook.

The Programme Specification is a concise description of the aims and intended learning outcomes and expected learner achievement of a programme of study. The QAA requires that this information is publicly available and, for that reason, all programme specifications are posted on the College website.

Although the College employs Programme Specifications mainly in validation as a summary document of the provision, it is also a tool to communicate information about the programmes its offers to students (prospective and current), as well as to staff, external examiners, employers and others. Therefore the Programme Specification must be updated as provision changes.

## GENERAL EDUCATION LEARNING OUTCOMES

### Seek Knowledge

1. Strengthen the ability to communicate effectively, whether through oral or written media
2. Develop the ability to think critically, observe accurately, analyse quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems
3. Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity
4. Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognises the learning outcomes foundational to developing thoughtful citizens of the world.

### Affirm Faith

1. Construct a thoughtfully conceived worldview that recognizes the roles of Scripture, nature, and human discovery as sources of truth
2. Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession
3. Understand the heritage and mission of Newbold College in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Newbold College
4. Exhibit compassionate behaviour towards other individuals and show respect for the dignity of all people, affirming the biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background.

### Change the World

1. Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community
2. Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for

oneself, and strive to enlarge the scope of all personal abilities

3. Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.

## RELIGIOUS STUDIES MAJOR LEARNING OUTCOMES

### Knowledge and Understanding

1. Articulate the literary, cultural and theological backgrounds of a range of biblical and extra-biblical texts
2. Summarise, represent and interpret a range of biblical texts and their subsequent articulations by interpreters in different historical periods and contexts, including those specific to Seventh-day Adventism.

### Intellectual and Cognitive Skills

1. Demonstrate the ability to use a number of complementary methods of study – for example, philosophical, historical, systematic, phenomenological, linguistic and literary
2. Demonstrate critical awareness of the multi-faceted complexity of Christianity in general, and Seventh-day Adventism in particular – for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, perspectives, norms, aesthetics and aspirations
3. Critically evaluate various theological, philosophical, psychological, sociological and cultural assumptions and constructions on personal and communal identities, and their positive and negative effects.

### Skills and other Attributes

Students will be assessed in the following discipline-specific skills on their ability to:

- Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if the text is not read in the original language.

- Synthesize and communicate clearly biblical and theological ideas and identify appropriate responses to different ethical situations.

Students will be assessed in the following Key Skills areas:

1. Communication: the threshold assessment criteria include assessment of clear expression, observing academic form including, in written work, accuracy in spelling and grammar, and conclusions communicated clearly for specialist and non-specialist audiences as appropriate
2. Information Literacy and Technology: students must be able to use information technology and computer skills for data capture, to identify and retrieve material and support research and presentations
3. Improving own learning and performance: the threshold assessment criteria (where relevant to modular learning outcomes) assess the independent learning ability and self-evaluation required to continue to advance the student's knowledge and understanding, and to develop new skills appropriate to a professional context
4. Working with others: some learning methods and some assessment methods develop and demonstrate these skills
5. Problem solving: the threshold assessment criteria include assessment of the ability to deal with complex issues systematically, sensitively and creatively, and make sound judgements; and (where relevant to module learning outcomes) collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context.

## LEARNING FOR THE WORKPLACE

The programme addresses the graduate employability skills of students in the following ways:

Students will be assessed on their ability to:

1. Formulate a coherent argument, with appropriate use of data and evidence, and with an awareness of the implications of divergent views
2. Exercise personal responsibility and decision-making, necessary for employment and ministerial vocations
3. Communicate information, ideas, problems and solutions (both orally and in

written form) to specialist and non-specialist audiences

4. Make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline such as writings of theologians, historical sources/writings relevant to the study of church history, documents from key Christian conferences etc)
5. Make decisions in complex and unpredictable contexts.

## LEARNING, TEACHING AND ASSESSMENT

### LEARNING AND TEACHING

The programme incorporates within its design the strategic priorities outlined in the College's Learning, Teaching and Assessment Strategy (LT & A), which dovetails with the respective policy of Andrews University.

### LEARNING OPPORTUNITIES

The concept of 'levelness' as outlined in the Framework for Higher Education Qualifications (FHEQ, cf. SEEC level descriptors) is incorporated throughout the programme in order to provide sequentially differentiated learning opportunities that enable students to develop critical thinking and autonomous and life-long learning. At Level 4, learning is predominantly tutor-guided, providing a foundation in the core disciplines as well as fostering critical reflection and a range of transferable skills. At Level 5, learning continues to be predominantly tutor-guided but students are given more choice in the selection of the most appropriate path of learning to suit their abilities and learning goals under the guidance of their personal tutor. Learning at this level also serves to further consolidate and develop appropriate study skills. Students have the option at Levels 4, 5 and 6 to apply their learning and skills in field placement. At Level 6, students develop a greater responsibility for their own learning, both independent and collaborative. This priority is delivered by the College through:

1. Staff Support: The College ensures that a highly qualified and motivated body of staff has the ability to enhance the student learning experience through the provision of ongoing College-level training and broad involvement in quality assurance processes

2. Learning Support: The College provides a range of services aimed at addressing a diverse range of student needs, such as Study Skills seminars, training in the use of learning resources, tutorial services, and personal tutors
3. Learning Resources: The College provides a well-resourced library that provides hard copy and on-line resources for students, as well as an efficient document delivery system designed to enable students achieve programme learning outcomes.

### TEACHING WITHIN THE COLLEGE

It is the College's priority to ensure continual reflection on and enhancement of teaching practices in order to foster creative and innovative pedagogical approaches. Reflective practice is informed by external, student and employer feedback. This priority is delivered by the College through:

1. Research Informed Teaching: Staff are encouraged to engage in relevant research, knowledge exchange, and professional practice through the provision of regular sabbaticals, membership of and participation in relevant academic societies, and wide involvement in stakeholder driven initiatives.
2. e-Learning: The College is developing the use of learning technologies and e-learning opportunities through the development of Moodle and E-Vision-based resources.

### ASSESSMENT

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which contribute constructively to the learning process. This priority is delivered by the College through:

1. Assessed Work: Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner
2. Feedback from Assessment: The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development
3. Peer Observation and Feedback: Staff observe each other's lectures and provide constructive feedback in order to promote the spread of good teaching practices.

### MEANS OF DELIVERY

The student learning experience is supported by class-delivered, seminar-based, and fieldwork activities. A range of learning and teaching methods is used: lectures, seminars, workshops, group-work activities, individual and group-centred projects, presentations, and fieldwork. Where appropriate, online equivalents are offered. Lectures provide students with an overall perspective on a subject area, present models for considering and assessing different views of a subject, and distil broad material to essential points. Discussion is promoted in lectures in order to ensure good reception and avoid an over-emphasis on delivery. Seminars and tutorials complement lectures by providing opportunities for students to present papers or essays and allowing time for questions and discussion.

Material in an online format is currently being developed to supplement the residential student experience. Module-appropriate material, including recordings of module descriptors, lectures, lecture notes and hand-outs, PowerPoint/Keynote presentations, work sheets and on-line tasks, is being made available to students through Moodle. Such material is especially necessary for those students with dyslexia.

### SPECIFICS OF ASSESSMENT

Assessment is intended to ascertain the achievement of learning outcomes. A mix of formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays, for example, are scheduled in such a manner as to ensure manageable deadlines across the programme. Submission deadlines are published online and in the programme handbook prior to the start of the academic year.

The level of assessment within particular modules is also determined by the Programme Board. Students are expected to produce a written assignment of 2,400 words or to take a 2-hour written exam for a three-credit module. Variable assessment patterns are permitted as long as they reflect this assessment weighting. While assessment weighting is consistent across all Levels, the assessment criteria applied to the student's work vary according to the level of the module in order to reflect UK level-related

Learning Outcomes. The one exception to this level of weighting is for the combined modules Research Project I and II, which function as the equivalent of a European-style Bachelor's Thesis and have a total weighting of 8,000 words for 6 US credits.

#### TYPES OF ASSESSMENT EMPLOYED

Formative work is normally included in the delivery of modules and can take various forms. It ranges from essay writing, tutorials, presentations and seminar discussions to translation exercises. Feedback is provided as an indicator of the student's performance and as a preparation guide for summative work. Where formative work is part of the module, it is compulsory, without which the module cannot be passed. Summative assessment for the programme is based on a variety of assessment methods, such as class tests, final examinations, research and reflective essay writing, book reports, reports, and oral presentations (Research Project).

A merit of examinations is that they ascertain the extent to which students have internalised and understood material by providing the opportunity to address unanticipated questions.

A typical teaching and assessment pattern is as follows:

Revision for examinations encourages students to develop an integrated understanding, without which learning may be partial. Examinations are normally timed after any respective assessment points in order to ensure that they are not simply exercises in memorisation. Rather, they offer the opportunity to demonstrate further the knowledge, cognitive and practical skills developed in relation to other assessment requirements. Individual examination questions are checked for accuracy and conciseness by the Programme Leader as a whole and are approved by Andrews University and the relevant external examiner. An additional rationale for examinations is the need for assessment methods that minimise opportunities for plagiarism.

The essay method of assessment enables good, well-researched, in-depth treatment of topics. Over-dependence upon reference material may in some instances prove problematic, obscuring whether or not learning objectives have been met. The extensive use of internet-based resources by students requires constant vigilance, aided by the use of tools such as Turnitin, for instances of poor practice and plagiarism.

<b>Teaching of modules</b>	will take place over two semesters comprising 26 weeks with a 3-week break at Christmas and a 2-week break at Easter.
<b>Module assessment</b>	may be undertaken at any time during the 26-week teaching period.
<b>Revision sessions</b>	for formal examinations will take place in the weeks immediately following the completion of teaching, prior to the commencement of end-of-semester assessment.
<b>Formal end-of-semester assessment</b>	will take place in the weeks following revision sessions, in early December in the autumn semester and in early May in the spring semester.
<b>Preparation for re-assessment</b>	will be provided following the release of provisional results for the autumn semester in the third week of December, and in the spring semester in the second week of June.
<b>Re-assessment by formal examinations</b>	will take place for the autumn semester in the week preceding the start of the spring semester, and for the spring semester in the last week of August.

## ENGAGEMENT WITH THE ACADEMIC INFRASTRUCTURE AND OTHER ACCREDITATION REQUIREMENTS

Agreement with the Framework for Higher Education Qualifications and the UK Quality Code for Higher Education is assured by the validation process and by annual monitoring.

The Theology and Religious Studies Benchmark Statement published by the QAA in 2000 and revised for 2007 details the range of subject knowledge (TRS Benchmark 3.1), the qualities of mind (3.2), and generic skills (3.4) acquired and developed in TRS degree programmes. These are listed below and mapped against modules in the programme.

### TRS Benchmark - subject knowledge

(i) A broadly based core, together with the wider context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field. This implies not just the mastery of data but also the setting of these data within a theoretical framework which includes critical analysis and debate about how to understand and structure the raw data into a coherent whole. All Religious Studies major modules

(ii) One or more religions, ancient or modern, including the origin, history and developed or present character of each. E.g. RELG360C, RELG360D

(iii) The reading, analysis and interpretation of texts, sometimes in the original languages, particularly texts that have been sacred to one or more practising communities. This study will often focus both on the historical context which generated the text(s) and on hermeneutical questions concerning its meaning and application for the appropriate community of believers in the present, or for other readers today. E.g. BIBL211, BIBL212, BIBL313

(iv) Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers or leaders through their extant work or subsequent influence. E.g. RELT340, RELG360E, RELG360H, RELH400

(v) The application of a variety of critical methods of study, often adapted from those of other disciplines in the humanities and social sciences, to the study of texts, practices, religious communities as social or cultural entities, or their diverse art forms. All Religious Studies major modules

(vi) The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers. All Religious Studies major modules

(vii) Ethics, morality, and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. Even if the religion is studied only historically, the values and problems for living as an adherent of the religion do not go unnoticed by the student. E.g. RELT250, RELT340.

### TRS Benchmark – cognitive skills

(i) The ability to understand how people have thought and acted in contexts other than the student's own, how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time (a degree of 'culture shock' may be involved in study of the past, as well as in the encounter with the beliefs, doctrines and practices of contemporary others). E.g. RELB210, RELB216, RELB406, RELB274

(ii) The ability to read and use texts both critically and empathetically, while addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language. E.g. RELB210, RELB216, RELB406, RELB274

(iii) The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, sacred texts and art forms have been shaped by society and politics. E.g. RELG360C, RELB335

(iv) Sensitivity to the problems of religious language and experience, and to the issues of multiple and conflicting interpretations of language and symbols, texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of TRS. E.g. RELB272, RELB406

(v) Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices. All modules in the Religious Studies major

(vi) Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation. All modules in the Religious Studies major

(vii) The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems. All modules in the Religious Studies major

(viii) The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different viewpoint. All modules in the Religious Studies major.

TRS Benchmark - generic skills

The Statement also lists these generic (transferable) skills acquired through the study of Theology and Religious Studies:

- independence of mind and initiative
- capacity for reflexive learning
- capacity to modify, suspend or otherwise change position when warranted
- ability to gather, evaluate and synthesise different types of information
- analytical ability and the capacity to formulate questions and solve problems
- presentation skills, both oral and written
- IT skills, including word-processing, communicating by email and using the web, accessing information from

electronic as well as non-electronic sources

- writing skills, including accurate referencing and clarity of expression
- ability to attend closely to the meaning of written documents
- ability to read texts in a different language

At Level 6 some of these are prerequisites for study and they are audited at induction. These skills are developed and are reflected in the assessment criteria.

The Statement also lists these as skills:

- empathy and imaginative insight, with a tolerance of diverse positions
- self-discipline
- ability to attend to others and have respect for others' views
- commitment to lifelong learning
- teamwork skills
- ability to work with others

These are developed through the learning ethos of the department and specifically through formative learning methods such as class discussion, group seminar presentations, assignment proposal development, dissertation research and presentations. Self-discipline and self-direction are particularly tested in modules with a fieldwork component that is assessed (e.g., RELG360G) or with the Independent Study modules (e.g., RELG496).

## PROGRAMME STRUCTURE, LEVELS, MODULES, CREDITS AND AWARDS

The BA in Religious Studies programme consists of 124 US credits taken over eight semesters (15 to 16 credits per semester), or four academic years. Modules are benchmarked to UK level indicators in order to ensure a development of Learning Outcomes throughout the programme. The programme complies with the requirement of Andrews University that the programme include both general education and Religious Studies modules.

The general education part of the programme requires students to take 82 credits of general education or general electives, including 45-53 credits of General Education (total number of credits required for General Education may depend on the modules chosen for the Religious Studies major) and 29-37 credits of General Electives (total number of credits required for General Education may depend on the modules chosen for the Religious Studies major). Up to 32 credits of the General Education requirements will be covered by students whose basis of admission is UK A Levels or equivalent as denoted by UK NARIC.

GENERAL EDUCATION REQUIREMENTS	US credits	UK Level equiv.
RELIGION credits (fulfilled in Major)	0	
ENGL115, 215 English Composition I, II	3, 3	3
COMM104 Communication Skills	3	3
HISTORY credits	6	3-6
IDSC205 or IDSC206 Introduction to Fine Arts I or II	3	3
ENGLISH LITERATURE credits	3	3-6
NATURAL SCIENCE credits	8	3-4
MODERN FOREIGN LANGUAGE or GREEK credits	4-12	3, 4
MATH165 College Algebra	3	3
Computer Competency Test	-	
ANTH200 Cultural Anthropology + A Behavioural Science module	3,3	3, 4
HLED110 Health Principles	3	3
PEAC121, 122 Physical Education I, II	-	
<b>TOTAL GENERAL EDUCATION CREDITS</b>	<b>45-53</b>	
<b>TOTAL GENERAL ELECTIVE CREDITS</b>	<b>29-37</b>	

A minimum of 42 credits (including at least 14 Upper Division credits) as prescribed for the Religious Studies major, including 6 research credits. The Religious Studies major covers subjects in three disciplines: biblical studies, theological studies and practical theology. Biblical studies modules, such as Acts and Epistles, seek to enable students to understand and interpret biblical texts within their historical, socio-cultural and literary contexts. Theological studies modules encourage students to consider a variety of important issues raised by the biblical texts, such as the concept and nature of God. Students are first taught how Christians in previous eras have dealt with the issues in question and then are required to formulate and defend their own positions. Practical theology modules seek to develop the student's ability to apply the results of biblical and theological reflection in his or her own life, church and community. The Religious Studies major requirements and the modules typically offered on the programme are as follows:

RELIGIOUS STUDIES MAJOR – 42 credits	US credits	UK Level equiv.
<b>REQUIRED 3-CREDIT CORE MODULES – 21 credits</b>		
<i>TWO modules which fulfil the General Education Religion and Service requirements – the first module counts towards the major</i>	3	
RELT100 God and Human Life (fulfils General Education requirement)	3	3
RELG360G Mission and Volunteerism (fulfils General Education Service requirement only – does not count towards major)	0	4
<b>ONE Foundation module</b>		
RELG360C Foundations of Biblical Studies	3	4
RELG360D Foundations of Christian Theology	3	4
<b>ONE Old Testament module</b>		
RELB216 Law and Writings of the Old Testament	3	4
RELB406 Studies in Daniel and Revelation	3	6
RELB274 Prophetic Writings of the Old Testament	3	5
<b>ONE New Testament module</b>		
RELB210 Jesus in His Time and Ours	3	3
RELB335 Acts and Epistles	3	5
<b>ONE Modern World module</b>		
RELT340 Religion and Ethics in Modern Society	3	5
<b>TWO 'capstone' Research modules</b>		
RELG496 Special Project: Research Project I	3	6
RELG496 Special Project: Research Project II	3	6
<b>ELECTIVE 3-CREDIT MODULES – 21 credits taken from credits below or those not taken above</b>		
RELT250 Personal Spirituality and Faith	3	4
RELH400 SDA History and Prophetic Heritage	3	5
RELG360B Ministry and Culture	3	4
RELG360E Reformation Theology	3	5
RELG360H History of Western Thought	3	4
<b>TOTAL MAJOR CREDITS</b>	<b>42</b>	<b>42</b>

## SUPPORT FOR STUDENTS

The College provides the following support:

Theology Student Handbook; Personal Tutor system; Counsellors; Chaplaincy; Careers Service; Job Shop; Equal Opportunities Officer; Disabled student support; Induction and Pre-Entry Study Skills Programme; general Study Skills Programme; Library Skills and Study Skills Programmes; Welfare Advice; Bursaries; Financial Advice; the Learning Network, IT support; Student Exchanges.

The Department and Programme Board provide the following support:

Personal Tutoring; PDP; Module Handbooks and Guides; Tutorials; Assignment Feedback; Programme Leadership.

Study Skills Programme: Students are required to attend a weekly two-hour formative study skills programme during their first year of undergraduate studies. The programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## CRITERIA FOR ADMISSION

Please refer to the relevant section in this Handbook of Academic Programmes for details of the normal entry requirements for programmes at this level, including requirements for applicants whose first language is not English.

## QUALITY ASSURANCE AND ENHANCEMENT

### a) Mechanisms for review and evaluation:

#### *Quality assurance and enhancement at Module Level*

Students provide feedback to module tutors through Module Evaluation Forms, reviews and other responses. The tutor collates the evaluation forms and produces a response for discussion at the Programme Board. The response identifies good practice and proposes remedies for any points of concern. The response is made available to students at the next running of the module. This process is further enhanced through peer observation and feedback.

#### *Quality assurance and enhancement at Programme Level*

The Programme Leader evaluates the success of the programme, paying particular attention to student feedback and student representatives. Minutes from the Programme Leader and the External Examiners' report will inform the Annual Programme Evaluation which is submitted for approval to the Academic Board and received by the Department. Issues for attention are identified and included in the plan for the following year.

#### *Quality assurance and enhancement at Faculty Level*

The Annual Programme Evaluation is submitted to the Faculty Academic Development Committee which has oversight of quality assurance within the Faculty as well as learning development, including via the Collaborative Enhancement of Teaching and Peer Observation of Teaching

#### *Quality assurance and enhancement at University Level*

The quality of the programme is monitored by an External Examiner appointed in agreement with Andrews University. The External Examiner's Report is distributed to the Faculty Dean and Senior Management Team of Andrews University. A summary of all external examiner reports is received by Andrews University's Academic Standards Committee. The Academic Standards Committee audits a selection of programmes regularly. Newbold College maintains its own internal quality assurance processes which complement those of Andrews University.

#### *Quality assurance and enhancement for Staff*

The quality of learning and teaching is supported by the Collaborative Enhancement of Teaching and Staff Development, by Staff Development and Review, by attendance at conferences and curriculum focused staff development, by external involvement such as external examining and by involvement in research and knowledge exchange activities.

### b) Indicators of Quality and Standards

- External Examiner Report
- Annual Monitoring process
- Student feedback
- Programme Re-validation
- QAA Review and Monitoring

## **QUALITY ARRANGEMENTS FOR COLLABORATIVE PROVISION**

The quality assurance of the work of the partners will be achieved in accord with the Memoranda of Agreement signed with the collaborative partners.

For collaborative awards when a pathway or modules within a pathway are delivered by a collaborative partner (distributed delivery), quality will be assured by i) the appointment of a Programme Leader at the partner, ii) the establishment of a programme subcommittee at

the partner, with regular submission of committee minutes to the Andrews University committee, and iii) by the discrete participation of the partner in the overall quality monitoring of the programme.

For Validated awards partners have responsibility for quality assurance, its processes having been granted autonomy and declared fit for purpose.

## **PROGRAMME REGULATORY & POLICY FRAMEWORK (SEE APPENDIX F, PAGE 203)**

## UNIVERSITY YEAR EXPERIENCE – CERTIFICATES AND GAP YEAR

### UNIVERSITY YEAR EXPERIENCE

Students study at Newbold College of Higher Education for between one and four semesters, taking US credits transcribed by Andrews University and/or Washington Adventist University to transfer elsewhere. Classes are taken from US major and general education requirements.

Provided any prerequisites have been completed satisfactorily, students taking Andrews University and/or Washington Adventist University credits on the Newbold College of Higher Education campus may take any combination of modules from those listed in the programmes above or from those listed below in the module listings.

### NEWBOLD COLLEGE OF HIGHER EDUCATION CERTIFICATE PROGRAMMES

All Certificates are awarded by Newbold College of Higher Education, partnering with Andrews University to offer Andrews University credits from the University Year in England offerings; and Washington Adventist University to offer Washington Adventist University credits from the Business Studies offerings.

### CERTIFICATE IN HUMANITIES

Students select any 30 credits from the following list of Andrews University Humanities major credits.

<b>ANCIENT LANGUAGES</b>	<b>CREDITS</b>
BIBL211, 212 Greek I, II	3, 3
BIBL313 Greek III	3
BIBL 341, 342 Hebrew I, II	3, 3
<b>ENGLISH LITERATURE</b>	
ENGL255A Studies in Literature: Text on Film and Location I	3
ENGL255B Studies in Literature: Text on Film and Location II	3
ENGL425 Literary Topics: CS Lewis, Literature and the Religious Life	3
ENGL425 Literary Topics: Shakespeare Drama Workshop	3
ENGL478A and/or B Study Tour	3, 3
<b>HISTORY</b>	
HIST404 Adventist Heritage	3
HISTXXX/RELHXXX Anglo-Saxon Britain	3
HIST437F Reformation to Revolution	3
HIST437G Empire to Entropy	3
HIST378A and/or B Study Tour	3, 3

<b>PERFORMING ARTS</b>	<b>CREDITS</b>
MUCT141 Music Theory I: Intro to Harmony	3
MUCT151 Ear Training Lab.	1
MUPF364, 464 Applied Music	4
MUPF397 Junior Recital	1
MUPF497 Senior Recital	1-2
IDSC205 Intro. to Fine Arts I	3
IDSC206 Intro. to Fine Arts II	3
ENGL425 Literary Topics: Shakespeare Drama Workshop	3
MUPF135 College Choir (may be repeated)	1
<b>RELIGION</b>	
RELT340 Religion and Ethics in Modern Society	3
RELG360H History of Western Thought	3
RELG360C Foundations of Biblical Studies	3
RELB216 Law and Writings	3
RELB406 Studies in Daniel and Revelation	3
RELB274 Prophetic Writings of the Old Testament	3

### CERTIFICATE IN ENGLISH LITERATURE

Students take the following 21 credits, plus 9 general elective credits from any other appropriate modules offered at Newbold College of Higher Education through Andrews University and/or Washington Adventist University.

ENGL255A Studies in Literature: Text on Film and Location I	3
ENGL255B Studies in Literature: Text on Film and Location II	3
ENGL425 Literary Topics: CS Lewis, Literature and the Religious Life	3
ENGL425 Literary Topics: Shakespeare Drama Workshop	3
ENGL478A and B Study Tour	3, 3
Independent Study	3

### CERTIFICATE IN HISTORY

Students take the following 21 credits, plus 9 general elective credits from any other appropriate modules offered at Newbold College of Higher Education through Andrews University and/or Washington Adventist University.

HIST404 Adventist Heritage	3
HISTXXX/RELHXXX Anglo-Saxon Britain	3
HIST437F Reformation to Revolution	3
HIST437G Empire to Entropy	3
HIST378A and B Study Tour	3, 3
Independent Study	3

### CERTIFICATE IN PERFORMING ARTS

Students take 21 credits from the following, plus 9 general elective credits from any other appropriate modules offered at Newbold College of Higher Education through Andrews University and/or Washington Adventist University.

MUCT141 Music Theory I: Intro to Harmony	3
MUCT151 Ear Training Lab.	1
MUPF364, 464 Applied Music	4
MUPF397 Junior Recital	1
MUPF497 Senior Recital	1-2
IDSC205 Intro. to Fine Arts I	3
IDSC206 Intro. to Fine Arts II	3
ENGL425 Literary Topics: Shakespeare Drama Workshop	3
MUPF135 College Choir (may be repeated)	1

### CERTIFICATE IN RELIGIOUS STUDIES

Students take the following 18 credits, plus 3 elective credits from the Andrews University majors in Religious Studies or Theology plus 9 general elective credits from any other appropriate modules offered at Newbold College of Higher Education through Andrews University and/or Washington Adventist University.

RELT340 Religion and Ethics in Modern Society	3
RELG360H History of Western Thought	3
RELG360C Foundations of Biblical Studies	3
RELB216 Law and Writings	3
RELB406 Studies in Daniel and Revelation	3
RELB274 Prophetic Writings of the Old Testament	3

## CERTIFICATE IN SEVENTH-DAY ADVENTIST EDUCATIONAL PRACTICE

This programme consists of four modules, each worth 3 US credits through Andrews University. The modules have been selected specifically for those teaching in Seventh-day Adventist schools in Europe who may not have had the advantage of studying within the Seventh-day Adventist education network. Participants consider the overarching philosophy of Seventh-day Adventist education, studying the history and prophetic heritage of the Church to provide an appropriate context. The Adventist emphasis on healthy living is explored, and opportunity is given to participants to develop their own personal spirituality and faith as they seek to enhance their skills and influence as teachers and mentors.

The four modules comprising the Certificate in Seventh-day Adventist Educational Practice are as follows:

### **IDSC300W PHILOSOPHY OF ADVENTIST EDUCATION** (3 US credits)

This module introduces the student to selected philosophies and related issues relevant to Christians in the teaching ministry. Emphasis is given to the practical implications of adopting a Christian educational philosophy, particularly in Adventist schools. The special character of Adventist education and its practical application across all aspects of school life is also addressed. The Adventist School – A Community of Faith and Learning model – is explored as a guide to providing integrated Christian school environments. Key themes include: foundational issues in Christian education; philosophical underpinning of Christian education; goal of Christian education; purpose for an Adventist school; explanatory models of Christian education; the role of the Christian teacher; and practical implementation of Adventist special character.

### **RELT250 PERSONAL SPIRITUALITY AND FAITH** (3 US credits)

This module introduces the student via an informal style to themes such as prayer, the Sabbath, judgement and the advent, facilitating a deeper understanding of these topics. The student is also given opportunities to engage with less familiar features of the spiritual life like waiting, solitude, vocation and simplicity. A related feature of the module is that students are encouraged to develop their own personal faith – one that can truly bear the weight of their everyday lives.

### **HLED110 HEALTH PRINCIPLES** (3 US credits)

This module introduces the student to the biblical basis of health and includes a study of the historical development and basis of the health message in the Seventh-day Adventist Church. The role of health promotion in current society is examined. This module also includes discussion of current issues in nutrition, food safety, public health and wellness.

### **RELH400 SDA HISTORY AND PROPHETIC HERITAGE** (3 US credits)

This module introduces the student to the context in which Seventh-day Adventism arose; developments in Adventist doctrine, organisation and institutions; and contemporary trends and issues, including the role of the laity and women, theological diversity and institutionalism. Particular attention is paid to the role and influence of Ellen G. White in Adventism. This includes the role of prophecy in the Christian church; an introduction to her life, writings and ministry; and hermeneutical principles for applying her writings in a contemporary context.

## GAP YEAR

The Gap Year programme is currently undergoing major restructuring and will be available as a new 'Year in Mission and Service' programme from September 2018.



DEPARTMENT OF  
THEOLOGICAL  
STUDIES



## BA (HONS) IN BIBLICAL AND PASTORAL STUDIES – UNIVERSITY OF WALES TRINITY SAINT DAVID

Awarding Institution/Body	<b>University of Wales Trinity Saint David</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>BA Biblical and Pastoral Studies</b>
Intermediate Awards	<b>CertHE Theology, DipHE Theology</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>V610</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>Usually 3 years; maximum 5 years for FT Usually 6 years; maximum 10 years for PT</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>August 2016</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

All references to module credits in these Regulations refer to Credit Accumulation Transfer Scheme (CATS) credits, unless stated otherwise. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning). The College equates two CATS credits to one ECTS credit.

### ABOUT THE PROGRAMME

The BA (Hons) in Biblical and Pastoral Studies is the basic entrance qualification for pastoral ministry in the Trans-European Division of the Seventh-day Adventist Church (TED). Its content reflects the Adventist Church's conviction that successful ministry must be based on a deep knowledge of Scripture; an understanding of the Church's theology, history and mission; and competence in pastoral skills which attempt to be relevant to the needs of the contemporary world. The Adventist Church requires those entering pastoral ministry to hold a Level 7 qualification. As such, this programme provides a basis for postgraduate study in the biblical, theological and pastoral areas. The structure, content and assessment patterns of the programme have

been designed in such a way as to equip students with the critical and analytical skills necessary to progress to Level 7 study.

The BA (Hons) in Biblical and Pastoral Studies programme comprises 18 modules of 20 credits each. The primary aim in selecting modules and determining their content is to ensure coherence throughout the programme and that topics covered are as inclusive as possible. Some of the modules match in content those offered on the Graduate Diploma in Biblical and Pastoral Studies programme

### PROGRAMME AIMS

- To educate in all scholarly and vocational aspects of pastoral ministry in a Seventh-day Adventist context;
- To develop the ability to study biblical texts independently with critical insight, accompanied by clear argumentation and communication;
- To develop research and applied skills which will be demonstrated through the production and writing of a Bachelor's Thesis.

## PROGRAMME LEARNING OUTCOMES

### KNOWLEDGE AND UNDERSTANDING

The Degree is awarded to students who have demonstrated:

- Sound knowledge and understanding of the core grammar, syntax and vocabulary of one or more biblical languages and related language resources, and the ability to articulate the literary, cultural and theological backgrounds of a range of biblical and extra-biblical texts (Biblical Studies);
- The ability to summarise, represent and interpret a range of biblical texts and their subsequent articulations by interpreters in different historical periods and contexts, including those specific to Seventh-day Adventism (Theological Studies);
- the ability to critically evaluate the theology and theories of pastoral studies, including psychological and cultural theories, and its contextualization in the tasks and methods of pastoral duties within a European Seventh-day Adventist context (Pastoral Studies).

### INTELLECTUAL AND COGNITIVE SKILLS

Holders of the qualification will be able to:

- Demonstrate a systematic understanding of the similarities and differences between concept patterns of one or more biblical languages and languages familiar to the student and use a number of complementary methods of study – for example, philosophical, historical, systematic, phenomenological, linguistic and literary (Biblical Studies);
- Demonstrate critical awareness of the multi-faceted complexity of Christianity in general, and Seventh-day Adventism in particular – for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures,

perspectives, norms, aesthetics and aspirations (Theological Studies);

- The ability to critically evaluate various theological, philosophical, psychological, sociological and cultural assumptions and constructions on personal and communal identities, and their positive and negative effects (Pastoral Studies).

### DISCIPLINE-SPECIFIC KEY SKILLS

Holders of this qualification will be able to:

- Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if the text is not read in the original language (Biblical Studies);
- Synthesise and communicate clearly biblical and theological ideas and concepts within various ministry contexts and identify appropriate pastoral responses to different ministry situations (Theological and Pastoral Studies).

### GENERIC KEY SKILLS

Holders of this qualification will be able to:

- Communicate information, develop an argument, and present analysis clearly and effectively, organising the materials as appropriate for the intended audience
- Identify, gather and analyse information from primary and secondary sources in a critical and reflective manner
- Undertake independent/self-directed study/learning, demonstrate effective time-management skills, and reflect on one's strengths and weaknesses as a learner
- Use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations
- Show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.

## PROGRAMME STRUCTURE

The following tables provide indicative programme structures for full-time and part-time students. Not all optional modules are included. A listing of all available modules can be found below.

Indicative Programme for Full-Time Students (see the Programme Handbook for more details)

### LEVEL 4

#### Autumn

Module Code	Title	Module type	Credits
NCTR4007	Introduction to Greek	compulsory	20
NCTR4009	Foundations of Biblical and Christian Studies	compulsory	20
NCTR4003	Pastoral Ministry in Context	compulsory	20

#### Spring

Module Code	Title	Module type	Credits
NCTR4008	Greek Texts & Gospels	compulsory	20
NCTR4005	Pentateuch & Writings	compulsory	20
NCTR4010	Adventist Theology and Ellen White Writings	compulsory	20

### LEVEL 5

#### Autumn

Module Code	Title	Module type	Credits
NCTR5009	Introduction to Hebrew	compulsory	20
NCTR5002	Development of Western & Reformation Thought	compulsory	20
NCTR5003	Introduction to Evangelism & Church Growth	compulsory	20

#### Spring

Module Code	Title	Module type	Credits
NCTR5011	Intermediate Hebrew & Prophets	optional	20
NCTR5010	Epistles in Context	compulsory	20
NCTR5006	Pastoral Leadership	compulsory	20

### LEVEL 6

#### Autumn

Module Code	Title	Module type	Credits
NCTR6001	OT & NT Apocalyptic	compulsory	20
NCTR6002	Seventh-day Adventist Theology in Context	compulsory	20

#### Autumn and Spring

Module Code	Title	Module type	Credits
NCTR6003	Dissertation	compulsory	40

#### Spring

Module Code	Title	Module type	Credits
NCTR6004	Themes in Biblical Theology	compulsory	20
NCTR6005	Pastoral Care & Discipleship	compulsory	20

## LEARNING, TEACHING AND ASSESSMENT STRATEGY

See **APPENDIX D** - LEARNING, TEACHING AND ASSESSMENT STRATEGY FOR MODULES VALIDATED BY THE UNIVERSITY OF WALES TRINITY SAINT DAVID on page 200.

### ASSESSMENT TASKS BY MODULE

The following sets out assessment patterns as stated in the module descriptors for all modules in the programme:

Level 4 - Autumn		
Module Title	Assessment Pattern	Date
Introduction to Greek	1. Weekly written tests (40%) 2. 2-hour written exam (60%)	1. Weekly 2. Exam week
Foundations of Christian & Adventist Theology	1. 8-minute group seminar presentation (50%) 2. 2-hour written exam (50%)	1. Scheduled throughout the semester 2. Exam week
Pastoral Ministry in Context	1. 1,500-word essay (50%) 2. 2-hour seen exam (50%)	1. Week 13 2. Exam week

Level 4 - Spring		
Module Title	Assessment Pattern	Date
Greek Texts & Gospels	1. 2,000-word written assignment (50%) 2. Weekly written tests (20%) 1.5 hour written exam (30%)	1. Week 15 2. Weekly Exam week
Pentateuch & Writings	1. 2,000-word essay (50%) 2. 2-hour written exam (50%)	1. Week 13 2. Exam week
Seventh-day Adventism & Ellen White	1. 8-minute seminar presentation (50%) 2. 2-hour written exam (50%)	1. Week 14 2. Exam week

Level 5 - Autumn		
Module Title	Assessment Pattern	Date
Introduction to Hebrew	1. Weekly written tests (40%) 2. 2-hour written exam (60%)	1. Weekly 2. Exam week
Development of Western & Reformation Thought	1. 2,000-word essay (50%) 2. 2-hour written exam (50%)	1. Week 13 2. Exam week
Introduction to Evangelism & Church Growth	1. 1,250-word essay (25%) 2. 1,250-word Field Experience reflection (25%) 3. 10-minute presentation (25%) 4. 10-minute presentation (25%)	1. Week 13 2. Week 14 3. Individually timetabled throughout weeks 8-14 4. Individually timetabled throughout weeks 8-14

Level 5 - Spring		
Module Title	Assessment Pattern	Date
Intermediate Hebrew & Prophets	1. 1.5-hour language exam (50%) 2. 1.5-hour Prophets exam (50%)	1. Exam week 2. Exam week
Epistles in Context	1. 2-hour written exam (50%) 2. 2,000-word essay (50%)	1. Exam week 2. Week 14
Pastoral Leadership	1. 2-hour written exam (50%) 2. 2,000-word Field Experience reflection (50%)	1. Exam week 2. Week 10
Contemporary Ethics	1. 4,000-word essay (100%)	1. Week 14
Independent Research Project	1. 4,000-word essay (100%)	1. Week 14

Level 6 - Autumn		
Module Title	Assessment Pattern	Date
Seventh-day Adventist Theology in Context	1. 1,250-word essay (25%) 2. 2.5-hour written exam (75%)	1. Week 13 2. Exam week
OT & NT Apocalyptic	1. 2-hour written exam (50%) 2. 2,500-word essay (50%)	1. Exam week 2. Week 14

Level 6 - Spring		
Module Title	Assessment Pattern	Date
Dissertation	1. 12,000-word dissertation (100%)	1. Week 12
Themes in Biblical Theology	1. 1,250-word essay (25%) 2. 2.5-hour written exam (75%)	1. Week 13 2. Exam week
Pastoral Care & Discipleship	1. 1-hour written exam (25%) 2. 1,250-word Field Experience reflection 3. 10-minute presentation (25%) 4. 10-minute presentation (25%)	1. Exam week 2. Week 14 3. Individually timetabled throughout the semester 4. Individually timetabled throughout the semester

Specific submission deadlines for each module are published online and in the programme handbook prior to the start of the academic year.

### MODE OF DELIVERY

The programme is campus-based and may be taken either on a full-time or part-time basis.

### WORK-BASED LEARNING

Students are expected to participate in a field education programme to complement the academic curriculum. It is included as an integral part in a number of pastoral modules and is packaged in a combination of concurrent and block placements. These placements expose students to a range of church ministry contexts, supervisory styles and ministry tasks. Assessment of a student is not undertaken by placement supervisors nor is it based upon a student's

performance on his or her placement. Rather, assessment is based on the student's own critical reflection of his or her experience. The field experience programme is organised by the Director of Ministry Placement. Details of the field experience programme are set out in the Field Experience Handbook.

Please note that students are required to undertake a Disclosure and Barring Service (DBS) check. This process is supervised by the Director of Ministry Placement and is undertaken during enrolment each August/September. Students are not placed in a field placement until their status with the DBS is determined. If a DBS check raises issues of concern, the Director of Ministry

Placement will seek to minimise risk while ensuring that the student has the opportunity to meet field experience learning outcomes. This may, for example, involve placing the student in an environment which, though non-church, nevertheless enables the student to achieve the required pastoral experience. This process is overseen by the Programme Board.

The purpose of the Level 4 field experience, which is part of the module Pastoral Ministry in Context, is to broaden the student's exposure to the full scope of local church life. During the semester, students will participate in three College-organised excursions to full-programme churches. The purpose of this is to broaden the student's perception of church and expose the student to various possibilities in ministry. Students will also participate in an 8-day placement external block placement during the winter break. All assessment is formative.

The purpose of the Level 5 field experience, which is included in the modules Introduction to Evangelism & Church Growth and Pastoral Leadership, is to enable the student to clarify the difference between the roles of church members and the pastor. The student is encouraged to work with the pastor in the leadership, ministry and evangelism of this congregation. The student is required to produce summative reflection papers as part of the assessment requirements for both modules.

The Level 6 field experience, which is included in the module Pastoral Care & Discipleship, is designed to enable students to develop further their pastoral and evangelistic skills. Students are required to participate in a 15-day External Evangelistic Block Placement. Students will be required to collect a scrapbook of all available material associated with such a programme. Assessment is a summative presentation in which they present a critical analysis of their placement experience.

### **FLEXIBLE AND DISTRIBUTED LEARNING PROGRAMMES**

The programme is not a Flexible and Distributed Learning programme. It is a campus-based programme. Lectures may, however, be taken either entirely campus-based or through a degree of blended learning. Blended learning permits students to attend a portion of their lectures virtually as outlined in the Learning, Teaching and Assessment Strategy above.

Students are required, however, to attend a portion of lectures on-campus in order to ensure a degree of face-to-face contact and equivalent access to campus-based learning resources.

### **STUDENT SUPPORT OFFERED**

Teaching staff act as personal tutors. All students are provided with the Student Services Handbook, which contains information about all the generic support services provided by the College. They also receive a Theology Student Handbook. In addition to those services provided by the College, students may also access the University's student services.

### **STUDY SKILLS**

All students are required in the first semester of the programme to take a formative Study Skills module. The module ensures that students have the necessary IT, research, exam and essay writing skills to perform well on the programme.

### **RESEARCH ETHICS**

Students who undertake surveys, interviews or equivalent methods of data collection in relation to their assessment requirements are required to complete an ethics form in line with UWTSD requirements.

### **DISSERTATION**

All students are required to write a final-year dissertation. Students are expected to meet regularly with their individual supervisors. In addition, they are required to attend four seminars scheduled throughout the first semester (typically weeks 2, 4, 8, 12) that guide the students through the process of determining their research question, method, research approach and writing. In addition, students are expected to follow an agreed timetable.

Students who undertake surveys, interviews or equivalent methods of data collection are required to complete a Research Ethics Application Form and receive approval from the Programme Board for their project. Further information is provided in section 8.2, the BA Dissertation Handbook.

### **DISABILITY**

All programmes are inclusive of disabled students. There is no module on the programme that would need significant adaptation for students with certain disabilities. As and when

required, the team will make reasonable adjustments in the delivery of the module content and in the support provided to students with recognised support needs. The College's Disability Coordinator is responsible for keeping all copies of documentation on file and this is considered, through the appropriate channels within the College, if extensions or other special considerations or adjustments are needed. The Disability Coordinator offers an excellent service for students with disabilities or specific educational differences, providing appropriate support mechanisms to ensure effective integration and inclusion.

## STUDENT EVALUATION OF MODULES AND PROGRAMMES

Feedback from students is assured in the following ways:

- End of module evaluation
- Student representatives from each cohort serve as full members of the Programme Board.

All students are able to offer informal feedback to module coordinators, personal tutors, or to the Programme Leader.

## STUDENT FEEDBACK AND MODULE EVALUATION

The student voice is an integral part of curriculum and programme development and it is actively encouraged in a number of ways and at a number of points during the academic year. The Senior Administrative Officer (Academic Programmes) distributes module evaluation sheets at the end of each module in order for the student to provide feedback. Students also, through their programme representatives (for which post they may stand), feed their concerns and issues into the Programme's Annual Programme Evaluation (which occurs in the autumn of each year). Issues raised in both of these fora feed through into action points that

are then monitored by the College's Academic Board.

## ADMISSIONS

Admissions arrangements will be made in accordance with the University's Admissions Policy. Each application will be considered on its own merit. However, specific entry requirements will be published on the University website. All admissions-related decisions will be made in accordance with the Admissions Policy, and any specific requirements to support the selection process will be determined in consultation with Registry.

Applicants will require **Disclosure and Barring Service (DBS)** checks prior to enrolment.

Specific academic entrance requirements including full country-specific criteria for international students are stated in the College's Handbook of Academic Programmes and Policies. Non-UK qualifications are checked for equivalence through UK NARIC. Students may gain Recognition of Prior Certified Learning (RPCL) and Recognition/Accreditation of Prior Experiential Learning (R/APEL) as outlined in UWTSD's Academic Quality Handbook. Non-native speakers of English are required to demonstrate proficiency in the English language through achieving, for example, IELTS 6.0 overall (no sub-test below 6.0).

## EXIT POINTS AND AWARDS

- Candidates who successfully complete 120 credits may be awarded a Certificate of Higher Education in Biblical and Pastoral Studies.
- Candidates who successfully complete 240 credits may be awarded a Diploma of Higher Education in Biblical and Pastoral Studies.
- Candidates may be eligible for classifications as set out in UWTSD AQH Chapter 6.



## GRADUATE DIPLOMA IN BIBLICAL AND PASTORAL STUDIES – UNIVERSITY OF WALES TRINITY SAINT DAVID

Awarding Institution/Body	<b>University of Wales Trinity Saint David</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>Grad Dip Biblical and Pastoral Studies</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>V610</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>Usually 1 year; maximum 2 years for FT Usually 3 years; maximum 5 years for PT</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>August 2016</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

All references to module credits in these Regulations refer to Credit Accumulation Transfer Scheme (CATS) credits, unless stated otherwise. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning). The College equates two CATS credits to one ECTS credit.

### ABOUT THE PROGRAMME

The Graduate Diploma in Biblical and Pastoral Studies provides a bridge to postgraduate study for students who already have a degree in another discipline and who wish to study postgraduate theology or who need to complement their existing degree in the theological disciplines in order to study postgraduate theology. Those seeking entry into pastoral ministry in the Trans-European Division of the Seventh-day Adventist Church (TED) are expected to hold a Level 7 qualification in theology. The programme provides a basis for postgraduate study in the biblical, systematic theology and pastoral areas. The structure, content and assessment patterns of the

programme have been designed in such a way as to equip students with the critical and analytical skills necessary to progress to Level 7 study.

The Graduate Diploma Biblical and Pastoral Studies comprises 6 modules of 20 credits each. The primary aim in selecting modules and determining their content is to ensure coherence throughout the programme and that topics covered are as inclusive as possible. Many of the modules match in content those offered on the BA (Hons) Biblical and Pastoral Studies programme

### PROGRAMME AIMS

- To educate in all scholarly and vocational aspects of pastoral ministry in a Seventh-day Adventist context
- To develop the ability to study biblical texts independently with critical insight, accompanied by clear argumentation and communication.

## PROGRAMME LEARNING OUTCOMES

### KNOWLEDGE AND UNDERSTANDING

The Graduate Diploma Biblical and Pastoral Studies is awarded to students who have demonstrated:

- Sound knowledge and understanding of one or more biblical languages and related language resources, and articulate the backgrounds of a range of biblical and extra-biblical texts
- The ability to synthesise and critique Christian theology in general and Seventh-day Adventist theology in particular
- Sound knowledge of tasks and methods of pastoral duties in a variety of contexts.

### INTELLECTUAL AND COGNITIVE SKILLS

Holders of the qualification will be able to:

- Demonstrate a systematic understanding of one or more biblical languages and languages familiar to the student
- Demonstrate critical awareness of the multi-faceted complexity of Seventh-day Adventism
- The ability to critically evaluate various theological and cultural assumptions and constructions on personal and communal identities.

## PROGRAMME STRUCTURE

The following tables provide indicative programme structures for full-time and part-time students. Not all optional modules are included. A listing of all available modules can be found below.

### INDICATIVE PROGRAMME FOR FULL-TIME STUDENTS (OLD TESTAMENT EMPHASIS)

#### Autumn

Module Code	Title	Module type	Credits
NCTR6018	Hebrew Language & Exegesis	optional	20
NCTR6013	Development of Seventh-day Adventist Theology	compulsory	20
NCTR6012	Pastoral Evangelism & Church Growth	compulsory	20

#### Spring

Module Code	Title	Module type	Credits
NCTR6015	Hebrew Texts & Prophets	optional	20
NCTR6019	Acts & Epistles	optional	20
NCTR6014	Biblical Theology	compulsory	20

## DISCIPLINE-SPECIFIC KEY SKILLS

Holders of this qualification will be able to:

- Read biblical texts demonstrating sound awareness of appropriate critical approaches;
- Communicate appropriate biblical and theological ideas within different ministry situations.

### GENERIC KEY SKILLS:

Holders of this qualification will be able to:

- Communicate information, develop an argument, and present analysis clearly and effectively, organising the materials as appropriate for the intended audience
- Identify, gather and analyse information from primary and secondary sources in a critical and reflective manner
- Undertake independent/self-directed study/learning and demonstrate effective time-management skills
- Use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations
- Show independence in thought, and critical self-awareness about one's own beliefs and commitments.

## INDICATIVE PROGRAMME FOR FULL-TIME STUDENTS (NEW TESTAMENT EMPHASIS)

### Autumn

Module Code	Title	Module type	Credits
NCTR6016	Greek Language & Exegesis	optional	20
NCTR6013	Development of Seventh-day Adventist Theology	compulsory	20
NCTR6012	Pastoral Evangelism & Church Growth	compulsory	20

### Spring

Module Code	Title	Module type	Credits
NCTR6017	Greek Texts & Epistles	optional	20
NCTR6020	Hebrew Texts & Prophets	optional	20
NCTR6014	Biblical Theology	compulsory	20

## INDICATIVE PROGRAMME FOR PART-TIME STUDENTS (NEW TESTAMENT EMPHASIS)

### Year 1, Autumn

Module Code	Title	Module type	Credits
NCTR6016	Greek Language & Exegesis	optional	20
NCTR6013	Development of Seventh-day Adventist Theology	compulsory	20

### Year 1, Spring

Module Code	Title	Module type	Credits
NCTR6017	Greek Texts & Epistles	optional	20

### Year 2, Autumn

Module Code	Title	Module type	Credits
NCTR6012	Pastoral Evangelism & Church Growth	compulsory	20

### Year 2, Spring

Module Code	Title	Module type	Credits
NCTR6020	Hebrew Texts & Prophets	optional	20
NCTR6014	Biblical Theology	compulsory	20

### Listing of all available modules

Module Code	Title	Module type	Credits
NCTR6016	Greek Language & Exegesis	optional	20
NCTR6017	Greek Texts & Epistles	optional	20
NCTR6018	Hebrew Language & Exegesis	optional	20
NCTR6015	Hebrew Texts & Prophets	optional	20
NCTR6019	Acts & Epistles	optional	20
NCTR6020	Hebrew Texts & Prophets	optional	20
NCTR6013	Development of Seventh-day Adventist Theology	compulsory	20
NCTR6014	Biblical Theology	compulsory	20
NCTR6012	Pastoral Evangelism & Church Growth	compulsory	20

## LEARNING, TEACHING AND ASSESSMENT STRATEGY

See **APPENDIX D** - LEARNING, TEACHING AND ASSESSMENT STRATEGY FOR MODULES VALIDATED BY THE UNIVERSITY OF WALES TRINITY SAINT DAVID on page 200.

### ASSESSMENT TASKS BY MODULE

The following sets out assessment patterns for all modules in the programme:

Level 6 - Autumn		
Module	Assessment Pattern	Date
NCTR6016 Greek Language & Exegesis	1. Weekly written tests (40%) 2. 2-hour written exam (60%)	1. Weekly 2. Exam week
NCTR6018 Hebrew Language & Exegesis	1. Weekly written tests (40%) 2. 2-hour written exam (60%)	1. Weekly 2. Exam week
NCTR6013 Development of Seventh-day Adventist Theology	1. 1,250-word book critique (25%) 2. 2.5-hour written exam (75%)	1. Week 13 2. Exam week
NCTR6012 Pastoral Evangelism & Church Growth	1. 1,250-word essay (25%) 2. 1,250-word Field Experience reflection (25%) 3. 10-minute presentation (25%) 4. 10-minute presentation (25%)	1. Week 13 2. Week 14 3. Individually timetabled throughout weeks 8-14 4. Individually timetabled throughout weeks 8-14

Level 6 - Spring		
Module	Assessment Pattern	Date
NCTR6017 Greek Texts & Epistles	1. 2,000-word essay (50%) 2. Weekly written tests (20%) 1.5-hour written exam (30%)	1. Week 15 2. Weekly Exam week
NCTR6019 Acts & Epistles	1. 2-hour written exam (50%) 2. 2,000-word essay (50%)	1. Exam week 2. Week 14
NCTR6015 Hebrew Texts & Prophets	1. 1.5-hour written exam (50%) 2. 1.5-hour written exam (50%)	1. Exam week 2. Exam week
NCTR6020 Old Testament Prophets	1. 2,500-word essay (50%) 2. 1.5-hour written exam (50%)	1. Week 15 2. Exam week
NCTR6014 Biblical Theology	1. 1,250-word book critique (25%) 2. 2.5-hour written exam (75%)	1. Week 13 2. Exam week

Specific submission deadlines for each module are published online and in the programme handbook prior to the start of the academic year.

### MODE OF DELIVERY

The programme is campus-based and may be taken either on a full-time or part-time basis.

### WORK-BASED LEARNING

Students are expected to participate in a field education programme to complement the academic curriculum. It is included as an integral part in a number of pastoral modules and is packaged in a combination of concurrent and block placements. These placements expose students to a range of church ministry contexts, supervisory styles and ministry tasks. Assessment of a student is not undertaken by placement

supervisors nor is it based upon a student's performance on his or her placement. Rather, assessment is based on the student's own critical reflection of his or her experience. The field experience programme is organised by the Director of Ministry Placement. Details of the field experience programme are set out in the Field Experience Handbook.

Please note that students are required to undertake a Disclosure and Barring Service (DBS) check. This process is supervised by the Director of Ministry Placement and is undertaken during enrolment each August/September. Students are not placed in a field placement until their status with the DBS is determined. If a DBS check raises

issues of concern, the Director of Ministry Placement will seek to minimise risk while ensuring that the student has the opportunity to meet field experience learning outcomes. This may, for example, involve placing the student in an environment which, though non-church, nevertheless enables the student to achieve the required pastoral experience. This process is overseen by the Programme Board.

The purpose of the Level 4 field experience, which is part of the module Pastoral Ministry in Context, is to broaden the student's exposure to the full scope of local church life. During the semester, students will participate in three College-organised excursions to full-programme churches. The purpose of this is to broaden the student's perception of church and expose the student to various possibilities in ministry. Students will also participate in an 8-day placement external block placement during the winter break. All assessment is formative.

The purpose of the Level 5 field experience, which is included in the modules Introduction to Evangelism & Church Growth and Pastoral Leadership, is to enable the student to clarify the difference between the roles of church members and the pastor. The student is encouraged to work with the pastor in the leadership, ministry and evangelism of this congregation. The student is required to produce summative reflection papers as part of the assessment requirements for both modules.

The Level 6 field experience, which is included in the module Pastoral Care & Discipleship, is designed to enable students to develop further their pastoral and evangelistic skills. Students are required to participate in a 15-day External Evangelistic Block Placement. Students will be required to collect a scrapbook of all available material associated with such a programme. Assessment is a summative presentation in which they present a critical analysis of their placement experience.

### **FLEXIBLE AND DISTRIBUTED LEARNING PROGRAMMES**

The programme is not a Flexible and Distributed Learning programme. It is a campus-based programme. Lectures may, however, be taken either entirely campus-based or through a degree of blended learning. Blended learning permits students to attend a portion of their lectures virtually as outlined in the Learning,

Teaching and Assessment Strategy above. Students are required, however, to attend a portion of lectures on-campus in order to ensure a degree of face-to-face contact and equivalent access to campus-based learning resources.

### **STUDENT SUPPORT OFFERED**

Teaching staff act as personal tutors. All students are provided with the Student Services Handbook, which contains information about all the generic support services provided by the College. They also receive a Theology Student Handbook. In addition to those services provided by the College, students may also access the University's student services.

### **STUDY SKILLS**

All students are required in the first semester of the programme to take a formative Study Skills module. The module ensures that students have the necessary IT, research, examination and essay writing skills to perform well on the programme.

### **RESEARCH ETHICS**

Students who undertake surveys, interviews or equivalent methods of data collection in relation to their assessment requirements are required to complete an ethics form in line with UWTSO requirements.

### **DISABILITY**

All programmes are inclusive of disabled students. There is no module on the programme that would need significant adaptation for students with certain disabilities. As and when required, the team will make reasonable adjustments in the delivery of the module content and in the support provided to students with recognised support needs. The College's Disability Coordinator is responsible for keeping all copies of documentation on file and this is considered, through the appropriate channels within the College, if extensions or other special considerations or adjustments are needed. The Disability Coordinator offers an excellent service for students with disabilities or specific educational differences, providing appropriate support mechanisms to ensure effective integration and inclusion.

## STUDENT EVALUATION OF MODULES AND PROGRAMMES

Feedback from students is assured in the following ways:

- End of module evaluation
- Student representatives from each cohort serve as full members of the Programme Board.

All students are able to offer informal feedback to module coordinators, personal tutors, or to the Programme Leader.

## STUDENT FEEDBACK AND MODULE EVALUATION

The student voice is an integral part of curriculum and programme development and it is actively encouraged in a number of ways and at a number of points during the academic year. The Senior Administrative Officer (Academic Programmes) distributes module evaluation sheets at the end of each module in order for the student to provide feedback. Students also, through their programme representatives (for which post they may stand), feed their concerns and issues into the Programme's Annual Programme Evaluation (which occurs in the autumn of each year). Issues raised in both of these fora feed through into action points that

are then monitored by the College's Academic Board.

## ADMISSIONS

Admissions arrangements will be made in accordance with the University's Admissions Policy. Each application will be considered on its own merit. However, specific entry requirements will be published on the University website. All admissions-related decisions will be made in accordance with the Admissions Policy, and any specific requirements to support the selection process will be determined in consultation with Registry.

Applicants will require Disclosure and Barring Service (DBS) checks prior to enrolment.

Specific academic entrance requirements including full country-specific criteria for international students are stated in the College's Handbook of Academic Programmes and Policies. Non-UK qualifications are checked for equivalence through UK NARIC. Students may gain Recognition of Prior Certified Learning (RPCL) and Recognition/Accreditation of Prior Experiential Learning (R/APEL) as outlined in UWTSD's Academic Quality Handbook. Non-native speakers of English are required to demonstrate proficiency in the English language through achieving, for example, IELTS 6.0 overall (no sub-test below 6.0).

## BA THEOLOGY – THEOLOGISCHE HOCHSCHULE FRIEDENSAU (GERMANY)

Awarding Institution/Body	<b>Theologische Hochschule Friedensau (ThHF)</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>Bachelor of Arts in Theology</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>Usually 3 years; maximum 5 years for FT Usually 6 years; maximum 10 years for PT</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>May 2013 (September 2015)</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

The European Credit Transfer System (ECTS) provides common procedures to guarantee academic recognition of studies abroad by measuring and comparing learning achievements and/or transferring them from one institution to another. ECTS is based on the principle that 60 credits measure the workload of a full-time student during one academic year.

All references to module credits in these Regulations refer to ECTS credits, unless stated otherwise. The number of credits is based on the estimated notional learning hours (where one credit represents 20 notional hours of learning). The College equates one ECTS credit to two Credit Accumulation Transfer Scheme (CATS) credits.

### ABOUT THE PROGRAMME

The BA in Theology programme is the basic entrance qualification for ministry in the Trans-European Division of the Seventh-day Adventist Church. Its content reflects the Church's conviction that successful ministry must be based on a deep knowledge of Scripture; an understanding of the Church's theology, history and mission; and competence in pastoral skills which attempt to be relevant to the needs of the

contemporary world. It also provides a basis for postgraduate study in the biblical, theological and pastoral areas.

### PROGRAMME AIMS

- To educate in all key fields (biblical, theological, pastoral) related to the scholarly and vocational aspects of pastoral ministry in a Seventh-day Adventist context
- To develop the ability to study biblical texts independently with critical insight, accompanied by clear argumentation and communication
- To develop research and applied skills which will be synthesised through the production and writing of a Final Year Project.

### PROGRAMME LEARNING OUTCOMES

The programme learning outcomes (LOs) reflect the organisation of the programme into the three disciplines of biblical, theological and pastoral studies. On successful completion of this programme, students will be able to demonstrate, depending on which modules they choose, the following skills (stated at threshold standard) to:

## KNOWLEDGE AND UNDERSTANDING

- Demonstrate sound knowledge and understanding of the core grammar, syntax and vocabulary of one or more biblical languages and related language resources, and articulate the literary, cultural and theological backgrounds of a range of biblical and extra-biblical texts (Biblical Studies)
- Summarise, represent and interpret a range of biblical texts and their subsequent articulations by interpreters in different historical periods and contexts, including those specific to Seventh-day Adventism (Theological Studies)
- Critically evaluate the theology and theories of pastoral studies, including psychological and cultural theories, and its contextualization in the tasks and methods of pastoral duties within a European Seventh-day Adventist context (Pastoral Studies).

## INTELLECTUAL AND COGNITIVE SKILLS

- Demonstrate a systematic understanding of the similarities and differences between concept patterns of one or more biblical languages and languages familiar to the student and use a number of complementary methods of study – for example, philosophical, historical, systematic, phenomenological, linguistic and literary (Biblical Studies)
- Demonstrate critical awareness of the multi-faceted complexity of Christianity in general, and Seventh-day Adventism in particular – for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, perspectives, norms, aesthetics and aspirations (Theological Studies)
- Critically evaluate various theological, philosophical, psychological, sociological and cultural assumptions and constructions on personal and communal identities, and their positive and negative effects (Pastoral Studies).

## SKILLS AND OTHER ATTRIBUTES

Students will be assessed in the following discipline-specific skills on their ability to:

- Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if

the text is not read in the original language (Biblical Studies)

- Synthesise and communicate clearly biblical and theological ideas and concepts within various ministry contexts and identify appropriate pastoral responses to different ministry situations (Theological and Pastoral Studies).

Students will be assessed in the following Key Skills areas:

- Communication: the threshold assessment criteria include assessment of clear expression, observing academic form including, in written work, accuracy in spelling and grammar, and conclusions communicated clearly for specialist and non-specialist audiences as appropriate
- Information Literacy and Technology: students must be able to use information technology and computer skills for data capture, to identify and retrieve material and support research and presentations
- Improving own learning and performance: the threshold assessment criteria (where relevant to modular learning outcomes) assess the independent learning ability and self-evaluation required to continue to advance the student's knowledge and understanding, and to develop new skills appropriate to a professional context
- Working with others: some learning methods and some assessment methods develop and demonstrate these skills
- Problem solving: the threshold assessment criteria include assessment of the ability to deal with complex issues systematically, sensitively and creatively, and make sound judgements; and (where relevant to module learning outcomes) collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context.

## LEARNING FOR THE WORKPLACE

The programme addresses the graduate employability skills of students in the following ways.

Students will be assessed on their ability to:

- Formulate a coherent argument, with appropriate use of data and evidence, and with an awareness of the implications of divergent views

- Exercise personal responsibility and decision-making, necessary for employment and ministerial vocations
- Communicate information, ideas, problems and solutions (both orally and in written form) to specialist and non-specialist audiences
- Make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline such as writings of theologians, historical sources/writings relevant to the study of church history, documents from key Christian conferences etc)
- Make decisions in complex and unpredictable contexts.

## LEARNING AND TEACHING

The programme incorporates within its design the strategic priorities outlined in the College's Learning, Teaching and Assessment Statement, which dovetails with the respective policy of ThHF.

## LEARNING OPPORTUNITIES

The concept of 'levelness' as outlined in the Framework for Higher Education Qualifications (FHEQ, cf. SEEC level descriptors) is incorporated throughout the programme in order to provide sequentially differentiated learning opportunities that enable students to develop critical thinking and autonomous and life-long learning. At Level 4, learning is predominantly tutor-guided, providing a foundation in the core disciplines as well as fostering critical reflection and a range of transferable skills. At Level 5, learning continues to be predominantly tutor-guided but students are given more choice in the selection of the most appropriate path of learning to suit their abilities and learning goals under the guidance of their personal tutor. Learning at this level also serves to further consolidate and develop appropriate study skills. Students have the option at Levels 4, 5 and 6 to apply their learning and skills in field placement. At Level 6, students develop a greater responsibility for their own learning, both independent and collaborative. This priority is delivered by the College through:

- **Staff Support:** The College ensures that a highly qualified and motivated body of staff has the ability to enhance the student learning experience through the provision of ongoing College-level training

and broad involvement in quality assurance processes.

- **Learning Support:** The College provides a range of services aimed at addressing a diverse range of student needs, such as Study Skills seminars, training in the use of learning resources, tutorial services, and personal tutors.
- **Learning Resources:** The College provides a well-resourced library that provides hard copy and on-line resources for students, as well as an efficient document delivery system designed to enable students achieve programme learning outcomes.

## TEACHING WITHIN THE COLLEGE

It is the College's priority to ensure continual reflection on and enhancement of teaching practices in order to foster creative and innovative pedagogical approaches. Reflective practice is informed by external, student and employer feedback. This priority is delivered by the College through:

- **Research Informed Teaching:** Staff are encouraged to engage in relevant research, knowledge exchange, and professional practice through the provision of regular sabbaticals, membership of and participation in relevant academic societies, and wide involvement in stakeholder driven initiatives
- **e-Learning:** The College is developing the use of learning technologies and e-learning opportunities through the development of Moodle and E-Vision-based resources.

## ASSESSMENT

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which contribute constructively to the learning process. This priority is delivered by the College through:

- **Assessed Work:** Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner
- **Feedback from Assessment:** The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development

- Peer Observation and Feedback: Staff observe each other's lectures and provide constructive feedback in order to promote the spread of good teaching practices.

### EMPLOYABILITY & LIFE-LONG LEARNING

Development of the curriculum and the nature of student and graduate support is undertaken in such a manner as to ensure maximum employability of students while inculcating a desire and passion for life-long learning and personal development. This priority is delivered by the College through:

- **Employability:** The College ensures that the Ministerial Training Advisory Committee (MinTAC) of the Trans-European Division of the Seventh-day Adventist Church reflects on and approves a particular choice of modules as required for future employment by the Church and that this selection is clearly communicated to students. In addition, the College organises in conjunction with the Church regular interactive events and interviews with prospective employers and the opportunity for summer placements in local churches
- **Life-long Learning:** The College promotes continued learning through the offering of a range of postgraduate programmes, professional training, and continuing education.

### MEANS OF DELIVERY

The student learning experience is supported by class-delivered, seminar-based, and fieldwork activities. A range of learning and teaching methods is used: lectures, seminars, workshops, group-work activities, individual and group-centred projects, presentations, and fieldwork. Where appropriate, online equivalents are offered. Lectures provide students with an overall perspective on a subject area, present models for considering and assessing different views of a subject, and distil broad material to essential points. Discussion is promoted in lectures in order to ensure good reception and avoid an over-emphasis on delivery. Seminars and tutorials complement lectures by providing opportunities for students to present papers or essays and allowing time for questions and discussion.

Material in an online format is currently being developed to supplement the residential student experience. Module-appropriate material, including recordings of module descriptors, lectures, lecture notes and hand-outs, PowerPoint/Keynote presentations, work sheets and on-line tasks, is made available to students through Moodle. Such material is especially necessary for those students with dyslexia.

### SPECIFICS OF ASSESSMENT

Assessment is intended to ascertain the achievement of learning outcomes. A mix of formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays, for example, are scheduled in such a manner as to ensure manageable deadlines across the programme.

The level of assessment within particular modules is also determined by the Programme Board. Students are expected to produce a written assignment of 2,400 words or to take a 2-hour written exam for a 5 ECTS credit module. Variable assessment patterns are permitted as long as they reflect this assessment weighting. While assessment weighting is consistent across all Levels, the assessment criteria applied to the student's work vary according to the level of the module in order to reflect UK level-related Learning Outcomes. The one exception to this level of weighting is for the Bachelor's Thesis which has a total weighting of 12,000 words.

The following sets out a typical timetable of assessment patterns as stated in the module descriptors:

<b>Level 4 - Autumn</b>		
<b>Module Title</b>	<b>Assessment Pattern</b>	<b>Date</b>
FBS41 Greek Language & Exegesis	1. Weekly written tests (40%) 2. 2-hour written exam (60%)	1. Weekly 2. Exam week
FTS41 Foundations of Christian & Adventist Theology	1. Group seminar presentation on Biblical Studies issues (8-minutes per person) and 1,200-1,500-word document containing the notes for the presentation.(50%) 2. 2-hour written exam (50%)	1. Scheduled throughout the semester 2. Exam week
FPS41 Pastoral Ministry in Context	1. 1,500-word essay (50%) 2. 2-hour seen exam (50%)	1. Week 13 2. Exam week

<b>Level 4 - Spring</b>		
FBS42 Greek Texts & Gospels	1. 2,000-word written assignment (50%) 2. Weekly written tests (20%) 1.5 hour written exam (30%)	1. Week 15 2. Weekly
FBS43 Pentateuch & Writings	1. 2,000-word essay (50%) 2. 2-hour written exam (50%)	1. Week 13 2. Exam week
FTS42 Seventh-day Adventism & Ellen White	1. 2-hour written exam (50%) 2. 2,000-word essay (50%)	1. Exam week 2. tba

<b>Level 5 - Autumn</b>		
<b>Module Title</b>	<b>Assessment Pattern</b>	<b>Date</b>
<b>Autumn</b>		
FBS51 Hebrew Language & Exegesis	1. Weekly written tests (40%) 2. 2-hour written exam (60%)	1. Weekly 2. Exam week
FTS51 Development of Western & Reformation Thought	1. 2,000-word essay (50%) 2. 2-hour written exam (50%)	1. Week 13 2. Exam week
FPS51 Pastoral Evangelism & Church Growth	1. 1,250-word essay (25%) 2. 1,250-word Field Experience reflection (25%) 3. 10-minute presentation (25%) 4. 10-minute presentation (25%)	1. Week 13 2. Week 14 3. Individually timetabled throughout weeks 8-14 4. Individually timetabled throughout weeks 8-14

<b>Level 5 - Spring</b>		
FBS52 Hebrew Texts & Prophets	1. Weekly written tests (20%) 2. 2-hour exam (Hebrew Language) REMARK: Please note that the student MUST pass the final 2-hour language exam with at least 40% from the total amount of allocated points in order to successfully complete the module. 2. 2-hour written exam (Prophets) (50%)	1. Weekly 2. tba 3. Exam week
FBS53 Acts & Epistles	1. Weekly written reports (15%) 2. 1,750-word essay (35%) 3. 2-hour written exam (50%)	1. Weekly 2. tba 2. Exam week
FPS52 Pastoral Leadership	1. 2-hour written exam (50%) 2. 2,000-word Field Experience reflection (50%)	1. Exam week 2. Week 10

FTS52 Contemporary Ethics	1. 4,000-word essay (100%)	1. Week 14
FIR51 Independent Research Project	1. 4,000-word essay (100%)	1. Week 14

Level 6 - Autumn		
Module Title	Assessment Pattern	Date
<b>Autumn</b>		
FTS61 Development of Seventh-day Adventist Theology	1. 1,250-word essay (25%) 2. 2.5-hour written exam (75%)	1. Week 13 2. Exam week
FBS61/62 OT & NT Apocalyptic	1. 2-hour written exam (50%) 2. 2,500-word essay (50%)	1. Exam week 2. Week 14

Level 6 – Autumn and Spring		
FIR61 Dissertation	1. 12,000-word dissertation (100%)	1. Week 12

Level 6 - Spring		
FTS62 Biblical Theology	1. 1,250-word essay (25%) 2. 2.5-hour written exam (75%)	1. Week 13 2. Exam week
FPS62 Pastoral Care & Discipleship	1. 1-hour written exam (25%) 2. 1,250-word Field Experience reflection (25%) 3. 10-minute presentation (25%) 4. 10-minute presentation (25%)	1. Exam week 2. Week 14 3. Individually timetabled throughout the semester 4. Individually timetabled throughout the semester

Specific submission deadlines for each module are published online and in the programme handbook prior to the start of the academic year.

### TYPES OF ASSESSMENT EMPLOYED

Formative work is normally included in the delivery of modules and can take various forms. It ranges from essay writing, tutorials, presentations and seminar discussions to translation exercises. Feedback is provided as an indicator of the student's performance and as a preparation guide for summative work. Where formative work is part of the module, it is compulsory, without which the module cannot be passed. Summative assessment for the programme is based on a variety of assessment methods, such as class tests, final examinations, research and reflective essay writing, book reports, reports, oral presentations (Final Year Project), field education reports and sermons.

A merit of examinations is that they ascertain the extent to which students have internalised and understood material by providing the opportunity to address unanticipated questions. Revision for examinations encourages students

to develop an integrated understanding, without which learning may be partial. Examinations are normally timed after any respective assessment points in order to ensure that they are not simply exercises in memorisation. Rather, they offer the opportunity to demonstrate further the knowledge, cognitive and practical skills developed in relation to other assessment requirements. Individual examination questions are checked for accuracy and conciseness by the Programme Board as a whole and are approved by ThHF and the relevant external examiner. An additional rationale for examinations is the need for assessment methods that minimise opportunities for plagiarism.

The essay method of assessment enables good, well-researched, in-depth treatment of topics. Over-dependence upon reference material may in some instances prove problematic, obscuring whether or not learning objectives have been met. The extensive use of internet-based

resources by students requires constant vigilance, aided by the use of tools such as Turnitin, for instances of poor practice and plagiarism.

Some Pastoral Studies modules include a homiletics component that requires students to deliver a sermon. This offers an opportunity to communicate text-related knowledge and skills in a non-technical setting. Sermons are recorded for the benefit of second and external markers.

A typical teaching and assessment pattern is as follows:

<b>Teaching of modules</b>	will take place over two semesters comprising 26 weeks with a 3-week break at Christmas and a 2-week break at Easter.
<b>Module assessment</b>	may be undertaken at any time during the 26-week teaching period.
<b>Revision sessions</b>	for formal examinations will take place in the weeks immediately following the completion of teaching, prior to the commencement of end-of-semester assessment.
<b>Formal end-of-semester assessment</b>	will take place in the weeks following revision sessions, in early December in the autumn semester and in early May in the spring semester.
<b>Preparation for re-assessment</b>	will be provided following the release of provisional results for the autumn semester in the third week of December, and in the spring semester in the second week of June.
<b>Re-assessment by formal examinations</b>	will take place for the autumn semester in the week preceding the start of the spring semester, and for the spring semester in the last week of August.

## ENGAGEMENT WITH THE ACADEMIC INFRASTRUCTURE AND OTHER ACCREDITATION REQUIREMENTS

Agreement with the Framework for Higher Education Qualifications and the QAA Code of Practice is assured by the validation process and by annual monitoring.

The Theology and Religious Studies Benchmark Statement published by the QAA in 2000 and revised for 2007 details the range of subject knowledge (TRS Benchmark 3.1), the qualities of mind (3.2), and generic skills (3.4) acquired and developed in TRS degree programmes. These are listed below and mapped against modules in the programme.

### TRS BENCHMARK - SUBJECT KNOWLEDGE

- A broadly based core, together with the wider context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field. This implies not just the mastery of data

but also the setting of these data within a theoretical framework which includes critical analysis and debate about how to understand and structure the raw data into a coherent whole. All modules.

- One or more religions, ancient or modern, including the origin, history and developed or present character of each. E.g. FTS41; FTS42, FTS51, FTS61
- The reading, analysis and interpretation of texts, sometimes in the original languages, particularly texts that have been sacred to one or more practising communities. This study will often focus both on the historical context which generated the text(s) and on hermeneutical questions concerning its meaning and application for the appropriate community of believers in the present, or for other readers today. E.g. FBS41, FBS42, FBS43, FBS51, FBS52, FBS53, FBS61
- Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers or leaders

through their extant work or subsequent influence. E.g. FTS42, FTS51

- The application of a variety of critical methods of study, often adapted from those of other disciplines in the humanities and social sciences, to the study of texts, practices, religious communities as social or cultural entities, or their diverse art forms. All modules.
- The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers. All modules.
- Ethics, morality, and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. Even if the religion is studied only historically, the values and problems for living as an adherent of the religion do not go unnoticed by the student. E.g. FPS41, FPS51, FTS52, FPS52, FPS61, FPS62.

#### TRS BENCHMARK – COGNITIVE SKILLS

- The ability to understand how people have thought and acted in contexts other than the student's own, how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time (a degree of 'culture shock' may be involved in study of the past, as well as in the encounter with the beliefs, doctrines and practices of contemporary others). E.g. FTS41, FPS41, FPS42, FTS61, FBS61
- The ability to read and use texts both critically and empathetically, while addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language. E.g. FBS42, FBS43, FBS52, FBS53, FBS61
- The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, sacred texts and art forms have been shaped by society and politics. E.g. FTS41, FPS41, FTS51, FTS52
- Sensitivity to the problems of religious language and experience, and to the issues of multiple and conflicting interpretations of language and symbols,

texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of TRS. E.g. FTS51, FBS53, FTS61

- Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices. All modules.
- Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation. All modules.
- The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems. All modules.
- The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different viewpoint. All modules.

#### TRS BENCHMARK - GENERIC SKILLS

The Statement also lists these generic (transferable) skills acquired through the study of Theology and Religious Studies:

- independence of mind and initiative
- capacity for reflexive learning
- capacity to modify, suspend or otherwise change position when warranted
- ability to gather, evaluate and synthesise different types of information
- analytical ability and the capacity to formulate questions and solve problems
- presentation skills, both oral and written
- IT skills, including word-processing, communicating by email and using the web, accessing information from electronic as well as non-electronic sources
- writing skills, including accurate referencing and clarity of expression
- ability to attend closely to the meaning of written documents
- ability to read texts in a different language.

At Level 6 some of these are prerequisites for study and they are audited at induction. These skills are developed and are reflected in the assessment criteria.

### THE STATEMENT ALSO LISTS THESE AS SKILLS:

- empathy and imaginative insight, with a tolerance of diverse positions
- self-discipline
- ability to attend to others and have respect for others' views
- commitment to lifelong learning
- teamwork skills
- ability to work with others.

These are developed through the learning ethos of the department and specifically through formative learning methods such as class discussion, group seminar presentations, assignment proposal development, dissertation research and presentations. Self-discipline and self-direction are particularly tested in modules with a fieldwork component that is assessed (e.g., FPS41, FPS51, FPS52, FPS61, FPS62) or with the Independent Study modules (e.g., FIR61, FIR62).

The programme complies with the requirement of ThHF that the programme include modules in six stated areas. The typical selection of modules offered on the programme are mapped to these areas as follows:

BA THEOLOGY PROGRAMME	ECTS CR.	UK EQUIV. LEVEL
<b>Old Testament</b>		
FBS43 Pentateuch & Writings	10	4
FBS51 Hebrew Language & Exegesis	10	5
FBS52 Hebrew Texts & Prophets	10	5
FBS61 OT Apocalyptic	5	6
<b>New Testament</b>		
FBS41 Greek Language & Exegesis	10	4
FBS42 Greek Texts & Gospels	10	4
FBS53 Acts & Epistles	10	5
FBS62 NT Apocalyptic	5	6
<b>Systematic Theology</b>		
FTS41 Foundations of Christian & Adventist Theology	10	4
FTS61 Biblical Theology	10	6
<b>Church History</b>		
FTS42 Seventh-day Adventism & Ellen White	10	4
FTS51 Development of Western & Reformation Thought	10	5
FTS62 Development of Seventh-day Adventist Theology	10	6
<b>Practical Theology</b>		
FPS41 Pastoral Ministry in Context	10	4
FPS52 Pastoral Leadership	10	5
<b>Church Growth</b>		
FPS51 Pastoral Evangelism & Church Growth	10	5
FPS62 Pastoral Care & Discipleship	10	6
FIR61 Bachelor's Thesis	20	6
<b>Total ECTS Credits</b>	<b>180</b>	

BACHELOR OF ARTS in THEOLOGY				
F/T P/T 60 + 60 + 60 ECTS Credits				
		Old Testament and New Testament	Systematic Theology and Church History	Practical Theology and Church Growth
Level 4	A	FBS41 Greek Language & Exegesis	FTS41 Foundations of Christian & Adventist Theology	FPS41 Pastoral Ministry in Context
	S	FBS42 Greek Texts & Gospels FBS43 Pentateuch & Writings	FTS42 Seventh-day Adventism & Ellen White	
Level 5	A	FBS51 Hebrew Language & Exegesis	FTS51 Development of Western & Reformation Thought	FPS51 Pastoral Evangelism & Church Growth
	S	FBS52 Hebrew Texts & Prophets FBS53 Acts & Epistles		FPS52 Pastoral Leadership
Level 6	A	FBS61/62 OT & NT Apocalyptic FIR61 Bachelor's Thesis	FTS61 Development of Seventh-day Adventist Theology	
	S		FTS62 Biblical Theology	FPS62 Pastoral Care & Discipleship
		Minimum of 70 credits	Minimum of 50 credits	Minimum of 50 credits

As stated above, one of the primary aims of the programme is to provide foundational training in pastoral ministry for those seeking employment within the Trans-European Division (TED) of the Seventh-day Adventist Church. As such, the programme directly incorporates employee feedback into its design. The TED stipulates minimum requirements for pastoral training that are reflected in the typical programme outlined below. Students who do not intend to seek pastoral employment within the TED have a greater degree of flexibility in their choice of modules. Other sources of feedback have been influential in the design of the programme. These include feedback from current and graduate students, external examiners, and internal quality assurance processes.

## PROGRAMME STRUCTURE, LEVELS, MODULES, CREDITS AND AWARDS

The BA in Theology programme consists of six semesters, each of 30 ECTS credits, taken full-time over three academic years. Each semester contains three modules, each of 10 credits. The following table indicates the modules typically offered in the programme semester by semester.

Of the 180 credits, a minimum of 70 credits are required in Old and New Testament; 50 credits in Systematic Theology and Church History; 50 credits Practical Theology and Church Growth; and 10 credits of research are required for the Bachelor's Thesis. FBS41, FBS42, FBS51 and FBS52 are required for entry onto the ThHF postgraduate Theology programme offered at Newbold College.

Students are expected to participate in a field education programme to complement the academic curriculum. It is included as an integral

part in a number of Practical Theology and Church Growth modules and is packaged in a combination of concurrent and block placements that endeavours to provide a range of church ministry contexts, supervisory styles and ministry tasks. The purpose of these placements is to develop the student's competence, confidence, credibility and compassion. This combination of theory and practice provides an integrated and sequential development process of ministerial training. Students are required to reflect critically and theologically on their performance and experiences.

Not every module will be offered each academic year. The modules identified above as those typically offered will be offered annually along with a selection of additional modules to ensure student choice.

### Modules available include the following:

MODULE CODE AND TITLE	ECTS	COMMENTS
<b>Level 4</b>		
FBS41 Greek Language & Exegesis	10	New Testament
FTS41 Foundations of Christian & Adventist Theology	10	Systematic Theology
FPS41 Pastoral Ministry in Context	10	Practical Theology
FBS42 Greek Texts & Gospels	10	New Testament FBS41 is a pre-requisite for FBS42
FBS43 Pentateuch & Writings	10	Old Testament
FTS42 Seventh-day Adventism & Ellen White	10	Church History
FPS42 Foundations of Worship	10	Practical Theology
FPS43 Foundations of Youth Ministry	10	Practical Theology
FBS44 Introduction to the Gospels	10	New Testament
FPS44 Youth Ministry in Context	10	Practical Theology
FPS45 Theology and Practice of Health	10	Practical Theology

Level 5		
FBS51 Hebrew Language & Exegesis	10	Old Testament
FBS54 Greek Language & Exegesis	10	New Testament
FTS51 Development of Western & Reformation Thought	10	Church History
FPS51 Pastoral Evangelism & Church Growth	10	Church Growth
FBS52 Hebrew Texts & Prophets	10	Old Testament FBS51 is a pre-requisite for FBS52
FBS55 Greek Texts & Gospels	10	New Testament FBS54 is a pre-requisite for FBS55
FBS53 Acts & Epistles	10	New Testament
FTS52 Contemporary Ethics	10	Systematic Theology
FPS52 Pastoral Leadership	10	Practical Theology
FIR51 Independent Research Project	10	

Level 6		
FTS61 Development of Seventh-day Adventist Theology	10	Church History
FBS61/62 OT & NT Apocalyptic	5,5	Old Testament/New Testament
FTS62 Biblical Theology	10	Systematic Theology
FPS62 Pastoral Care & Discipleship	10	Church Growth
FIR62 Independent Research Project	10	
FIR61 Bachelor's Thesis	20	Delivered over 2 semesters

## SUPPORT FOR STUDENTS

The College provides the following support:

Theology Student Handbook; Personal Tutor system; Counsellors; Chaplaincy; Careers Service; Job Shop; Equal Opportunities Officer; Disabled student support; Induction and Pre-Entry Study Skills Programme; general Study Skills Programme; Library Skills and Study Skills Programmes; Welfare Advice; Bursaries; Financial Advice; the Learning Network, IT support; Student Exchanges.

The Department and Programme Board provide the following support:

Personal Tutoring; PDP; Module Handbooks and Guides; Tutorials; Assignment Feedback; Programme Leadership.

Study Skills Programme: Students are required to attend a weekly two-hour formative study skills programme during their first year of undergraduate studies. The programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of

library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## CRITERIA FOR ADMISSION

Please refer to the current ThHF prospectus for details of the normal entry requirements for programmes at this level, including requirements for applicants whose first language is not English.

Applicants over the age of 21, who do not satisfy the normal entry requirements, may be admitted to a programme or subject provided that they can submit evidence of previous serious study and demonstrate the capacity and attainments to pursue successfully the proposed course.

Additional programme-specific entry requirements are:

Applicants must normally be at least 18 years of age at the beginning of their course and meet one of the following academic criteria:

- AS and A level Qualifications  
A minimum of 200 UCAS tariff units for entry, which should include at least two subjects at A-level (or 1 double award).

- Access to Higher Education Programmes  
Applicants are normally asked to obtain an overall Pass from their Access programmes.
- Key Skills  
Key skills qualifications are welcomed and may make up part of the offer.
- BTEC - National Awards, Certificates and Diplomas  
A minimum of 200 UCAS tariff points is required from applicants offering these qualifications, on top of 5 GCSE A-C passes. Applicants offering BTEC Higher National Diplomas in the same subject area as the degree course for which they are applying may be granted exemption from the first year of their degree course.

Prior learning (APL) and prior experiential learning (APEL) are also considered. Suitably qualified candidates may be given advanced standing of up to 120 credits.

Applicants will be expected to complete a Criminal Records Bureau declaration to facilitate Field Experience Placements within the UK context.

Non-native speakers of English are also required to demonstrate proficiency in the English language through achieving, for example, TOEFL 550 (paper), TOEFL 79 (internet) or IELTS 6.0 overall (no sub-test below 6.0). Full country-specific criteria for international students are provided by Newbold College.

The admission process requires potential students to submit required documentation and proof that they have met academic entry requirements to the Admissions and Records officer. Documentation is then forwarded to the Programme Leader and Programme Board for approval of admission onto the programme.

## QUALITY ASSURANCE AND ENHANCEMENT

a) Mechanisms for review and evaluation:

### *Quality assurance and enhancement at Module Level*

Students provide feedback to module tutors through Module Evaluation Forms, reviews and other responses. The tutor collates the evaluation forms and produces a response for discussion on the Programme Board. The response identifies good practice and proposes remedies for any points of concern. The response

is made available to students at the next running of the module. This process is further enhanced through peer observation and feedback.

### *Quality assurance and enhancement at Programme Level*

The Programme Leader evaluates the success of the programme, paying particular attention to student feedback and student representatives. Minutes from the Programme Boards and the External Examiners report will inform the Annual Programme Evaluation which is submitted for approval to the Academic Board and received by the Department. Issues for attention are identified and included in the plan for the following year.

### *Quality assurance and enhancement at Faculty Level*

The Annual Programme Evaluation is submitted to the Faculty Academic Development Committee which has oversight of quality assurance within the Faculty as well as learning development, including via the Collaborative Enhancement of Teaching and Peer Observation of Teaching

### *Quality assurance and enhancement at University Level*

The quality of the programme is monitored by External Examiners appointed in agreement with ThHF. The External Examiner's Report is distributed to the Faculty Dean and Senior Management Team of ThHF. A summary of all external examiner reports is received by ThHF's Academic Standards Committee. The Academic Standards Committee audits a selection of programmes regularly. Newbold College maintains its own internal quality assurance processes which complement those of ThHF.

### *Quality assurance and enhancement for Staff*

The quality of learning and teaching is supported by the Collaborative Enhancement of Teaching and Staff Development, by Staff Development and Review, by attendance at conferences and curriculum focused staff development, by external involvement such as external examining and by involvement in research and knowledge exchange activities.

b) Indicators of Quality and Standards

- External Examiner Report
- Annual Monitoring process
- Student feedback

- Programme Re-validation
- QAA Review and Monitoring

### **Quality arrangements for Collaborative Provision**

The quality assurance of the work of the partners will be achieved in accord with the Memoranda of Agreement signed with the collaborative partners.

For Collaborative awards when a pathway or modules within a pathway are delivered by a

collaborative partner (distributed delivery), quality will be assured by i) the appointment of a Programme Leader at the partner, ii) the establishment of a programme subcommittee at the partner, with regular submission of committee minutes to the ThHF committee, and iii) by the discrete participation of the partner in the overall quality monitoring of the programme.

For validated awards partners have responsibility for quality assurance, its processes having been granted autonomy and declared fit for purpose.

## BA DEGREE WITH A THEOLOGY CONCENTRATION – ANDREWS UNIVERSITY

Awarding Institution/Body	<b>Andrews University (AU)</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>Bachelor of Arts in Theology</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>3/4 years (FT) – See Admissions requirements on page 19</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>May 2013 (September 2015)</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

Unless stated otherwise, all references to module credits in these Regulations refer to US credits. One US credit is 14-15 contact hours per semester. Thus a 3-credit module equates to 42-45 contact hours over a fifteen-week semester. Students are normally expected to undertake two hours of independent study for each contact hour. The College equates three US credits to five ECTS credits and ten CATS credits.

### ABOUT THE PROGRAMME

The BA in Theology programme is the basic entrance qualification for ministry in the Trans-European Division of the Seventh-day Adventist Church. Its content reflects the Church's conviction that successful ministry must be based on a deep knowledge of Scripture; an understanding of the Church's theology, history and mission; and competence in pastoral skills which attempt to be relevant to the needs of the contemporary world. It also provides a basis for postgraduate study in the biblical, theological and pastoral areas.

Students take 77 taught credits in the concentration. The general education requirements and general elective credits ensure an overall total of 124 credits for the degree. Descriptors of all modules are provided in the relevant section of this handbook. Regulations

for graduation are provided in the relevant section of this handbook.

The Programme Specification is a concise description of the aims and intended learning outcomes and expected learner achievement of a programme of study. The QAA requires that this information is publicly available and, for that reason, all programme specifications are posted on the College website.

Although the College employs Programme Specifications mainly in validation as a summary document of the provision, it is also a tool to communicate information about the programmes it offers to students (prospective and current), as well as to staff, external examiners, employers and others. Therefore, the Programme Specification must be updated as provision changes.

### PROGRAMME AIMS

- To educate in all key fields (biblical, theological, pastoral) related to the scholarly and vocational aspects of pastoral ministry in a Seventh-day Adventist context.
- To develop the ability to study biblical texts independently with critical insight,

accompanied by clear argumentation and communication.

- To develop research and applied skills which will be synthesised through the production and writing of a Final Year Project.

## GENERAL EDUCATION LEARNING OUTCOMES

### Seek Knowledge

1. Strengthen the ability to communicate effectively, whether through oral or written media
2. Develop the ability to think critically, observe accurately, analyse quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems
3. Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity
4. Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognises the learning outcomes foundational to developing thoughtful citizens of the world.

### Affirm Faith

1. Construct a thoughtfully conceived worldview that recognises the roles of Scripture, nature, and human discovery as sources of truth
2. Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession
3. Understand the heritage and mission of Newbold College in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Newbold College
4. Exhibit compassionate behaviour towards other individuals and show respect for the dignity of all people, affirming the biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background.

### Change the World

1. Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community
2. Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities
3. Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.

## THEOLOGY-SPECIFIC PROGRAMME LEARNING OUTCOMES

These Learning Outcomes reflect the organisation of the programme into the three disciplines of biblical, theological and pastoral studies. On successful completion of this programme, students will be able to demonstrate, depending on which modules they choose, the following skills (stated at threshold standard) to:

### Knowledge and Understanding

1. Demonstrate sound knowledge and understanding of the core grammar, syntax and vocabulary of one or more biblical languages and related language resources, and articulate the literary, cultural and theological backgrounds of a range of biblical and extra-biblical texts (Biblical Studies)
2. Summarise, represent and interpret a range of biblical texts and their subsequent articulations by interpreters in different historical periods and contexts, including those specific to Seventh-day Adventism (Theological Studies).
3. Critically evaluate the theology and theories of pastoral studies, including psychological and cultural theories, and its contextualization in the tasks and methods of pastoral duties within a European Seventh-day Adventist context (Pastoral Studies).

### Intellectual and Cognitive Skills

1. Demonstrate a systematic understanding of the similarities and differences between concept patterns of one or more biblical

languages and languages familiar to the student and use a number of complementary methods of study – for example, philosophical, historical, systematic, phenomenological, linguistic and literary (Biblical Studies).

2. Demonstrate critical awareness of the multi-faceted complexity of Christianity in general, and Seventh-day Adventism in particular – for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, perspectives, norms, aesthetics and aspirations (Theological Studies).
3. Critically evaluate various theological, philosophical, psychological, sociological and cultural assumptions and constructions on personal and communal identities, and their positive and negative effects (Pastoral Studies).

### **Skills and Other Attributes**

Students will be assessed in the following discipline-specific skills on their ability to:

1. Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if the text is not read in the original language (Biblical Studies).
2. Synthesise and communicate clearly biblical and theological ideas and concepts within various ministry contexts and identify appropriate pastoral responses to different ministry situations (Theological and Pastoral Studies).

### **Students will be assessed in the following Key Skills areas:**

1. Communication: the threshold assessment criteria include assessment of clear expression, observing academic form including, in written work, accuracy in spelling and grammar, and conclusions communicated clearly for specialist and non-specialist audiences as appropriate
2. Information Literacy and Technology: students must be able to use information technology and computer skills for data capture, to identify and retrieve material and support research and presentations
3. Improving own learning and performance: the threshold assessment criteria (where relevant to modular learning outcomes) assess the independent learning ability

and self-evaluation required to continue to advance the student's knowledge and understanding, and to develop new skills appropriate to a professional context

4. Working with others: some learning methods and some assessment methods develop and demonstrate these skills.
5. Problem solving: the threshold assessment criteria include assessment of the ability to deal with complex issues systematically, sensitively and creatively, and make sound judgements; and (where relevant to module learning outcomes) collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context.

## **LEARNING FOR THE WORKPLACE**

The programme addresses the graduate employability skills of students in the following ways:

Students will be assessed on their ability to:

1. Formulate a coherent argument, with appropriate use of data and evidence, and with an awareness of the implications of divergent views
2. Exercise personal responsibility and decision-making, necessary for employment and ministerial vocations
3. Communicate information, ideas, problems and solutions (both orally and in written form) to specialist and non-specialist audiences
4. Make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline such as writings of theologians, historical sources/writings relevant to the study of church history, documents from key Christian conferences etc)
5. Make decisions in complex and unpredictable contexts.

## **LEARNING, TEACHING AND ASSESSMENT**

### **LEARNING AND TEACHING**

The programme incorporates within its design the strategic priorities outlined in the College's Learning, Teaching and Assessment Strategy (LT & A), which dovetails with the respective policy of Andrews University.

## LEARNING OPPORTUNITIES

The concept of 'levelness' as outlined in the Framework for Higher Education Qualifications (FHEQ, cf. SEEC level descriptors) is incorporated throughout the programme in order to provide sequentially differentiated learning opportunities that enable students to develop critical thinking and autonomous and life-long learning. At Level 4, learning is predominantly tutor-guided, providing a foundation in the core disciplines as well as fostering critical reflection and a range of transferable skills. At Level 5, learning continues to be predominantly tutor-guided but students are given more choice in the selection of the most appropriate path of learning to suit their abilities and learning goals under the guidance of their personal tutor. Learning at this level also serves to further consolidate and develop appropriate study skills. Students have the option at Levels 4, 5 and 6 to apply their learning and skills in field placement. At Level 6, students develop a greater responsibility for their own learning, both independent and collaborative. This priority is delivered by the College through:

1. **Staff Support:** The College ensures that a highly qualified and motivated body of staff has the ability to enhance the student learning experience through the provision of ongoing College-level training and broad involvement in quality assurance processes.
2. **Learning Support:** The College provides a range of services aimed at addressing a diverse range of student needs, such as Study Skills seminars, training in the use of learning resources, tutorial services, and personal tutors.
3. **Learning Resources:** The College provides a well-resourced library that provides hard copy and on-line resources for students, as well as an efficient document delivery system designed to enable students achieve programme learning outcomes.

## TEACHING WITHIN THE COLLEGE

It is the College's priority to ensure continual reflection on and enhancement of teaching practices in order to foster creative and innovative pedagogical approaches. Reflective practice is informed by both external, student and employer feedback. This priority is delivered by the College through:

1. **Research Informed Teaching:** Staff are encouraged to engage in relevant research, knowledge exchange, and

professional practice through the provision of regular sabbaticals, membership of and participation in relevant academic societies, and wide involvement in stakeholder driven initiatives.

2. **e-Learning:** The College is developing the use of learning technologies and e-learning opportunities through the development of Moodle and E-Vision-based resources.

## ASSESSMENT

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which contribute constructively to the learning process. This priority is delivered by the College through:

1. **Assessed Work:** Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner.
2. **Feedback from Assessment:** The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development.
3. **Peer Observation and Feedback:** Staff observe each other's lectures and provide constructive feedback in order to promote the spread of good teaching practices.

## MEANS OF DELIVERY

The student learning experience is supported by class-delivered, seminar-based, and fieldwork activities. A range of learning and teaching methods is used: lectures, seminars, workshops, group-work activities, individual and group-centred projects, presentations, and fieldwork. Where appropriate, online equivalents are offered. Lectures provide students with an overall perspective on a subject area, present models for considering and assessing different views of a subject, and distil broad material to essential points. Discussion is promoted in lectures in order to ensure good reception and avoid an over-emphasis on delivery. Seminars and tutorials complement lectures by providing opportunities for students to present papers or essays and allowing time for questions and discussion.

Material in an online format is currently being developed to supplement the residential student experience. Module-appropriate material,

including recordings of module descriptors, lectures, lecture notes and hand-outs, PowerPoint/Keynote presentations, work sheets and on-line tasks, is being made available to students through Moodle. Such material is especially necessary for those students with dyslexia.

### **SPECIFICS OF ASSESSMENT**

Assessment is intended to ascertain the achievement of learning outcomes. A mix of formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays, for example, are scheduled in such a manner as to ensure manageable deadlines across the programme. Submission deadlines are published online and in the programme handbook prior to the start of the academic year.

The level of assessment within particular modules is also determined by the Programme Board. Students are expected to produce a written assignment of 2,400 words or to take a 2-hour written exam for a three-credit module. Variable assessment patterns are permitted as long as they reflect this assessment weighting. While assessment weighting is consistent across all Levels, the assessment criteria applied to the student's work vary according to the level of the module in order to reflect UK level-related Learning Outcomes. The one exception to this level of weighting is for the combined modules Research Project I and II, which function as the equivalent of a European-style Bachelor's Thesis and have a total weighting of 8,000 words for 6 US credits.

### **TYPES OF ASSESSMENT EMPLOYED**

Formative work is normally included in the delivery of modules and can take various forms. It ranges from essay writing, tutorials, presentations and seminar discussions to translation exercises. Feedback is provided as an indicator of the student's performance and as a preparation guide for summative work. Where formative work is part of the module, it is compulsory, without which the module cannot be passed. Summative assessment for the programme is based on a variety of assessment methods, such as class tests, final examinations, research and reflective essay writing, book reports, reports, and oral presentations (Research Project).

A merit of examinations is that they ascertain the extent to which students have internalised and understood material by providing the opportunity to address unanticipated questions. Revision for examinations encourages students to develop an integrated understanding, without which learning may be partial. Examinations are normally timed after any respective assessment points in order to ensure that they are not simply exercises in memorisation. Rather, they offer the opportunity to demonstrate further the knowledge, cognitive and practical skills developed in relation to

other assessment requirements. Individual examination questions are checked for accuracy and conciseness by the Programme Leader as a whole and are approved by Andrews University and the relevant external examiner. An additional rationale for examinations is the need for assessment methods that minimise opportunities for plagiarism.

The essay method of assessment enables good, well-researched, in-depth treatment of topics. Over-dependence upon reference material may in some instances prove problematic, obscuring whether or not learning objectives have been met. The extensive use of internet-based resources by students requires constant vigilance, aided by the use of tools such as Turnitin, for instances of poor practice and plagiarism.

A typical teaching and assessment pattern is as follows:

<b>Teaching of modules</b>	will take place over two semesters comprising 26 weeks with a 3-week break at Christmas and a 2-week break at Easter.
<b>Module assessment</b>	may be undertaken at any time during the 26-week teaching period.
<b>Revision sessions</b>	for formal examinations will take place in the weeks immediately following the completion of teaching, prior to the commencement of end-of-semester assessment.
<b>Formal end-of-semester assessment</b>	will take place in the weeks following revision sessions, in early December in the autumn semester and in early May in the spring semester.
<b>Preparation for re-assessment</b>	will be provided following the release of provisional results for the autumn semester in the third week of December, and in the spring semester in the second week of June.
<b>Re-assessment by formal examinations</b>	will take place for the autumn semester in the week preceding the start of the spring semester, and for the spring semester in the last week of August.

## ENGAGEMENT WITH THE ACADEMIC INFRASTRUCTURE AND OTHER ACCREDITATION REQUIREMENTS

Agreement with the Framework for Higher Education Qualifications and the UK Quality Code for Higher Education is assured by the validation process and by annual monitoring.

The Theology and Religious Studies Benchmark Statement published by the QAA in 2000 and revised for 2007 details the range of subject knowledge (TRS Benchmark 3.1), the qualities of mind (3.2), and generic skills (3.4) acquired and developed in TRS degree programmes. These are listed below and mapped against modules in the programme.

### TRS BENCHMARK - SUBJECT KNOWLEDGE

(i) A broadly based core, together with the wider context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field. This implies not just the mastery of data but also the setting of these data within a theoretical framework which includes critical analysis and debate about how to understand and structure the raw data into a coherent whole. All Religious Studies major modules.

(ii) One or more religions, ancient or modern, including the origin, history and developed or present character of each. E.g. RELG360C, RELG360D.

(iii) The reading, analysis and interpretation of texts, sometimes in the original languages, particularly texts that have been sacred to one or more practising communities. This study will often focus both on the historical context which generated the text(s) and on hermeneutical questions concerning its meaning and application for the appropriate community of believers in the present, or for other readers today. E.g. BIBL211, BIBL212, BIBL313.

(iv) Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers or leaders through their extant work or subsequent influence. E.g. RELT340, RELG360E, RELG360H, RELH400.

(v) The application of a variety of critical methods of study, often adapted from those of other disciplines in the humanities and social sciences, to the study of texts, practices, religious communities as social or cultural entities, or their diverse art forms. All Religious Studies major modules.

(vi) The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers. All Religious Studies major modules.

(vii) Ethics, morality, and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. Even if the religion is studied only historically, the values and problems for living as an adherent of the religion do not go unnoticed by the student. E.g. RELT250, RELT340.

## TRS BENCHMARK – COGNITIVE SKILLS

(i) The ability to understand how people have thought and acted in contexts other than the student's own, how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time (a degree of 'culture shock' may be involved in study of the past, as well as in the encounter with the beliefs, doctrines and practices of contemporary others). E.g. RELB210, RELB216, RELB406, RELB274.

(ii) The ability to read and use texts both critically and empathetically, while addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language. E.g. RELB210, RELB216, RELB406, RELB274.

(iii) The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, sacred texts and art forms have been shaped by society and politics. E.g. RELG360C, RELB335.

(iv) Sensitivity to the problems of religious language and experience, and to the issues of multiple and conflicting interpretations of language and symbols, texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of TRS. E.g. RELB272, RELB406.

(v) Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices. All modules in the Religious Studies major.

(vi) Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation. All modules in the Religious Studies major.

(vii) The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems. All modules in the Religious Studies major.

(viii) The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different

viewpoint. All modules in the Religious Studies major.

## TRS BENCHMARK - GENERIC SKILLS

The Statement also lists these generic (transferable) skills acquired through the study of Theology and Religious Studies:

- independence of mind and initiative
- capacity for reflexive learning
- capacity to modify, suspend or otherwise change position when warranted
- ability to gather, evaluate and synthesise different types of information
- analytical ability and the capacity to formulate questions and solve problems
- presentation skills, both oral and written
- IT skills, including word-processing, communicating by email and using the web, accessing information from electronic as well as non-electronic sources
- writing skills, including accurate referencing and clarity of expression
- ability to attend closely to the meaning of written documents
- ability to read texts in a different language

At Level 6 some of these are prerequisites for study and they are audited at induction. These skills are developed and are reflected in the assessment criteria.

The Statement also lists these as skills:

- empathy and imaginative insight, with a tolerance of diverse positions
- self-discipline
- ability to attend to others and have respect for others' views
- commitment to lifelong learning
- teamwork skills
- ability to work with others

These are developed through the learning ethos of the department and specifically through formative learning methods such as class discussion, group seminar presentations, assignment proposal development, dissertation research and presentations. Self-discipline and self-direction are particularly tested in modules with a fieldwork component that is assessed (e.g., RELP350) or with the Independent Study modules (e.g., RELG496).

## PROGRAMME STRUCTURE, LEVELS, MODULES, CREDITS AND AWARDS

The BA in Theology programme consists of 124 US credits taken over eight semesters (15 to 16 credits per semester), or four academic years. Modules are benchmarked to UK level indicators in order to ensure a development of Learning Outcomes throughout the programme. The programme complies with the requirement of Andrews University that the programme include both general education and theology concentration modules. The general education requirements are as follows:

GENERAL EDUCATION REQUIREMENTS	Credits
RELIGION credits (fulfilled in concentration)	0
ENGL115, 215 English Composition I, II	3, 3
COMM104 Communication Skills	3
HISTORY credits	6
IDSC205 or IDSC206 Introduction to Fine Arts I or II	3
ENGLISH LITERATURE credits	3
NATURAL SCIENCE credits	8
MODERN FOREIGN LANGUAGE or GREEK credits (fulfilled in concentration)	0
MATH165 College Algebra	3
Computer Competency Test	-
ANTH200 Cultural Anthropology + A Behavioural Science module	3,3
HLED110 Health Principles	3
FTES121, 122 Physical Education I, II	-
<b>TOTAL GENERAL EDUCATION CREDITS</b>	<b>41</b>
<b>GENERAL ELECTIVE CREDITS</b>	<b>6</b>

Up to 32 credits of the General Education requirements will be covered by students whose basis of admission is UK A Levels or equivalent as denoted by UK NARIC. The theology concentration modules typically offered on the programme are as follows:

<b>THEOLOGY CONCENTRATION – 77 credits</b>	<b>US credits</b>	<b>UK Level equiv.</b>
<b>BIBLICAL LANGUAGES</b>		
BIBL211 Greek I	3	4
BIBL212 Greek II	3	4
BIBL313 Greek III	3	4
BIBL341 Hebrew I	3	5
BIBL342 Hebrew II	3	5
BIBL427 Hebrew Exegesis	2	5
	17	
<b>RESEARCH</b>		
RELG496 Special Project: Research Project I	3	6
RELG496 Special Project: Research Project II	3	6
	6	
<b>BIBLICAL STUDIES</b>		
RELG360C Foundations of Biblical Studies	3	4
RELB406 Studies in Daniel and Revelation	3	6
RELG360T Studies in the Gospels	3	4
RELB335 Acts and Epistles	3	5
RELB216 Law and Writings of the Old Testament OR RELB416 Advanced Studies in Law and Writings	3	4, 6
RELB274 Prophetic Writings of the Old Testament OR RELB474 Advanced Studies in Old Testament Prophets (Choose either RELB416 OR 474)	3	4, 6
	18	
<b>HISTORICAL STUDIES</b>		
RELH316 History of the Christian Church I	3	4
RELH317 History of the Christian Church II	3	4
RELH400 SDA History and Prophetic Heritage	3	5
	9	
<b>PRACTICAL THEOLOGY</b>		
RELG360K Homiletics	3	5
RELP350 Evangelism	3	5
RELP325 Preparation for Mission Service OR RELP335 Foundations of Youth Ministry	3	4
RELP485 Pastoral Ministry	3	6
	12	
<b>THEOLOGICAL STUDIES</b>		
RELT325 Theology I	3	6
RELT326 Theology II	3	6
RELT250 Personal Spirituality and Faith	3	5
RELG360B Ministry and Culture OR RELT340 Religion and Ethics in Modern Society OR RELT390 Christian Business Ethics	3	4, 5
RELG360O Development of SDA Theology	3	6
	15	
<b>TOTAL CONCENTRATION CREDITS</b>	<b>77</b>	

As stated above, one of the primary aims of the programme is to provide foundational training in

pastoral ministry for those seeking employment within the Trans-European Division (TED) of the

Seventh-day Adventist Church. As such, the programme directly incorporates employee feedback into its design. The TED stipulates minimum requirements for pastoral training that are reflected in the typical programme outlined below. Students who do not intend to seek pastoral employment within the TED have a greater degree of flexibility in their choice of modules. Other sources of feedback have been influential in the design of the programme. These include feedback from both current and graduate students, external examiners, and internal quality assurance processes. For entry onto the Theologische Hochschule Friedensau (ThHF) postgraduate Theology programme offered at Newbold College, all Greek and Hebrew language modules are required. For entry onto the UWTSD MA Theology programme offered at Newbold College, either all Greek or all Hebrew language modules are required.

Students are expected to participate in a field education programme to complement the academic curriculum. It is included as an integral part in a number of Practical Theology modules and is packaged in a combination of concurrent and block placements that endeavours to provide a range of church ministry contexts, supervisory styles and ministry tasks. The purpose of these placements is to develop the student's competence, confidence, credibility and compassion. This combination of theory and practice provides an integrated and sequential development process of ministerial training. Students are required to reflect critically and theologically on their performance and experiences.

## SUPPORT FOR STUDENTS

The College provides the following support:

Theology Student Handbook; Personal Tutor system; Counsellors; Chaplaincy; Careers Service; Job Shop; Equal Opportunities Officer; Disabled student support; Induction and Pre-Entry Study Skills Programme; general Study Skills Programme; Library Skills and Study Skills Programmes; Welfare Advice; Bursaries; Financial Advice; the Learning Network, IT support; Student Exchanges.

The Department and Programme Board provide the following support:

Personal Tutoring; PDP; Module Handbooks and Guides; Tutorials; Assignment Feedback; Programme Leadership.

Study Skills Programme: Students are required to attend a weekly two-hour formative study skills programme during their first year of undergraduate studies. The programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## CRITERIA FOR ADMISSION

Please refer to the relevant section in this Handbook of Academic Programmes for details of the normal entry requirements for programmes at this level, including requirements for applicants whose first language is not English.

## QUALITY ASSURANCE AND ENHANCEMENT

### a) Mechanisms for review and evaluation:

#### *Quality assurance and enhancement at Module Level*

Students provide feedback to module tutors through Module Evaluation Forms, reviews and other responses. The tutor collates the evaluation forms and produces a response for discussion at the Programme Board. The response identifies good practice and proposes remedies for any points of concern. The response is made available to students at the next running of the module. This process is further enhanced through peer observation and feedback.

#### *Quality assurance and enhancement at Programme Level*

The Programme Leader evaluates the success of the programme, paying particular attention to student feedback and student representatives. Minutes from the Programme Leader and the External Examiners' report will inform the Annual Programme Evaluation which is submitted for approval to the Academic Board and received by the Department. Issues for attention are identified and included in the plan for the following year.

#### *Quality assurance and enhancement at Faculty Level*

The Annual Programme Evaluation is submitted to the Faculty Academic Development Committee which has oversight of quality assurance within the Faculty as well as learning development, including via the Collaborative Enhancement of Teaching and Peer Observation of Teaching

#### *Quality assurance and enhancement at University Level*

The quality of the programme is monitored by an External Examiner appointed in agreement with Andrews University. The External Examiner's Report is distributed to the Faculty Dean and Senior Management Team of Andrews University. A summary of all external examiner reports is received by Andrews University's Academic Standards Committee. The Academic Standards Committee audits a selection of programmes regularly. Newbold College maintains its own internal quality assurance processes which complement those of Andrews University.

#### *Quality assurance and enhancement for Staff*

The quality of learning and teaching is supported by the Collaborative Enhancement of Teaching and Staff Development, by Staff Development and Review, by attendance at conferences and curriculum focused staff development, by external involvement such as external examining and by involvement in research and knowledge exchange activities.

#### **b) Indicators of Quality and Standards**

- External Examiner's Report
- Annual Monitoring process
- Student feedback
- Programme Re-validation
- QAA Review and Monitoring

#### **QUALITY ARRANGEMENTS FOR COLLABORATIVE PROVISION**

The quality assurance of the work of the partners will be achieved in accord with the Memoranda of Agreement signed with the collaborative partners.

For collaborative awards when a pathway or modules within a pathway are delivered by a collaborative partner (distributed delivery), quality will be assured by i) the appointment of a Programme Leader at the partner, ii) the establishment of a programme subcommittee at the partner, with regular submission of committee minutes to the Andrews University committee, and iii) by the discrete participation of the partner in the overall quality monitoring of the programme.

For validated awards partners have responsibility for quality assurance, its processes having been granted autonomy and declared fit for purpose.

#### **PROGRAMME REGULATORY & POLICY FRAMEWORK (SEE APPENDIX F, PAGE 203)**



## LICENCE IN THEOLOGY – ANDREWS UNIVERSITY

Awarding Institution/Body	<b>Andrews University (AU)</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>Licence in Theology</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>1 year (FT) – See Admissions requirements on page 19</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>May 2013 (September 2015)</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

Unless stated otherwise, all references to module credits in these Regulations refer to US credits. One US credit is 14-15 contact hours per semester. Thus a 3-credit module equates to 42-45 contact hours over a fifteen-week semester. Students are normally expected to undertake two hours of independent study for each contact hour. The College equates three US credits to five ECTS credits and ten CATS credits.

### ABOUT THE PROGRAMME

The Licence in Theology programme provides a bridge to postgraduate study for students who have an existing degree in another discipline and wish to study postgraduate theology or the need to complement their existing degree in the theological disciplines in order to study postgraduate theology.

### PROGRAMME AIMS

- To educate in all key fields (biblical, theological, pastoral) related to the scholarly and vocational aspects of pastoral ministry in a Seventh-day Adventist context
- To develop the ability to study biblical texts independently with critical insight, accompanied by clear argumentation and communication

- To develop research and applied skills which will be synthesised through the production and writing of a Final Year Project.

### LEARNING OUTCOMES OF THE PROGRAMME

The programme learning outcomes (LOs) reflect the organisation of the programme into the three disciplines of biblical, theological and pastoral studies. On successful completion of this programme, students will be able to demonstrate, depending on which modules they choose, the following skills (stated at threshold standard) to:

#### KNOWLEDGE AND UNDERSTANDING

- Demonstrate sound knowledge and understanding of the core grammar, syntax and vocabulary of one or more biblical languages and related language resources, and articulate the literary, cultural and theological backgrounds of a range of biblical and extra-biblical texts
- Synthesise and critique the methodologies, disciplines and developments within Christian theology in general and Seventh-day Adventist theology in particular
- Demonstrate sound knowledge of the theology and theories of pastoral studies

and its enculturation in the tasks and methods of pastoral duties in a variety of contexts.

#### INTELLECTUAL AND COGNITIVE SKILLS

- Demonstrate a systematic understanding of the similarities and differences between concept patterns of one or more biblical languages and languages familiar to the student.
- Demonstrate critical awareness of the multi-faceted complexity of Seventh-day Adventism, for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, perspectives, norms, aesthetics and aspirations.

#### SKILLS AND OTHER ATTRIBUTES

Students will be assessed in the following discipline-specific skills on their ability to:

- Read biblical texts demonstrating sound awareness of aspects such as genre, content, context, perspective, purpose, meaning, and the effect of translation if the text is not read in the original language.
- Synthesise and communicate clearly biblical and theological ideas and concepts within various ministry contexts and identify appropriate pastoral responses to different ministry situations.

Students will be assessed in the following Key Skills areas:

- Communication: the threshold assessment criteria include assessment of clear expression, observing academic form including, in written work, accuracy in spelling and grammar, and conclusions communicated clearly for specialist and non-specialist audiences as appropriate
- Information Literacy and Technology: students must be able to use information technology and computer skills for data capture, to identify and retrieve material and support research and presentations
- Improving own learning and performance: the threshold assessment criteria (where relevant to modular learning outcomes) assess the independent learning ability and self-evaluation required to continue to advance the student's knowledge and understanding, and to develop new skills appropriate to a professional context

- Working with others: some learning methods and some assessment methods develop and demonstrate these skills
- Problem solving: the threshold assessment criteria include assessment of the ability to deal with complex issues systematically, sensitively and creatively, and make sound judgements; and (where relevant to module learning outcomes) collaborative or individual problem-solving, and planning and implementing of tasks appropriate to a professional context.

#### LEARNING FOR THE WORKPLACE

The programme addresses the graduate employability skills of students in the following ways:

Students will be assessed on their ability to:

- Formulate a coherent argument, with appropriate use of data and evidence, and with an awareness of the implications of divergent views
- Exercise personal responsibility and decision-making, necessary for employment and ministerial vocations
- Communicate information, ideas, problems and solutions (both orally and in written form) to specialist and non-specialist audiences
- Make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline such as writings of theologians, historical sources/writings relevant to the study of church history, documents from key Christian conferences etc)
- Make decisions in complex and unpredictable contexts.

#### LEARNING, TEACHING AND ASSESSMENT

##### LEARNING AND TEACHING

The programme incorporates within its design the strategic priorities outlined in the College's Learning, Teaching and Assessment Strategy (LT & A), which dovetails with the respective policy of Andrews University.

##### LEARNING OPPORTUNITIES

The concept of 'levelness' as outlined in the Framework for Higher Education Qualifications (FHEQ, cf. SEEC level descriptors) is incorporated

throughout the programme in order to level appropriate learning opportunities that enable students to develop critical thinking and autonomous and life-long learning. At Level 6, students demonstrate a greater responsibility for their own learning, both independent and collaborative. This priority is delivered by the College through:

- **Staff Support:** The College ensures that a highly qualified and motivated body of staff has the ability to enhance the student learning experience through the provision of ongoing College-level training and broad involvement in quality assurance processes
- **Learning Support:** The College provides a range of services aimed at addressing a diverse range of student needs, such as Study Skills seminars, training in the use of learning resources, tutorial services, and personal tutors
- **Learning Resources:** The College provides a well-resourced library that provides hard copy and on-line resources for students, as well as an efficient document delivery system designed to enable students achieve programme learning outcomes.

### TEACHING WITHIN THE COLLEGE

It is the College's priority to ensure continual reflection on and enhancement of teaching practices in order to foster creative and innovative pedagogical approaches. Reflective practice is informed by both external, student and employer feedback. This priority is delivered by the College through:

- **Research Informed Teaching:** Staff are encouraged to engage in relevant research, knowledge exchange, and professional practice through the provision of regular sabbaticals, membership of and participation in relevant academic societies, and wide involvement in stakeholder driven initiatives
- **e-Learning:** The College is developing the use of learning technologies and e-learning opportunities through the development of Moodle and E-Vision-based resources.

### ASSESSMENT

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which contribute

constructively to the learning process. This priority is delivered by the College through:

- **Assessed Work:** Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner
- **Feedback from Assessment:** The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development
- **Peer Observation and Feedback:** Staff observe each other's lectures and provide constructive feedback in order to promote the spread of good teaching practices.

### EMPLOYABILITY & LIFE-LONG LEARNING

Development of the curriculum and the nature of student and graduate support is undertaken in such a manner as to ensure maximum employability of students while inculcating a desire and passion for life-long learning and personal development. This priority is delivered by the College through:

- **Employability:** The College ensures that the Ministerial Training Advisory Committee (MinTAC) of the Trans-European Division of the Seventh-day Adventist Church reflects on and approves a particular choice of modules as required for future employment by the Church and that this selection is clearly communicated to students. In addition, the College organises in conjunction with the Church regular interactive events and interviews with prospective employers and the opportunity for summer placements in local churches
- **Life-long Learning:** The College promotes continued learning through the offering of a range of postgraduate programmes, professional training, and continuing education.

### MEANS OF DELIVERY

The student learning experience is supported by class-delivered, seminar-based, and fieldwork activities. A range of learning and teaching methods is used: lectures, seminars, workshops, group-work activities, individual and group-centred projects, presentations, and fieldwork. Where appropriate, online equivalents are offered. Lectures provide students with an overall perspective on a subject area, present models for considering and assessing different

views of a subject, and distil broad material to essential points. Discussion is promoted in lectures in order to ensure good reception and avoid an over-emphasis on delivery. Seminars and tutorials complement lectures by providing opportunities for students to present papers or essays and allowing time for questions and discussion.

Material in an online format is currently being developed to supplement the residential student experience. Module-appropriate material, including recordings of module descriptors, lectures, lecture notes and hand-outs, PowerPoint/Keynote presentations, work sheets and on-line tasks, is being made available to students through Moodle. Such material is especially necessary for those students with dyslexia.

### SPECIFICS OF ASSESSMENT

Assessment is intended to ascertain the achievement of learning outcomes. A mix of

The following sets out a typical timetable of assessment patterns as stated in the module descriptors:

Autumn Semester Assessment		
Module	Assessment Pattern	Date
<b>Level 6</b>		
BIBL211/212 Greek I & II	a. Tests (40%) b. 2-hour written exam (60%)	a. Throughout semester b. Exam week (mid-Dec)
BIBL341/342 Hebrew I & II	a. Weekly written tests (40%) b. 2-hour written exam (60%)	a. Throughout semester b. Exam week (mid-Dec)
RELG3600 Development of Seventh-day Adventist Theology	a. 3-hour written exam (100%)	a. First week of December
RELG496 Special Project	a. 1,600-word essay (100%)	a. First week of November
RELP350 Evangelism	a. 2,400-word essay (100%)	a. Second week of November
RELG360K Homiletics	a. Two sermons (100%)	a. Through November & December

### TYPES OF ASSESSMENT EMPLOYED

Formative work is normally included in the delivery of modules and can take various forms. It ranges from essay writing, tutorials, presentations and seminar discussions to translation exercises. Feedback is provided as an indicator of the student's performance and as a preparation guide for summative work. Where formative work is part of the module, it is compulsory, without which the module cannot be passed. Summative assessment for the programme is based on a variety of assessment methods, such as class tests, final examinations, research and reflective essay writing, book reports, reports, and oral presentations (Research Project).

A merit of examinations is that they ascertain the extent to which students have internalised and understood material by providing the opportunity to address unanticipated questions. Revision for examinations encourages students to develop an integrated understanding, without which learning may be partial. Examinations are normally timed after any respective assessment points in order to ensure that they are not simply exercises in memorisation. Rather, they offer the opportunity to demonstrate further the knowledge, cognitive and practical skills developed in relation to other assessment requirements. Individual examination questions are checked for accuracy and conciseness by the Programme Leader as a whole and are approved by Andrews University and the relevant external examiner. An additional rationale for examinations is the need for assessment methods that minimise opportunities for plagiarism.

formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays, for example, are scheduled in such a manner as to ensure manageable deadlines across the programme. Submission deadlines are published online and in the programme handbook prior to the start of the academic year.

The level of assessment within particular modules is also determined by the Programme Board. Students are expected to produce a written assignment of 2,400 words or to take a 2-hour written exam for a three-credit module. Variable assessment patterns are permitted as long as they reflect this assessment weighting. The assessment criteria applied to the student's work equates to UK Level 6 Learning Outcomes.

The essay method of assessment enables good, well-researched, in-depth treatment of topics. Over-dependence upon reference material may in some instances prove problematic, obscuring whether or not learning objectives have been met. The extensive use of internet-based resources by students requires constant vigilance, aided by the use of tools such as Turnitin, for instances of poor practice and plagiarism.

A typical teaching and assessment pattern is as follows:

<b>Teaching of modules</b>	will take place over two semesters comprising 26 weeks with a 3-week break at Christmas and a 2-week break at Easter.
<b>Module assessment</b>	may be undertaken at any time during the 26-week teaching period.
<b>Revision sessions</b>	for formal examinations will take place in the weeks immediately following the completion of teaching, prior to the commencement of end-of-semester assessment.
<b>Formal end-of-semester assessment</b>	will take place in the weeks following revision sessions, in early December in the autumn semester and in early May in the spring semester.
<b>Preparation for re-assessment</b>	will be provided following the release of provisional results for the autumn semester in the third week of December, and in the spring semester in the second week of June.
<b>Re-assessment by formal examinations</b>	will take place for the autumn semester in the week preceding the start of the spring semester, and for the spring semester in the last week of August.

## ENGAGEMENT WITH THE ACADEMIC INFRASTRUCTURE AND OTHER ACCREDITATION REQUIREMENTS

Agreement with the Framework for Higher Education Qualifications and the UK Quality Code for Higher Education is assured by the validation process and by annual monitoring.

The Theology and Religious Studies Benchmark Statement published by the QAA in 2000 and revised for 2014 details the range of subject knowledge (TRS Benchmark 3.1), the qualities of mind (3.2), and generic skills (3.4) acquired and developed in TRS degree programmes. These are listed below and mapped against modules in the programme.

### TRS BENCHMARK - SUBJECT KNOWLEDGE

(i) A broadly based core, together with the wider context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field. This implies not just the mastery of data but also the setting of these data within a theoretical framework which includes critical analysis and debate about how to understand and structure the raw data into a coherent whole. All Religious Studies major modules.

(ii) One or more religions, ancient or modern, including the origin, history and developed or present character of each. E.g. RELT325C, RELT326.

(iii) The reading, analysis and interpretation of texts, sometimes in the original languages, particularly texts that have been sacred to one or more practising communities. This study will often focus both on the historical context which generated the text(s) and on hermeneutical questions concerning its meaning and application for the appropriate community of believers in the present, or for other readers today. E.g. BIBL313, BIBL427, RELB335, RELB474.

(iv) Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers or leaders through their extant work or subsequent influence. E.g. RELT325, RELT326.

(v) The application of a variety of critical methods of study, often adapted from those of other disciplines in the humanities and social sciences, to the study of texts, practices, religious communities as social or cultural entities, or their diverse art forms. All Religious Studies major modules.

(vi) The history of the particular discipline(s) covered by the programme, including the major

theories, movements and thinkers. All Religious Studies major modules.

(vii) Ethics, morality, and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. Even if the religion is studied only historically, the values and problems for living as an adherent of the religion do not go unnoticed by the student. E.g. RELP350, RELT325, RELT326.

#### TRS BENCHMARK – COGNITIVE SKILLS

(i) The ability to understand how people have thought and acted in contexts other than the student's own, how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time (a degree of 'culture shock' may be involved in the study of the past, as well as in the encounter with the beliefs, doctrines and practices of contemporary others). E.g. RELP350, RELT325, RELT326.

(ii) The ability to read and use texts both critically and empathetically, while addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language. E.g. RELB335, RELB474.

(iii) The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, sacred texts and art forms have been shaped by society and politics. E.g. RELB335, RELB474, RELT325, RELT326.

(iv) Sensitivity to the problems of religious language and experience, and to the issues of multiple and conflicting interpretations of language and symbols, texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of TRS. E.g. RELP350, RELT 325, RELT326.

(v) Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices. All modules in the Religious Studies major.

(vi) Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation. All modules in the Religious Studies major.

(vii) The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems. All modules in the Religious Studies major.

(viii) The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different viewpoint. All modules in the Religious Studies major.

#### TRS BENCHMARK - GENERIC SKILLS

The Statement also lists these generic (transferable) skills acquired through the study of Theology and Religious Studies:

- independence of mind and initiative
- capacity for reflexive learning
- capacity to modify, suspend or otherwise change position when warranted
- ability to gather, evaluate and synthesise different types of information
- analytical ability and the capacity to formulate questions and solve problems
- presentation skills, both oral and written
- IT skills, including word-processing, communicating by email and using the web, accessing information from electronic as well as non-electronic sources
- writing skills, including accurate referencing and clarity of expression
- ability to attend closely to the meaning of written documents
- ability to read texts in a different language

At Level 6 some of these are prerequisites for study and they are audited at induction. These skills are developed and are reflected in the assessment criteria.

The Statement also lists these as skills:

- empathy and imaginative insight, with a tolerance of diverse positions
- self-discipline
- ability to attend to others and have respect for others' views
- commitment to lifelong learning
- teamwork skills
- ability to work with others

These are developed through the learning ethos of the department and specifically through formative learning methods such as class discussion, group seminar presentations, assignment proposal development, dissertation research and presentations. Self-discipline and self-direction are particularly tested in the Independent Study module (e.g., RELG496).

## PROGRAMME STRUCTURE, LEVELS, MODULES, CREDITS AND AWARDS

The Licence in Theology programme complies with the requirement of Andrews University that the programme include a Religion Minor and a minimum of 8 credits in biblical languages cognates. The programme consists of two semesters, each of 15-17 credits, taken, if full-time, over one academic year. The following table indicates the modules offered in the programme:

LICENCE IN THEOLOGY– 32-33 credits	US Credits
<b>BIBLICAL STUDIES</b>	
RELB335 Acts and Epistles AND RELG496 Special Project, OR	3, 3
RELB474 Advanced Studies in Old Testament Prophets AND RELG496 Special Project	3, 3
<b>PRACTICAL THEOLOGY</b>	
RELG360K Homiletics	3
RELP350 Evangelism	3
<b>THEOLOGICAL STUDIES</b>	
RELT325 Theology I	3
RELT326 Theology II	3
RELG3600 Development of Seventh-day Adventist Theology + RELG496 Special Project	3, 3
20 credits equates to a Religion Minor	24
<b>BIBLICAL LANGUAGES COGNATES</b>	
BIBL211 Greek I or BIBL341 Hebrew I	3
BIBL212 Greek II or BIBL342 Hebrew II	3
BIBL313 Greek III or BIBL427 Hebrew Exegesis	3/2
	8-9
<b>TOTAL LICENCE CREDITS</b>	<b>32-33</b>

The following table indicates the timing of modules offered in the Baltic Union programme:

LICENCE in THEOLOGY (BALTIC UNION PROGRAMME)			
32-33 Credits			
	Biblical Studies	Theological Studies	Pastoral Studies
2015-16	A	RELG3600 Development of SDA Theology (3) + RELG3600 Special Project (3)	
	S	RELB335 Acts and Epistles (3, 3)	
2016-17	A		RELP350 Evangelism (3)
	S	RELT325/256 Theology I & II (6)	
	Su	BIBL211/212 Greek I & II (3,3)	RELG360K Homiletics (3)
2017-18	A	BIBL211/212 Greek I & II (3,3)	
	S	BIBL313 Greek III (3)	
	Su	BIBL313 Greek III (3) cont.	
	Minimum of 14 credits	Minimum of 6 credits	Minimum of 6 credits

As stated above, one of the primary aims of the programme is to provide foundational training in pastoral ministry for those seeking employment within the Trans-European Division (TED) of the Seventh-day Adventist Church. As such, the programme directly incorporates employee feedback into its design. The TED stipulates minimum requirements for pastoral training that are reflected in the typical programme outlined below. Other sources of feedback have been influential in the design of the programme. These include feedback from current and graduate students, external examiners, and internal quality assurance processes.

## SUPPORT FOR STUDENTS

The College provides the following support:

Theology Student Handbook; Personal Tutor system; Counsellors; Chaplaincy; Careers Service; Job Shop; Equal Opportunities Officer; Disabled student support; Induction and Pre-Entry Study Skills Programme; general Study Skills Programme; Library Skills and Study Skills Programmes; Welfare Advice; Bursaries; Financial Advice; the Learning Network, IT support; Student Exchanges.

The Department and Programme Board provide the following support:

Personal Tutoring; PDP; Module Handbooks and Guides; Tutorials; Assignment Feedback; Programme Leadership.

Study Skills Programme: Students are required to attend a weekly two-hour formative study skills programme during their first year of undergraduate studies. The programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g.

Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## CRITERIA FOR ADMISSION

Please refer to the relevant section in this Handbook of Academic Programmes for details of the normal entry requirements for programmes at this level, including requirements for applicants whose first language is not English.

## QUALITY ASSURANCE AND ENHANCEMENT

### a) Mechanisms for review and evaluation:

#### *Quality assurance and enhancement at Module Level*

Students provide feedback to module tutors through Module Evaluation Forms, reviews and other responses. The tutor collates the evaluation forms and produces a response for discussion at the Programme Board. The response identifies good practice and proposes remedies for any points of concern. The response

is made available to students at the next running of the module. This process is further enhanced through peer observation and feedback.

#### *Quality assurance and enhancement at Programme Level*

The Programme Leader evaluates the success of the programme, paying particular attention to student feedback and student representatives. Minutes from the Programme Leader and the External Examiners' report will inform the Annual Programme Evaluation which is submitted for approval to the Academic Board and received by the Department. Issues for attention are identified and included in the plan for the following year.

#### *Quality assurance and enhancement at Faculty Level*

The Annual Programme Evaluation is submitted to the Faculty Academic Development Committee which has oversight of quality assurance within the Faculty as well as learning development, including via the Collaborative Enhancement of Teaching and Peer Observation of Teaching.

#### *Quality assurance and enhancement at University Level*

The quality of the programme is monitored by an External Examiner appointed in agreement with Andrews University. The External Examiner's Report is distributed to the Faculty Dean and Senior Management Team of Andrews University. A summary of all external examiner reports is received by Andrews University's Academic Standards Committee. The Academic Standards Committee audits a selection of programmes regularly. Newbold College maintains its own internal quality assurance processes which complement those of Andrews University.

#### *Quality assurance and enhancement for Staff*

The quality of learning and teaching is supported by the Collaborative Enhancement of Teaching

and Staff Development, by Staff Development and Review, by attendance at conferences and curriculum focused staff development, by external involvement such as external examining and by involvement in research and knowledge exchange activities.

#### **b) Indicators of Quality and Standards**

- External Examiner Report
- Annual Monitoring process
- Student feedback
- Programme Re-validation
- QAA Review and Monitoring

#### **QUALITY ARRANGEMENTS FOR COLLABORATIVE PROVISION**

The quality assurance of the work of the partners will be achieved in accord with the Memoranda of Agreement signed with the collaborative partners.

For collaborative awards when a pathway or modules within a pathway are delivered by a collaborative partner (distributed delivery), quality will be assured by i) the appointment of a Programme Leader at the partner, ii) the establishment of a programme subcommittee at the partner, with regular submission of committee minutes to the Andrews University committee, and iii) by the discrete participation of the partner in the overall quality monitoring of the programme.

For Validated awards partners have responsibility for quality assurance, its processes having been granted autonomy and declared fit for purpose.

#### **PROGRAMME REGULATORY & POLICY FRAMEWORK (SEE APPENDIX F, PAGE 203)**



## MA THEOLOGY – THEOLOGISCHE HOCHSCHULE FRIEDENSAU

Awarding Institution/Body	<b>Theologische Hochschule Friedensau</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>MA Theology (240 CATS, 120 ECTS)</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>V610</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>Usually 2 years; maximum 3 years for FT Usually 4 years; maximum 5 years for PT</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>September 2015</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

Newbold College operates a Credit Accumulation Transfer Scheme (CATS) in which modules have a national currency. All references to module credits in these Regulations refer to CATS credits, unless stated otherwise. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning).

The European Credit Transfer System (ECTS) provides common procedures to guarantee academic recognition of studies abroad by measuring and comparing learning achievements and/or transferring them from one institution to another. ECTS is based on the principle that 60 credits measure the workload of a full-time student during one academic year.

The College equates one ECTS credit to two CATS credits

### EDUCATIONAL AIMS AND LEARNING OUTCOMES

#### THE AIMS OF THE PROGRAMME ARE:

- a) To produce graduates who possess an ability to engage in a deep critical analysis of concepts, theories, assumptions, and practices of ministry

- b) To produce graduates capable of responding innovatively and constructively to the complex questions and problems that are posed by current developments within their individual disciplines and their application to a multidisciplinary, pluralistic and culturally diverse society
- c) To nurture recognition of the open-endedness of research and thus encouraging an ethos of intellectual responsibility and modesty
- d) To produce graduates who can apply the knowledge and skills acquired in a responsible and ethical manner.

#### THE LEARNING OUTCOMES

At the end of the programme students would be able to:

- Master skills in exegesis at an advanced level
- Engage in rigorous and independent research of complex exegetical issues
- Engage in a rigorous and self-reflective examination of how the biblical text may be appropriated to complex and unpredictable situations in modern cultures through application of contemporary hermeneutics

- Respond to the complex and often perplexing issues that challenge Christian faith and ministry in today's rapidly changing world
- Assess judiciously and critically the role of pastoral ministry in the social and multicultural context in which it takes place, in order to establish new, relevant and innovative approaches to pastoral work
- Sharpen an expertise in addressing the specific needs of various groups, including teenagers and young adults
- Master the ability to think theologically, that is, to 'do' theology in a critical, reflective and creative manner
- Engage in a rigorous application of the methods and principles unique to the disciplines of biblical and systematic theology and to the creative endeavour of pursuing new knowledge
- Engage in in-depth research of the leading motifs of Seventh-day Adventist Christianity in the comparative context of the wider Christian and philosophical traditions.

**ON SUCCESSFUL COMPLETION OF THIS PROGRAMME, STUDENTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING SKILLS:**

#### **Knowledge and Understanding**

- a) A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- b) A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- c) A conceptual understanding that enables to evaluate critically current research and advanced scholarship; to evaluate methodologies and to propose new hypotheses.

#### **Intellectual and Cognitive Skills**

- a) The ability to deal with complex issues both systematically and creatively
- b) The ability to make sound judgements
- c) The ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.

#### **Skills and other Attributes**

- a) The ability to demonstrate self-direction and originality in tackling and solving problems
- b) The ability to act autonomously in planning
- c) The ability in implementing tasks at a professional level.

**LEARNING FOR THE WORKPLACE: THE PROGRAMME ADDRESSES THE GRADUATE EMPLOYABILITY SKILLS OF STUDENTS IN THE FOLLOWING WAYS:**

- a) The exercise of initiative and personal responsibility
- b) A decision-making ability in complex and unpredictable situations
- c) An independent learning capacity for continuing professional development
- d) The ability to communicate the results of their studies to specialist and non-specialist audiences.

#### **LEARNING, TEACHING AND ASSESSMENT**

##### **LEARNING AND TEACHING:**

**The programme priorities are delivered by Newbold College through:**

- a) **Staff Support:** The College ensures that a highly qualified and motivated body of staff has the ability to enhance the student learning experience through the provision of ongoing College-level training and broad involvement in quality assurance processes
- b) **Learning Support:** The College provides a range of services aimed at addressing a diverse range of student needs, such as Study Skills seminars, training in the use of learning resources, tutorial services, and personal tutors.
- c) **Learning Resources:** The College provides a well-resourced library that provides hard copy and on-line resources for students, as well as an efficient document delivery system designed to enable students achieve programme learning outcomes.

##### **Teaching within Newbold College**

It is the College's priority to ensure continual reflection on and enhancement of teaching practices in order to foster 'creative and innovative pedagogical approaches'. Reflective practice is informed by both external examiner,

student and employer feedback. This priority is delivered by the College through:

- a) Research Informed Teaching: Staff are encouraged to engage in relevant research, knowledge exchange, and professional practice through the provision of regular sabbaticals, membership of and participation in relevant academic societies, and wide involvement in stakeholder driven initiatives
- b) e-Learning: The College is developing the use of learning technologies and e-learning opportunities through the development of for example Moodle, E-Vision and Google-based resources.

### **Assessment**

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which 'contribute constructively to the learning'. This priority is delivered by the College through:

- a) Assessed Work: Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner
- b) Feedback from Assessment: The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development.

### **Employability & Life-long Learning**

Development of the curriculum is undertaken in such a manner as to ensure maximum employability while inculcating a desire and passion for life-long learning and personal development. This priority is delivered by the College through:

- a) Employability: The College ensures that the Ministerial Training Advisory Committee (MinTAC) of the Trans-European Division of Seventh-day Adventist Church reflects on and approves the choice of modules as required for future employment by the Church and that this selection is clearly communicated to students. In addition, the College organises regular interactive events and interviews with prospective employers.
- b) Life-long Learning: The College promotes continued learning through the offering of

a range of professional training, continuing education, and research seminars.

### **MEANS OF DELIVERY:**

The student learning experience is supported by class-delivered, and seminar-based activities. A range of learning and teaching methods is used: lectures, seminars, workshops, individual and group-centred projects, and presentations. Where appropriate, online equivalents are offered. Lectures provide students with an overall perspective on a subject area, present models for considering and assessing different views of a subject, and distil broad material to essential points. Discussion is promoted in lectures in order to ensure good reception and avoid an over-emphasis on delivery. Seminars and tutorials complement lectures by providing opportunities for students to present papers or essays and allowing time for questions and discussion. Material in an online format is currently being developed to supplement the residential student experience. Module-appropriate material, including module descriptors, lectures, lecture notes and handouts, PowerPoint/Keynote presentations, work sheets and on-line tasks are being made available to students through Moodle. Such material is especially helpful for those students with dyslexia.

### **SPECIFICS OF ASSESSMENT:**

Assessment is intended to ascertain the achievement of learning outcomes. A mix of formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays are scheduled in such a manner as to ensure manageable deadlines across the programme. The assessment grids for a typical academic year are included below. Please refer to your Programme Handbook and to the latest updates provided by your teachers for the details of your module assessment patterns.

### **TYPES OF ASSESSMENT EMPLOYED:**

Formative work is normally included in the delivery of modules and can take various forms. It ranges from essay writing, tutorials, presentations and seminar discussions to

translation exercises. Where such work is graded, the mark does not contribute towards the final mark of the module but serves as an indicator of the student's performance and as a preparation guide for summative work. Where formative work is part of the module, it is compulsory, without which the module cannot be passed. Summative assessment for the programme is based on a variety of assessment methods, such as class tests, final examinations, research and reflective essay writing, book reports, reports, oral presentations such as sermons.

A merit of examinations is that they ascertain the extent to which students have internalised and understood material by providing the opportunity to address unanticipated questions. Revision for examinations encourages students to develop an integrated understanding, without

which learning may be partial. Examinations offer the opportunity to demonstrate further the knowledge, cognitive and practical skills developed in relation to other assessment requirements. Examination questions are checked for accuracy and conciseness by the Programme Board as a whole and are approved by the relevant external examiner.

The essay method of assessment enables good, well-researched, in-depth treatment of topics. The extensive use of internet-based resources by students requires constant vigilance, aided by the use of tools such as Turnitin, for instances of poor practice and plagiarism.

A typical teaching and assessment pattern is as follows:

<b>Teaching of modules</b>	will take place over two semesters comprising 26 weeks with a 3-week break at Christmas and a 2-week break at Easter.
<b>Module assessment</b>	may be undertaken at any time during the 26-week teaching period.
<b>Revision sessions</b>	for formal examinations will take place in the weeks immediately following the completion of teaching, prior to the commencement of end-of-semester assessment.
<b>Formal end-of-semester assessment</b>	will take place in the weeks following revision sessions, in early December in the autumn semester and in early May in the spring semester.
<b>Preparation for re-assessment</b>	will be provided following the release of provisional results for the autumn semester in the third week of December, and in the spring semester in the second week of June.
<b>Re-assessment by formal examinations</b>	will take place for the autumn semester in the week preceding the start of the spring semester, and for the spring semester in the last week of August.

## ASSESSMENT CRITERIA

The grading descriptors that follow offer representations of achievement by marks from 100 to 0. The pass mark for modules which accrue Level 7 credit is 50%.

### Pass with Distinction 100 - 70%

An outstanding piece of work in every regard which demonstrates:

- a thorough and wide-ranging knowledge of the subject
- a thorough and insightful understanding of the issues involved

- an ability to analyse critical contributions on the subject
- an ability to independently research and bring together material to support an argument
- an ability to express an original, reasoned argument in a lucid manner
- an ability to make valid generalisations in moving from the empirical to the abstract
- excellent research competencies in terms of presentation, language and referencing.

### **Pass with Merit 69 – 60%**

- A very good piece of work which demonstrates
- a detailed knowledge of the subject
- a well-developed knowledge of the critical contributions on the subject
- an ability to use and organise research material in a focused manner
- good analytical skills combined with careful, systematic coverage of the topic
- detailed research in terms of presentation, language and referencing
- an ability to make appropriate connections and distinctions and present a clear, convincing argument.

### **Pass 59 - 50%**

A good piece of work which demonstrates:

- a sound to reasonable understanding of the subject and the issues involved
- a good knowledge to general familiarity of the critical contributions on the subject
- an ability to use and organise research material to support ideas and arguments
- sound analytical skills combined with competent coverage of the topic
- good to competent research competencies in terms of presentation, language and referencing
- at the upper end of the scale, students may also demonstrate an ability to make appropriate connections and distinctions and present a clear, convincing argument.

### **Fail 49 - 0%**

All work awarded a mark below 50% at the first attempt may be redeemed for a maximum of 50%. Work at the upper end of this scale which demonstrates:

- a general, but incomplete understanding of the subject
- some knowledge of the literature on the subject
- some ability to develop and support an argument
- a tendency to express ideas through description and anecdote rather than analysis
- difficulties with presentation, language and referencing. Work at the lower end

of this scale which will be unsatisfactory and demonstrates:

- little understanding of the subject and its implications
- a limited amount of reading and poor knowledge of the previous contributions on the subject
- limited ability to formulate and sustain a clear argument
- poor presentation skills and serious problems with language and referencing.

### **RETAKES AND REPEATS**

In the following regulations, a 'retake' refers to reassessment of the appropriate elements of a failed module; a 'repeat' refers to repetition of part or all of a semester due to too many failures, an inadequate average module score, or failure in a retaken module. In a retake, a student will resubmit or resit failed assessments from a module, normally during College vacations; in a repeat, a student takes a whole module again, including attendance of classes, during a subsequent academic year.

The regulations are as follows:

#### **Retaking failed modules**

- a) Students who fail a module at their first attempt will have opportunity for reassessment by supplementary examination(s) and/or coursework. Only modules where a student's module score is below 50%, and normally only one module in one semester or two in one academic year, may be thus retaken.
- b) Where one or more items of assessment in a failed module has been passed, a student need only resubmit failed pieces of coursework, or re-sit failed examinations, in order to retake the module successfully.
- c) Modules are normally retaken during the vacation period following the academic semester in which they were failed and the reassessment requirements must be completed before the beginning of the next semester.
- d) The minimum pass mark of 50% will be the maximum module score for each module passed after being retaken.

### Repeating failed modules

- a) Failure (including marginal failure) of two or more modules in a semester or four or more in the programme as a whole normally will automatically necessitate repeating the whole programme without the option of retakes.
- b) In the case of all repeated modules, all previous grades awarded will be replaced by those earned during the repeat.
- c) A semester or whole programme repeated under clause 2(a) is governed by the standard regulations set out above concerning retakes, but any students thus repeating who fail retaken modules will be required to withdraw from the programme, with no option of further repeats.
- d) Students failing any module repeated under clause 2(b) will normally be required to withdraw from the programme.

### Failure by Attendance

Students are expected to attend the minimum number of class periods stipulated in the College's Attendance Policy and must satisfy the assessment requirements of each module for successful completion.

A module failed on attendance must be retaken in the ordinary way; however, where all assignments have been completed and the weighted module score is 50% or above, the student will not be required to resubmit but will be awarded a maximum mark of 50% for the module, after any required compensatory work has been submitted (as outlined in the Attendance Policy).

### Exceptional Circumstances

Where these regulations refer to what will 'normally' happen in any eventuality, they may, in exceptional instances and, where appropriate, after profiling and in consultation with the External Examiners, be waived by a decision of the full Programme Board.

## ENGAGEMENT WITH THE ACADEMIC INFRASTRUCTURE AND OTHER ACCREDITATION REQUIREMENTS

Agreement with the Framework for Higher Education Qualifications and the UK Quality Code for Higher Education is assured by the validation process and by annual monitoring.

The following documents are key-references:

- The UK Quality Code for Higher Education
- Descriptors for a Qualification at Masters (M) Level (FHEQ p. 13)
- SEEC Credit Level Descriptors for Higher Education 2010

Other reference points applied to the design of the programme:

Newbold College is accredited and regularly reviewed by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities. This body acts as a reference point for the structure and design of programmes. Details of curriculum are agreed with employing bodies such as the Ministerial Training Advisory Council of the Trans-European Division of the Seventh-day Adventist Church.

Other sources of feedback have been influential in the design of the programme. These include feedback from current and graduated students, external examiners, and internal quality assurance processes.

## PROGRAMME STRUCTURE, LEVELS, MODULES, CREDITS AND AWARDS

The MA in Theology consists of 3 semesters of 60 credits, and 1 semester for the Dissertation (60 credits). It provides a comprehensive postgraduate education in theology, with six main areas: Old Testament; New Testament; Systematic studies; Pastoral studies; Historical studies; Mission.

Students must select at least 20 credits/10 ECTS from each of the following SIX areas + 60 credits of electives + 60 credits of Dissertation to total 240 credits /120 ECTS					
OT (20 crs/10 ECTS)	NT (20 crs/10 ECTS)	Systematic (20 crs/10 ECTS)	Practical (20 crs/10 ECTS)	Historical (20 crs/10 ECTS)	Mission (20 crs/10 ECTS)
Hebrew Texts	Greek Texts		Theological Methods for Practical Theology	Issues and Trends in Theology	Equipping Ministries
OT & Creation	Studies in Hebrews	Leading Motifs	Biblical Theology of Ministry and Mission	Principles and Methods of Theology	Church Administration and Leadership
OT & Spirituality	NT and Christian Origins	Emerging Perspectives in Adventist Soteriology	Theory and Practice of Pastoral Care		
Second Temple Judaism		Biblical Hermeneutics	Ethics in Pastoral Ministry		
Studies in Biblical Narratives					
Dissertation – 60 Credits/ 30 ECTS					

Not every module will be offered each academic year.

### **Newbold College provides the following support:**

College Student Handbook; Personal Tutor system; Chaplaincy; Disabled student support; Library Skills and Study Skills Programmes; IT support.

### **The curriculum areas provide the following support:**

Personal Tutoring; Module Handbooks and Guides; Tutorials; Assignment Feedback.

### **Study Skills Programme:**

Students are advised to attend a formative study skills programme. This programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle, Logos), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## CRITERIA FOR ADMISSION

Please refer to the relevant section in this Handbook of Academic Programmes for details of the normal entry requirements for programmes at this level, including requirements for applicants whose first language is not English.

## QUALITY ASSURANCE AND ENHANCEMENT

### a) Mechanisms for review and evaluation:

#### Quality assurance and enhancement at Module Level

Students provide feedback to module lecturers through a Module Evaluation Form. Feedbacks are then discussed between the Head of Department and the lecturers.

#### Quality assurance and enhancement at Programme Level

The Programme Board evaluates the success of the programme, paying particular attention to student feedback and student representatives. Minutes from the Programme Board and the External Examiners report will inform the Annual Report which is submitted for approval to the Academic Quality Assurance Committee (ACQUAC). Issues for attention are identified and included in the plan for the following year.

#### Quality assurance and enhancement at Curriculum Area Level

The Annual Report is submitted to ACQUAC which has oversight of quality assurance within the College.

### Quality assurance and enhancement for Staff

The quality of learning and teaching is supported by attendance at conferences and curriculum focused staff development, by external involvement such as external examining and by involvement in research and knowledge exchange activities.

### b) Indicators of Quality and Standards

- External Examiner Report
- Annual Monitoring process
- Student feedback
- QAA Review and Monitoring

### Quality arrangements for Collaborative Provision

The quality assurance of the work of the partners will be achieved in accord with the Memoranda of Agreement signed with the collaborative partners.

## PROGRAMME REGULATORY & POLICY FRAMEWORK (SEE APPENDIX F, PAGE 203)

## MA THEOLOGY – UNIVERSITY OF WALES TRINITY SAINT DAVID

Awarding Institution/Body	<b>University of Wales Trinity Saint David</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>MA Theology (180 CATS, 90 ECTS)</b>
Intermediate Awards	<b>PgCert in Theology, PgDip in Theology</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>V610</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>Usually 2 years; maximum 3 years for FT Usually 4 years; maximum 5 years for PT</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>September 2015</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf>

### CREDITS

All references to module credits in these Regulations refer to Credit Accumulation Transfer Scheme (CATS) credits, unless stated otherwise. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning). The College equates two CATS credits to one ECTS credit.

### ABOUT THE PROGRAMME

The MA in Theology is the primary entrance qualification for pastoral ministry in the Trans-European Division of the Seventh-day Adventist Church (TED). Its content reflects the Adventist Church's conviction that successful ministry must be based on a deep knowledge of Scripture; an understanding of the Church's theology, history and mission; and competence in pastoral skills which attempt to be relevant to the needs of the contemporary world. The Adventist Church requires those entering pastoral ministry to hold a level 7 qualification. As such, this programme provides a threefold emphasis on the biblical, theological and pastoral areas. The structure, content and assessment patterns of the programme have been designed in such a way as to equip students with the critical and analytical skills necessary to ensure maximum employability while inculcating a desire and

passion for life-long learning and personal development.

The MA in Theology consists of 2 semesters of taught modules, and 1 semester for the Dissertation. The required 6 taught modules are 20 credits each and the Dissertation is 60 credits. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: Biblical Studies, Pastoral Studies and Systematic Theology. Most of the modules match in content those offered on the PgCert programme.

The programme is designed to offer students the choice of specialising in one of three areas: Biblical Studies, Pastoral Studies, or Systematic Theology.

**The Biblical Studies pathway** provides opportunities for developing and mastering skills in translation and exegesis at an advanced level. Students are engaged in rigorous and independent research of complex exegetical issues and in self-reflective examination of how the biblical text may be appropriated to complex and unpredictable situations in modern culture through application of contemporary hermeneutics. Additionally, the Biblical Studies pathway enables the student to investigate the 'Tendenz' of specific texts within the larger

biblical and theological context, as well as in the tradition of the Seventh-day Adventist Church.

**The Pastoral Studies pathway** provides opportunities for students to respond to the complex and often perplexing issues that challenge Christian faith and ministry in today's rapidly changing world. Students are taught to respond creatively to various complex tasks relating to ministry in the current global context and contemporary European culture. Furthermore, the Pastoral Studies pathway is designed to enable students to master the professional skills essential for successful participation in Christian ministry, scholarship and leadership, both within the diverse and changing context of the Seventh-day Adventist Church and the wider community.

**The Systematic Theology pathway** provides opportunities for students to master the ability to think theologically and to 'do' theology in a critical, reflective and creative manner. Students are engaged in a rigorous application of the methods and principles unique to the disciplines of biblical and systematic theology. They also examine complex historical theological systems and are taught to constructively respond to them. The Systematic Theology pathway is designed to encourage in-depth research of the leading motifs of Seventh-day Adventist Christianity within the context of the wider Christian and philosophical traditions.

The culmination of the programme is the Master's Dissertation for which the student is expected to write a research paper of 15,000 words in length, based on independent research. Students are expected to research a topic of their own choosing within their specialised route of study (selected in consultation with the lecturers) and to write their dissertation under the guidance of a designated supervisor.

## PROGRAMME AIMS

- To prepare students for the next stage in their careers, whether that is further academic or professional study, or entering employment
- To engage students in a deep critical analysis of theological concepts, interpretative theories, worldview assumptions, and practices of ministry
- To enable students to respond innovatively and constructively to the complex questions of theology and problems that are posed by current developments within Biblical Studies, Pastoral Studies and Systematic Theology disciplines and their application to a pluralistic and culturally diverse society
- To enable students to possess the skills needed to exercise independent learning and to develop an ethos of intellectual responsibility and modesty.

## PROGRAMME LEARNING OUTCOMES

### KNOWLEDGE AND UNDERSTANDING

The Degree is awarded to students who have demonstrated:

- A deep comprehension of Adventist tradition and a critical engagement with a range of themes; debates and methods within theology
- Knowledge of appropriate research methods and adoption of adequate research skills, with good use of academic journals as well as books
- Critical comprehension of the hermeneutical, textual, philosophical, theological and practical expressions of Christian theology.

### SUBJECT-SPECIFIC AND INTELLECTUAL SKILLS

Holders of the qualification will be able to:

- Demonstrate the ability to deal with complex issues of theology and practice of ministry both systematically and creatively
- Demonstrate intellectual flexibility through the practice of exegetical, dogmatic and pastoral methods of study
- Demonstrate the ability to continue to advance their knowledge and understanding of theology and ministry to a high degree
- Demonstrate a high degree of independence and self-direction in learning and taking responsibility for their own learning experience
- Demonstrate critical reflection on their own particular standpoint and a good understanding of the methodological and hermeneutical issues that are raised.

## GENERIC SKILLS:

Holders of this qualification will be able to:

- Communicate information, ideas, arguments, principles and theories and develop an argument by essays, dissertation and/or verbally
- Demonstrate an advanced ability to identify, gather and analyse relevant/primary sources as well as secondary literature
- Demonstrate an in-depth understanding of ethical issues raised by their research, and compliance with relevant codes of practice
- Show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices
- Exhibit skills necessary for the production of original research with an ability to adopt a critical distance from their source material and to evaluate it critically, reaching their own independent conclusions.

## PROGRAMME STRUCTURE

Indicative programme structure for full-time students. Part-time students in all pathways will typically take one or two modules per semester from their preferred specialty pathway.

### PART I

#### A Typical Biblical Studies F/T Pathway (Old Testament Focus)

##### Semester 1

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7001	Biblical Hermeneutics	compulsory	20
NCTR7002	OT Exegesis: Studies in Prophetic Texts	compulsory	20
NCTR7003	OT Thematic: OT and Creation	compulsory	20

##### Semester 2

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7010	OT Thematic: OT and Spirituality	compulsory	20
NCTR7011	The Reception of the Bible in Contemporary Culture	compulsory	20
	An elective from Systematic Theology second semester modules	compulsory	20

#### A Typical Biblical Studies F/T Pathway (New Testament Focus)

##### Semester 1

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7001	Biblical Hermeneutics	compulsory	20
NCTR7004	NT Exegesis: Studies in the NT Letters	compulsory	20
NCTR7005	NT Thematic: NT and Second Temple Judaism	compulsory	20

##### Semester 2

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7012	NT Thematic: NT and Cultic Reconstruction	compulsory	20
NCTR7011	The Reception of the Bible in Contemporary Culture	compulsory	20
	An elective from Systematic Theology second semester modules	compulsory	20

## A Typical Pastoral Studies F/T Pathway

### Semester 1

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7006	Theological Methods for Pastoral Studies	compulsory	20
NCTR7007	Exegesis of Key Texts in Adventism: Marriage Texts	compulsory	20
	An elective from Biblical Studies or Systematic Theology first semester modules	compulsory	20

### Semester 2

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7013	Biblical Theology and Praxis of Ministry and Mission	compulsory	20
NCTR7014	Pastoral Counselling	optional	20
NCTR7015	Evangelism and Community	optional	20
NCTR7016	Church Music and Liturgy	optional	20
NCTR7017	Pastoral Ethics	optional	20
NCTR7018	Church Leadership and Administration	optional	20
NCTR7019	Preaching Biblical Narratives	optional	20
	An elective from Biblical Studies or Systematic Theology second semester modules	compulsory	20

Full-time students in the Pastoral Studies pathway will take 3 modules. Not all the listed modules will be offered every year. Typically however, there will be at least 3 modules offered every year.

## A Typical Systematic Theology F/T Pathway

### Semester 1

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7008	Principles and Methods of Theology	compulsory	20
NCTR7007	Exegesis of Key Texts in Adventism: Marriage Texts	compulsory	20
NCTR7009	Leading Motifs in Adventist Theology	compulsory	20

### Semester 2

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7020	Emerging Perspectives in Soteriology	compulsory	20
NCTR7021	Emerging Perspectives in Ecclesiology	compulsory	20
NCTR7022	Issues and Trends in Contemporary Theology	compulsory	20

## PART II

All students

MODULE CODE	TITLE	MODULE TYPE	CREDITS
NCTR7031	Dissertation	core	60

## EXEMPLAR OF THE FULL-TIME PROGRAMME STRUCTURE

BIBLICAL STUDIES		PASTORAL STUDIES	SYSTEMATIC THEOLOGY
<b>Semester 1</b>			
<b>Biblical Hermeneutics</b>		Theological Methods for Pastoral Studies	Principles and Methods of Theology
<b>OT Exegesis</b>	<i>NT Exegesis</i>	<i>Exegesis of Key Texts in Adventism</i>	
<b>Studies in Prophetic Texts</b>	Studies in the NT Letters	Marriage Texts	
<b>OT Thematic</b>	<i>NT Thematic</i>	An elective from Biblical Studies or Systematic Theology	Leading Motifs in Adventist Theology
<b>OT and Creation</b>	NT and Second Temple Judaism		
<b>Semester 2</b>			
<b>(Students in Pastoral Studies pathway take 3 modules)</b>			
<b>OT Thematic</b>	<i>NT Thematic</i>	Biblical Theology and Praxis of Ministry and Mission	
<b>OT and Spirituality</b>	NT and Cultic Reconstruction	Pastoral Counselling	Emerging Perspectives in Soteriology
		Evangelism and Community	
		Church Music and Liturgy	
<b>The Reception of Bible in Contemporary Culture</b>		Pastoral Ethics	Emerging Perspectives in Ecclesiology
		Church Leadership and Administration	
		Preaching Biblical Narratives	
<b>An elective from Systematic Theology</b>		An elective from Biblical Studies or Systematic Theology	Issues and Trends in Contemporary Theology
<b>Semester 3</b>			
<b>MA Dissertation</b>			

## MODULE SUMMARY TABLE

MODULE CODE	MODULE TITLE	MODULE TYPE	CREDITS
<b>Semester 1</b>			
NCTR7001	Biblical Hermeneutics	compulsory	20
NCTR7002	OT Exegesis: Studies in Prophetic Texts	compulsory	20
NCTR7003	OT Thematic: OT and Creation	compulsory	20
NCTR7004	NT Exegesis: Studies in the NT Letters	compulsory	20
NCTR7005	NT Thematic: NT and Second Temple Judaism	compulsory	20
NCTR7006	Theological Methods for Pastoral Studies	compulsory	20
NCTR7007	Exegesis of Key Texts in Adventism: Marriage Texts	compulsory	20
NCTR7008	Principles and Methods of Theology	compulsory	20
NCTR7009	Leading Motifs in Adventist Theology	compulsory	20
<b>Semester 2</b>			
NCTR7010	OT Thematic: OT and Spirituality	compulsory	20
NCTR7011	The Reception of Bible in Contemporary Culture	compulsory	20
NCTR7012	NT Thematic: NT and Cultic Reconstruction	compulsory	20
NCTR7013	Biblical Theology and Praxis of Ministry and Mission	compulsory	20
NCTR7014	Pastoral Counselling	optional	20
NCTR7015	Evangelism and Community	optional	20
NCTR7016	Church Music and Liturgy	optional	20
NCTR7017	Pastoral Ethics	optional	20
NCTR7018	Church Leadership and Administration	optional	20
NCTR7019	Preaching Biblical Narratives	optional	20
NCTR7020	Emerging Perspectives in Soteriology	compulsory	20
NCTR7021	Emerging Perspectives in Ecclesiology	compulsory	20
NCTR7022	Issues and Trends in Contemporary Theology	compulsory	20
<b>Semester 3</b>			
NCTR7031	Dissertation	core	60

## LEARNING, TEACHING AND ASSESSMENT STRATEGY

See **APPENDIX D** - LEARNING, TEACHING AND ASSESSMENT STRATEGY FOR MODULES VALIDATED BY THE UNIVERSITY OF WALES TRINITY SAINT DAVID on page 200.

### ASSESSMENT TASKS BY MODULE

The following sets out a typical timetable of assessment patterns as stated in the module descriptors:

SEMESTER 1 AUTUMN		
Module	Assessment Pattern	Date
<b>Biblical Hermeneutics</b>	a. 5,000-word essay (100%)	a. Week 13
<b>OT Exegesis: Studies in Prophetic Texts</b>	a. 2,500-word workbook (50%) b. 2-hour written exam (50%)	a. Week 11 b. Exam week
<b>OT Thematic: OT and Creation</b>	a. 3,000-word essay (50%) b. 15-minute seminar presentation (50%)	a. Week 19 b. Week 5 and 9
<b>NT Exegesis: Studies in the NT Letters</b>	a. 2,500-word research project (50%) b. 2-hour written exam (50%)	a. Week 13 b. Exam week
<b>NT Thematic: NT and Second Temple Judaism</b>	a. 2-hour written exam (50%) b. 2,500-word book report (50%)	a. Exam week b. Week 7
<b>Theological Methods for Pastoral Studies</b>	a. 3,000-word research project (50%) b. 15-minute seminar presentation (50%)	a. Week 13 b. Week 2
<b>Exegesis of Key Texts in Adventism: Marriage Texts</b>	a. 5,000-word essay (100%)	a. Week 19
<b>Principles and Methods of Theology</b>	a. 3,000-word essay (50%) b. 15-minute seminar presentation (50%)	a. Week 18 b. Week 11
<b>Leading Motifs in Adventist Theology</b>	a. 2.5-hour written exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 13
SEMESTER 2 SPRING		
Module	Assessment Pattern	Date
<b>OT Thematic: OT and Spirituality</b>	a. 2,500-word research project (50%) b. 2-hour written exam (50%)	a. Week 15 b. Exam week
<b>The Reception of the Bible in Contemporary Culture</b>	a. 2.5-hour written exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 7
<b>NT Thematic: NT and Cultic Reconstruction</b>	a. 5,000-word essay (100%)	a. Week 15
<b>Biblical Theology and Praxis of Ministry and Mission</b>	a. 3-hour written exam (75%) b. 1,250-word report/essay (25%)	a. Exam week
<b>Pastoral Counselling</b>	a. 5,000-word essay (100%)	a. Week 12
<b>Evangelism and Community</b>	a. 2.5-hour seen exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 15
<b>Church Music and Liturgy</b>	a. 3,000-word essay (50%) b. 15-minute seminar presentation (50%)	a. Week 14 b. Week 8
<b>Pastoral Ethics</b>	a. 3,000-word research project (50%) b. 15-minute seminar presentation (50%)	a. Week 14 b. Week 9
<b>Church Leadership and Administration</b>	a. 2.5-hour written exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 9
<b>Preaching Biblical Narratives</b>	a. 3,000-word sermon manuscript (60%) b. 15-minute presentation (40%)	a. Week 14 b. Week 13
<b>Emerging Perspectives in Soteriology</b>	a. 2.5-hour written exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 8
<b>Emerging Perspectives in Ecclesiology</b>	a. 5,000-word research project (100%)	a. Week 14
<b>Issues and Trends in Contemporary Theology</b>	a. 3,000-word essay (50%) b. 15-minute seminar presentation (50%)	a. Week 13 b. Week 14

Specific submission deadlines for each module are published online and in the programme handbook prior to the start of the academic year.

### **MODE OF DELIVERY**

The programme is campus-based and may be taken either on a full-time or part-time basis.

### **FLEXIBLE AND DISTRIBUTED LEARNING PROGRAMMES**

The programme is not a Flexible and Distributed Learning programme. It is a campus-based programme. Lectures may, however, be taken either entirely campus-based or through a degree of blended learning. Blended learning permits students to attend a portion of their lectures virtually as outlined in the Learning, Teaching and Assessment Strategy above. Students are required, however, to attend a portion of lectures on-campus in order to ensure a degree of face-to-face contact and equivalent access to campus-based learning resources.

### **STUDENT SUPPORT OFFERED**

Teaching staff act as personal tutors. All students are provided with the Student Services Handbook, which contains information about all the generic support services provided by the College. They also receive a Theology Student Handbook. In addition to those services provided by the College, students may also access the University's student services.

### **STUDY SKILLS**

Students attend a formative study skills programme. This programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

### **DISSERTATION**

All students are required to write a dissertation. In the initial stage, the students approach staff members for support with shaping their proposal. The Programme Board then appoints a supervisor with whom students are expected to meet regularly in individual tutorials. These guide the students through the process of determining their research question, method, research approach and writing. Additionally, students are expected to attend postgraduate research seminars which are typically organised at least once a semester. In the beginning of Part II of their study students also receive MA Dissertation Handbook which provides further guidance and support.

Students who undertake surveys, interviews or equivalent methods of data collection are required to complete an ethics form in line with UWTSD requirements and the College's Research Ethics Policy

### **DISABILITY**

All programmes are inclusive of disabled students. There is no module on the programme that would need significant adaptation for students with certain disabilities. As and when required, the team will make reasonable adjustments in the delivery of the module content and in the support provided to students with recognised support needs. The College's Disability Coordinator is responsible for keeping all copies of documentation on file and this is considered, through the appropriate channels within the College, if extensions or other special considerations or adjustments are needed. The Disability Coordinator offers an excellent service for students with disabilities or specific educational differences, providing appropriate support mechanisms to ensure effective integration and inclusion.

## STUDENT EVALUATION OF MODULES AND PROGRAMMES

Feedback from students is assured in the following ways:

- End of module evaluation
- Student representatives from each cohort serve as full members of the Programme Board.

All students are able to offer informal feedback to module coordinators, personal tutors, or to the Programme Leader.

## STUDENT FEEDBACK AND MODULE EVALUATION

The student voice is an integral part of curriculum and programme development and it is actively encouraged in a number of ways and at a number of points during the academic year. The Senior Administrative Officer (Academic Programmes) distributes module evaluation sheets at the end of each module in order for the student to provide feedback. Students also, through their programme representatives (for which post they may stand), feed their concerns and issues into the Programme's Annual Programme Evaluation (which occur in the autumn of each year). Issues raised in both of these forums feed through into action points that are then monitored by the College's Academic Board.

## ADMISSIONS

Admissions arrangements will be made in accordance with the University's Admissions Policy. Each application will be considered on its own merit. However, specific entry requirements will be published on the University website. All admissions-related decisions will be made in accordance with the Admissions Policy, and any specific requirements to support the selection process will be determined in consultation with Registry.

Specific academic entrance requirements including full country-specific criteria for international students are stated in the College's Handbook of Academic Programmes and Policies. Non-UK qualifications are checked for equivalence through UK NARIC. Students may gain Recognition of Prior Certified Learning (RPCL) and Recognition/Accreditation of Prior Experiential Learning (R/APEL) as outlined in UWTSD's Academic Quality Handbook.

## Applicants must normally meet one of the following academic criteria:

- A UK Honours degree or equivalent in Theology or similar with a classification of Upper Second (weighted average score of 60%) or higher. Students graduating with a Lower Second or below may be profiled into the programme by the Programme Board
- A UK Graduate Diploma Biblical and Pastoral Studies or an Andrews University Licence in Theology or similar with an average weighted score of at least 60%. Students graduating with a lower weighted average may be profiled into the programme by the Programme Board
- A 3-year (or 4-year US-style) degree in Theology or similar accredited by the Adventist Accrediting Association and/or from an institution listed by the National Academic Recognition Information Centre in the UK (NARIC)
- Where a Grade Point Average system is used, a minimum cumulative GPA of 3.00 is required. Students graduating with a cumulative GPA between 2.67 and 2.99 may be profiled into the programme by the Programme Board.

An Honours degree in Religious Studies or equivalent from a European university normally permits entry into postgraduate studies.

It is understood that the above undergraduate awards will include the successful completion of at least a year of Hebrew or Greek.

Applicants will be expected to complete a Disclosure and Barring Service (DBS) declaration to facilitate practical research within the UK context. According to the MA admissions policy in the Handbook of Academic Programmes the College will undertake DBS checks.

Non-native speakers of English are also required to demonstrate proficiency in the English language through achieving, for example:

International English Language Testing System (IELTS): Minimum average of 6.5 overall, with no sub-test below 6.0

Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 575 or internet-based total of 90

International Test of English Proficiency (iTEP Academic): Minimum score of 4.0

Cambridge Certificate in Advanced English (CAE):  
Minimum grade of B

Cambridge Certificate of Proficiency in English  
(CPE): Minimum grade of C.

The admission process requires potential students to submit required documentation and proof that they have met academic entry requirements to the Admissions and Records officer. Documentation is then forwarded to the Programme Leader for approval of admission onto the programme. Admission will therefore be the decision of the Programme Leader but effected through both the University's and College's regulatory frameworks and in line with admissions policy and precepts.

## EXIT POINTS AND AWARDS

Candidates who successfully complete 60 credits may be awarded a Postgraduate Certificate in Theology.

Candidates who successfully complete 120 credits may be awarded a Postgraduate Diploma in Theology.

- Candidates may be eligible for classifications as set out in UWTSD AQH Chapter 6.

## POSTGRADUATE CERTIFICATE IN MINISTRY AND MISSION – UNIVERSITY OF WALES TRINITY SAINT DAVID

Awarding Institution/Body	<b>University of Wales Trinity Saint David</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>PG Cert Ministry and Mission</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>Theology</b>
Programme JACS Code	<b>V610</b>
Mode of attendance	<b>Full-time (FT); part-time (PT)</b>
Length of programme	<b>Usually 6 months; maximum 2 years for FT Usually 2 years; maximum 4 years for PT</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>September 2015</b>
QAA Subject Benchmark Group	<b>Theology and Religious Studies</b>
<a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-theology-religious-studies.pdf</a>	

### CREDITS

All references to module credits in these Regulations refer to Credit Accumulation Transfer Scheme (CATS) credits, unless stated otherwise. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning). The College equates two CATS credits to one ECTS credit.

### ABOUT THE PROGRAMME

While the MA in Theology offers the primary entrance qualification for pastoral ministry in the Trans-European Division of the Seventh-day Adventist Church (TED), the PgCert in Ministry and Mission is designed as an extension programme to provide specific mission focus for those entering the pastoral ministry. Its content reflects the Adventist Church's conviction that successful ministry must be based not only on a deep knowledge of Scripture; an understanding of the Church's theology and history but also on competence in leadership, pastoral and mission skills which attempt to be relevant to the needs of the contemporary world. The Adventist Church in the TED requires those entering pastoral ministry to hold a Level 7 qualification and have specialised training in practical and mission-oriented education. As such, this programme

provides such mission focus. The programme places an emphasis on pastoral, leadership, administrative, ethical and mission areas. The structure, content and assessment patterns of the programme have been designed in such a way as to equip students with the critical and analytical skills necessary to ensure maximum employability while inculcating a desire and passion for life-long learning and personal development.

The PgCert in Ministry and Mission consists of 1 semester of taught modules. The 3 taught modules are each 20 credits. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: pastoral theology, counselling, leadership and administration, pastoral ethics and mission. All of the modules match in content those offered on the MA Theology programme in the Pastoral Studies pathway.

### PROGRAMME AIMS

- To prepare students for the next stage in their careers, whether that is further academic or professional study, or entering employment of different kinds
- To engage students in a deep critical analysis of concepts, theories,

- assumptions, and practices of missional ministry
- To enable students to respond innovatively and constructively to the complex questions and problems that are posed by current developments in the field of ministry and mission and their application to a multidisciplinary, pluralistic and culturally diverse society.

## PROGRAMME LEARNING OUTCOMES

### KNOWLEDGE AND UNDERSTANDING

The Certificate is awarded to students who have demonstrated:

- a deep comprehension of Adventist ministry and mission theory and practice and a critical engagement with a range of themes and methods within missional and pastoral theology
- knowledge of appropriate research methods and adoption of adequate research skills, with good use of academic journals as well as books;
- critical comprehension of the hermeneutical, textual, philosophical, theological and practical expressions of Christian theology of ministry and mission
- Subject-specific and intellectual skills.

Holders of the qualification will be able to:

- demonstrate the ability to deal with complex issues of theology and practice of ministry both systematically and creatively

- demonstrate intellectual flexibility through the practice of exegetical, dogmatic and pastoral methods of study
- demonstrate the ability to continue to advance their knowledge and understanding of theology and ministry to a high degree
- demonstrate a high degree of independence and self-direction in learning and taking responsibility for their own learning experience
- demonstrate critical reflection on their own particular standpoint and a good understanding of methodological issues that are raised.

### GENERIC SKILLS:

Holders of this qualification will be able to:

- communicate information, ideas, arguments, principles and theories and develop an argument by essays, presentation and/or verbally
- demonstrate an advanced ability to identify, gather and analyse relevant/primary sources as well as secondary literature
- demonstrate an in-depth understanding of ethical issues raised by their research, and compliance with relevant codes of practice
- show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices
- exhibit skills necessary for the production of original research with an ability to adopt a critical distance from their source material and to evaluate it critically, reaching their own independent conclusions.

## PROGRAMME STRUCTURE

Indicative programme structure for full-time students. Part-time students in all pathways will typically take one or two modules per semester from their preferred specialty pathway.

### Indicative programme structure for Full-Time Students

Module Code	Title	Module type	Credits
NCTR7023	Methods for Pastoral Studies	optional	20
NCTR7024	Theology and Praxis of Ministry and Mission	optional	20
NCTR7025	Counselling in Ministry	optional	20
NCTR7026	Evangelism	optional	20
NCTR7027	Church Liturgy	optional	20
NCTR7028	Ethics in Ministry	optional	20
NCTR7029	Church Leadership	optional	20
NCTR7030	Homiletics of Biblical Narratives	optional	20

## LEARNING, TEACHING AND ASSESSMENT STRATEGY

See **APPENDIX D** - LEARNING, TEACHING AND ASSESSMENT STRATEGY FOR MODULES VALIDATED BY THE UNIVERSITY OF WALES TRINITY SAINT DAVID on page 200.

### ASSESSMENT TASKS BY MODULE

The following sets out a typical timetable of assessment patterns as stated in the module descriptors:

Semester 1		
Module	Assessment Pattern	Date
<b>Theology and Praxis of Ministry and Mission</b>	a. 5,000-word research project (100%)	a. Exam week
<b>Counselling in Ministry</b>	a. 5,000-word essay (100%)	a. Week 12
<b>Evangelism</b>	a. 2,5-hour seen exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 15
<b>Church Liturgy</b>	a. 3,000-word essay (50%) b. 15-minute seminar presentation (50%)	a. Week 14 b. Week 8
<b>Ethics in Ministry</b>	a. 3,000-word research project (50%) b. 15-minute seminar presentation (50%)	a. Week 14 b. Week 9
<b>Church Leadership</b>	a. 2,5-hour written exam (75%) b. 1,250-word report/essay (25%)	a. Exam week b. Week 9
<b>Homiletics of Biblical Narratives</b>	a. 3,000-word sermon manuscript (60%) b. 15-minute presentation (40%)	a. Week 14 b. Week 13
<b>Methods for Pastoral Studies</b>	a. 3,000-word research project (50%) b. 15-min seminar presentation (50%)	a. Week 13 b. Week 2

Specific submission deadlines for each module are published online and in the programme handbook prior to the start of the academic year.

### MODE OF DELIVERY

The programme is campus-based and may be taken either on a full-time or part-time basis.

### FLEXIBLE AND DISTRIBUTED LEARNING PROGRAMMES

The programme is not a Flexible and Distributed Learning programme. It is a campus-based programme. Lectures may, however, be taken either entirely campus-based or through a degree of blended learning. Blended learning permits students to attend a portion of their lectures virtually as outlined in the Learning, Teaching and Assessment Strategy above. Students are required, however, to attend a portion of lectures on-campus in order to ensure a degree of face-to-face contact and equivalent access to campus-based learning resources.

### STUDENT SUPPORT OFFERED

Teaching staff act as personal tutors. All students are provided with the Student Services Handbook, which contains information about all the generic support services provided by the College. They also receive a Theology Student Handbook. In addition to those services provided by the College, students may also access the University's student services.

### STUDY SKILLS

Students attend a formative study skills programme. This programme consists of tutorials on topics such as learning techniques, basic IT skills, use of study-related software (e.g. Turnitin, Zotero, Moodle), good academic practice, essay writing and formatting, and use of library and non-library academic resources. In addition, one-to-one study skills support is available on a tutorial basis.

## DISABILITY

All programmes are inclusive of disabled students. There is no module on the programme that would need significant adaptation for students with certain disabilities. As and when required, the team will make reasonable adjustments in the delivery of the module content and in the support provided to students with recognised support needs. The College's Disability Coordinator is responsible for keeping all copies of documentation on file and this is considered, through the appropriate channels within the College, if extensions or other special considerations or adjustments are needed. The Disability Coordinator offers an excellent service for students with disabilities or specific educational differences, providing appropriate support mechanisms to ensure effective integration and inclusion.

## STUDENT EVALUATION OF MODULES AND PROGRAMMES

Feedback from students is assured in the following ways:

- End of module evaluation
- Student representatives from each cohort serve as full members of the Programme Board.

All students are able to offer informal feedback to module coordinators, personal tutors, or to the Programme Leader.

## STUDENT FEEDBACK AND MODULE EVALUATION

The student voice is an integral part of curriculum and programme development and it is actively encouraged in a number of ways and at a number of points during the academic year. The Senior Administrative Officer (Academic Programmes) distributes module evaluation sheets at the end of each module in order for the student to provide feedback. Students also, through their programme representatives (for which post they may stand), feed their concerns and issues into the Programme's Annual Programme Evaluation (which occurs in the autumn of each year). Issues raised in both of these fora feed through into action points that are then monitored by the College's Academic Board.

## ADMISSIONS

Admissions arrangements will be made in accordance with the University's Admissions Policy. Each application will be considered on its own merit. However, specific entry requirements will be published on the University website. All admissions-related decisions will be made in accordance with the Admissions Policy, and any specific requirements to support the selection process will be determined in consultation with Registry.

Specific academic entrance requirements including full country-specific criteria for international students are stated in the College's Handbook of Academic Programmes and Policies. Non-UK qualifications are checked for equivalence through UK NARIC. Students may gain Recognition of Prior Certified Learning (RPCL) and Recognition/Accreditation of Prior Experiential Learning (R/APEL) as outlined in UWTSO's Academic Quality Handbook.

### **Applicants must normally meet one of the following academic criteria:**

- A UK Honours degree or equivalent in Theology or similar with a classification of Upper Second (weighted average score of 60%) or higher. Students graduating with a Lower Second or below may be profiled into the programme by the Programme Board;
- A UK Graduate Diploma Biblical and Pastoral Studies or an Andrews University Licence in Theology or similar with an average weighted score of at least 60%. Students graduating with a lower weighted average may be profiled into the programme by the Programme Board;
- A 3-year (or 4-year US-style) degree in Theology or similar accredited by the Adventist Accrediting Association and/or from an institution listed by the National Academic Recognition Information Centre in the UK (NARIC);
- Where a Grade Point Average system is used, a minimum cumulative GPA of 3.00 is required. Students graduating with a cumulative GPA between 2.67 and 2.99 may be profiled into the programme by the Programme Board.

An Honours degree in Religious Studies or equivalent from a European university normally permits entry into postgraduate studies.

It is understood that the above undergraduate awards will include the successful completion of at least a year of Hebrew or Greek.

Applicants will be expected to complete a Disclosure and Barring Service (DBS) declaration to facilitate practical research within the UK context. The College according to the MA admissions policy in the Handbook of Academic Programmes and Policies will undertake DBS checks.

Non-native speakers of English are also required to demonstrate proficiency in the English language through achieving, for example:

- International English Language Testing System (IELTS): Minimum average of 6.5 overall, with no sub-test below 6.0
- Test of English as a Foreign Language (TOEFL): Minimum paper-based total of 575 or internet-based total of 90
- International Test of English Proficiency (iTEP Academic): Minimum score of 4.0
- Cambridge Certificate in Advanced English (CAE): Minimum grade of B
- Cambridge Certificate of Proficiency in English (CPE): Minimum grade of C.

The admission process requires potential students to submit required documentation and proof that they have met academic entry requirements to the Admissions and Records officer. Documentation is then forwarded to the Programme Leader for approval of admission onto the programme. Admission will therefore be the decision of the Programme Leader but effected through both the University's and College's regulatory frameworks and in line with admissions policy and precepts.

#### **EXIT POINTS AND AWARDS**

- Candidates who successfully complete 60 credits will be awarded a Postgraduate Certificate in Ministry and Mission



## CERTIFICATE IN HEALTH AND WELLNESS

Awarding Institution/Body	<b>Andrews University</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>Certificate in Health and Wellness</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>N/A</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Summer intensives</b>
Length of programme	<b>2 summers</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>May 2015</b>

**This programme is currently undergoing major restructuring. A new intake will be announced in due course.**

### CREDITS

Unless stated otherwise, all references to module credits in these Regulations refer to US credits. One US credit is 14-15 contact hours per semester. Thus a 3-credit module equates to 42-45 contact hours over a fifteen-week semester. Students are normally expected to undertake two hours of independent study for each contact hour. The College equates three US credits to five ECTS credits and ten CATS credits.

### ABOUT THE PROGRAMME

The Certificate in Health and Wellness programme is intended to prepare those with an interest in nutrition, wellness and fitness for service in their local church and community as they seek to share the benefits of the Seventh-day Adventist lifestyle - including the advantages of a vegetarian diet and of regular exercise and physical fitness.

### PROGRAMME AIMS

The Certificate in Health and Wellness is designed to equip you with the skills, knowledge, and

confidence you need to take that extra step in your community, church and workplace in promoting the Adventist Health Message. The main aims of the programme are for the students to:

- gain increased general knowledge about health, wellness, and nutrition
- understand the scientific principles behind areas relating to health and wellness

The credits earned in this programme equate to a minor in Health at Andrews University.

### PROGRAMME STRUCTURE

The taught component of each module can be completed over successive summer residential stays on the Newbold campus. Assessments will be due after completion of the taught component.

You may apply to take some modules online via Andrews University but these are not included in the all-inclusive packages for tuition, accommodation and meals being offered for residential mode studies.

<b>SUMMER 2018 (dates tbc)</b>	<b>CREDIT S</b>
Health Principles	3
Fit for Life	1
Nutrition	3
Personal Fitness Plan	1
Consumer Health	2

## MA LEADERSHIP

Awarding Institution/Body	<b>Andrews University</b>
Teaching Institution	<b>Newbold College of Higher Education</b>
Final Award	<b>MA Leadership</b>
Intermediate Awards	<b>N/A</b>
Name of Route/Pathway or Field	<b>N/A</b>
Programme JACS Code	<b>N/A</b>
Mode of attendance	<b>Summer and winter intensives, monthly meetings, online learning</b>
Length of programme	<b>3 years (PT)</b>
Location of delivery	<b>Newbold College of Higher Education</b>
Language of delivery	<b>English</b>
Date (revised)	<b>June 2016</b>

### ABOUT THE PROGRAMME

The programme is ideal for those in full-time professional employment, including pastors, church administrators, business managers, educational leaders, and more. It can be completed part-time across a three-year period, with intensive sessions which will be accompanied throughout the year by a range of flexible online interactions and with a face-to-face learning group. The next cohort has not been planned and will be announced in due course.

The programme represents a new concept in graduate education, designed to meet the needs of mid-career leaders. It is highly flexible to allow self-motivated learners to pursue a graduate degree without requiring to move their families or interrupt their careers. Key elements are

- Biographically anchored
- Job embedded
- Competency driven
- Supported by a learning community
- Continued individualized feedback.

### PROGRAMME OVERVIEW

The programme takes three years in part-time studies.

<b>YEAR 1</b>
Two weeks' orientation in summer at Newbold*
One week session during the winter (venue tba)*
Approximately 8 one-day meetings with the Local Leadership groups (venue organised by learning group)*
Online discussions and content delivery
*Full attendance at these sessions is compulsory

## YEAR 2

Two weeks' orientation in summer at Newbold\*

One week session during the winter (venue tba)\*

Approximately 8 one-day meetings with the Local Leadership groups (venue organised by learning group)\*

Online discussions and content delivery

\*Full attendance at these sessions is compulsory

## YEAR 3

Final Summer session with presentation of Leadership Portfolios\*

\*Full attendance on these sessions is compulsory

## MODULES

Participants will be able to choose from electives that include:

- Study of different models of leadership
- Biblical philosophy of leadership
- Christ as an example of leadership
- Leadership styles
- Spiritual gifts
- Leadership in Church organisations and entities
- Visioning
- Cultural leadership
- Conflict resolution
- Time management
- Change management

## WORK EXPERIENCE & PLACEMENT

Leaders do not work by themselves. Leaders work with people. Their challenge is how to multiply human accomplishment by amplifying and aggregating human effort (Hamel, 2007). In today's challenging work environment, it is important that leadership education is not classroom-bound but impacts the real life context of the leader. How does the Leadership programme approach this challenge?

- By requiring participants to be full-time employed or own their own business
- By encouraging the development of competencies in actual work contexts
- By creating a learning context that allows participants to use real-life and work

experience as a foundation for competency development

Participants in the Leadership programme are at various stages in their career development. They come from a broad spectrum of organisations and institutions. Current participants come from government, education, church, business, health, sciences, finance, military, non-governmental organisations (NGOs), mission organisations, and small private businesses. In addition, participants come from many different regions and countries. Interaction with people from different backgrounds and contexts has the potential to create a rich community of learning.

## ENTRY REQUIREMENTS

Undergraduate degree (BA or equivalent): A three-year UK-style degree, or an equivalent four-years US Baccalaureate degree.

English proficiency: Students whose native language is not English must submit a minimum IELTS score of 8.5 or TOEFL (web-based) 80.

Undergraduate GPA: Minimum 2.60 (or 2.75 on the last half of undergraduate courses). The entire student profile is considered during the admissions process; students who do not meet the minimum GPA requirements may also apply.

Participants should be currently employed and hold a leadership position

**Applicants apply directly to Andrews University.**

# MODULE SYNOPSES

**PLEASE NOTE THAT THE COLLEGE RESERVES THE RIGHT  
NOT TO OFFER EVERY MODULE EVERY YEAR**



## ANDREWS UNIVERSITY MODULE SYNOPSES

PLEASE NOTE THAT FULL MODULE DESCRIPTORS WILL BE MADE AVAILABLE FOR EACH INDIVIDUAL MODULE

### ANTHROPOLOGY

#### **ANTH200 CULTURAL ANTHROPOLOGY (3 semester credits – first semester)**

The study of culture and cultural variation. The contemporary beliefs, values, institutions, and material way of life of people in the West are contrasted with those of people living in other regions of the world today and in the past. It supports students in their understanding and appreciation of all cultures, equipping them to work more effectively within a British context as well as globally.

### COMMUNICATION AND ENGLISH LANGUAGE

#### **COMM104 COMMUNICATION SKILLS (3 semester credits – second semester)**

An introduction to the study of the human communication process. Students have the opportunity to familiarise themselves with investigations of semiotics, advertising and other media topics via documentary films and the mainstream newspapers.

#### **ENGL115 ENGLISH COMPOSITION I (3 semester credits – first semester)**

An introduction to the fundamental principles of composition as they pertain to the use of current standard English. Emphasises short essay writing based on personal explorations of memory, observation, conversation and reading. Prerequisite for all students whose native language is not English: An overall average of 550 on TOEFL (213 computer-based) or 80 on MELAB or completion of ENGL110 with at least a B. This module cannot be audited or challenged. Students must obtain a grade of at least C-.

#### **ENGL215 ENGLISH COMPOSITION II (3 semester credits – second semester)**

An introduction to text-based, academic writing, including practice in summarising, analysing, synthesising and reading from a critical perspective. Tasks include summary, abstract and précis construction, critical analysis and response papers, and a minimum of one extended text-based writing project. Prerequisites: ENGL115 and completion of 24 semester credits. Andrews University will not entertain any exceptions to this regulation and will not transcript credits taken without the prerequisites. This module cannot be audited or challenged. Students must obtain a grade of at least C-.

### ENGLISH LITERATURE

#### **ENGL255A STUDIES IN LITERATURE: TEXT ON FILM AND LOCATION I (3 semester credits – first semester)**

This module gives students the opportunity to explore literary authors and movements selected from the early poetic texts to the flourishing of the novel. Figures considered may include Shakespeare, Marlowe, Milton, Wordsworth, Jane Austen and Charles Dickens. Students may visit places such as Stratford-upon-Avon, London and the Globe Theatre, Bath, Chawton and Winchester. Some topics will be explored through the medium of film as text. Literary works are examined particularly in relation to the culture and history of the period within which they emerged, and thus it is recommended that students take the parallel History module Reformation to Revolution.

#### **ENGL255B STUDIES IN LITERATURE: TEXT ON FILM AND LOCATION II (3 semester credits – second semester)**

This module gives students the opportunity to explore literary authors and movements selected from the beginning of the Victorian period to the present day. Figures considered may include Thomas Hardy, T. S. Elliot, Beatrix Potter, Virginia Woolf, Tolkien and Lewis. Students may visit places such as London, Dorset and Oxford. Literary works are examined particularly in relation to the culture and history of the period within which they emerged, and thus it is recommended that students take the parallel History module Empire to Entropy.

### **ENGL425H LITERARY TOPICS: CS LEWIS – LITERATURE AND THE RELIGIOUS LIFE (3 semester credits – first semester)**

Exploring key literary and religious works by CS Lewis, this module delves into fantasy, myth and literary imagination as well as the complex relationships they have with Christian doctrine, practice and belief. Key themes explored include: faith and reason; allegory and myth; and the cosmic view of the world. Reading of works by CS Lewis will be supplemented with discussions about his literary and religious influences, the popular representations of his books, including on film, and secondary criticism. The module will include several excursions, exploring the places that had most impact on him: his home, 'The Kilns', and his local church; visiting Oxford colleges where he studied and taught, where he was confirmed in his atheism and where he was converted to Christianity. Students will be encouraged to read his books in a new light, reflecting on the power of the literary imagination in bringing forward new religious truths.

### **ENGL425L LITERARY TOPICS: SHAKESPEARE DRAMA WORKSHOP (3 semester credits – second semester)**

This workshop explores the craft of the actor as s/he uses performance techniques to gain insights into Shakespeare's text. In addition to several theatre visits to plays in London, students will learn acting skills while working towards two objectives: first achieving a Certificate in Shakespearean Acting from the Royal Academy of Dramatic Arts (RADA); and second, the performance of an abridged Shakespeare play before an audience, on the beautiful Sylvia's Garden stage in the grounds of Moor Close on the Newbold College campus. Both objectives will utilise the same Shakespeare play (A Midsummer Night's Dream). (Details of the RADA Shakespeare Certificate can be found at <http://www.rada.ac.uk/education-and-outreach/rada-certificates/cert/testimonials>)

### **ENGL478A, ENGL478B STUDY TOUR (3 semester credits – first and/or second semester)**

This module gives students the opportunity to reflect upon and produce a portfolio of their visits to selected areas of cultural, literary and/or historical interest within the United Kingdom. Trips and tours take place within the context of lectures, directed readings, independent research projects, and assignments such as book reviews and reflective journals.

## **HEALTH**

### **HLED110 HEALTH PRINCIPLES (3 semester credits – second semester)**

Principles of health, their meaning to the individual and the community. Acquaintance with current advances in health knowledge and healthful living. Taught only on the Newbold College of Higher Education campus.

### **FTES121, 122 PHYSICAL EDUCATION I, II (NO credits – first and second semesters)**

Students graduating with an Andrews University are required to complete two semesters of physical exercise. They may do this through an exercise regime at a local sports club or health club or they may have a personal fitness plan validated.

### **HLED110HW HEALTH PRINCIPLES (3 semester credits – Health & Wellness Programme – Summer intensive)**

This module introduces participants to the concept of health through three different periods of history. As a first step you will explore the biblical basis for health. In the second step you will study the historical development and basis of the health message in the Seventh-day Adventist Church. In the third step you will approach the role of health promotion in current society.

### **HLED120HW FIT FOR LIFE (1 semester credit – Health & Wellness Programme – Summer intensive)**

This module provides participants with a balanced up-to-date coverage of the critical areas of wellness including physical fitness, nutrition, and weight management. The module also includes a study of the principles and concepts of wellness found in the Bible and writings of Ellen G. White. Practical tools will be given to help participants to adopt a healthier lifestyle.

**FDNT230HW Nutrition (3 semester credits – Health & Wellness Programme – Summer intensive)**

This module provides participants with a study of basic and applied principles of human nutrition, nutrient sources and functions, energy balance and weight control, nutrition in fitness and sports, eating disorders, nutrition in different life stages, and food safety. The module will also provide a study of the basic principles of science, including how to make observations, develop hypotheses, test hypotheses, and understand statistical significance and simple research methods.

**FTES210HW Personal Fitness Plan (1 semester credit – Health & Wellness Programme – Summer intensive)**

This module provides participants with a study of basic fitness concepts and principles in conjunction with a personalised exercise programme for disease prevention and health maintenance. Readings and assignments are required as well as an ongoing 'Fitness Journal'.

**HLED445HW Consumer Health (2 semester credits – Health & Wellness Programme – Summer intensive)**

This module provides participants with an analysis of the various fads in society today, and the methods and techniques used by promoters of healthcare products and services. The module will also include a study of ways in which consumers are vulnerable to certain health claims and scams, and the protection provided to the consumer by governmental agencies.

**IDSC300Y Natural Therapies (2 semester credits – Health & Wellness Programme – Summer intensive)**

This module provides a study of simple natural therapeutic remedies, including massage, hydrotherapy and herbal therapies. The pros and cons of other common alternative and complementary modalities are discussed.

**IDSC295HW Independent Study in Natural Therapies (1 semester credit – Health & Wellness Programme – Summer intensive)****FTES132HW FITNESS ENHANCEMENT (1 semester credit – Health & Wellness Programme – Summer intensive)**

Study of the factors involved in health improvement using a combination of concepts and applications in physical fitness. Cardiovascular, strength and flexibility exercises will be introduced and practiced throughout this module.

- Provide information about physical fitness, exercise and physical activity for significant and positive lifestyle changes.
- Provide practical guidance and tools related to physical fitness concepts.
- Assist students in establishing a regular physical activity and exercise routine.

**HLED480HW WELLNESS PROGRAMMES (3 semester credits – Health & Wellness Programme – Summer intensive)**

This module enables participants to learn the steps of needs assessment of a community, planning a programme, conducting a health promotion programme while utilising the resources of the community, and the programme evaluation.

**HLED425HW Health & Fitness Evangelism (3 semester credits – Health & Wellness Programme – Summer intensive)**

This module explores the principles and concepts of biblical evangelism and applies those teachings within the context of health and fitness in modern society. It includes a deeper exploration of the practical applications of physical activity from the outset of the Seventh-day Adventist Church and how it applies to current times.

It also teaches participants a strategic approach in developing modern methods for health and fitness evangelism to strengthen the "right arm" of the Church's effort in ministry.

## HISTORY

### **HIST404 ADVENTIST HERITAGE (3 semester credits – second semester)**

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact.

### **HIST437H/RELG360X ANGLO-SAXON BRITAIN: HISTORY, CULTURE, AND CHRISTIANITY (3 semester credits – first semester)**

This module will introduce students to investigating and examining Anglo-Saxon culture, religion and art, from the sub-Roman era to the Norman Conquest. Trips may include: The Ashmolean Museum, Yeavinger, the British Museum, Winchester Cathedral. Archaeological digs if seasonably available.

### **HIST437F TOPICS IN HISTORY: REFORMATION TO REVOLUTION (3 semester credits – first semester)**

An introduction to Henry VIII, his life and actions, the English Reformation, the Civil War through to the Glorious Revolution. Guided trips and tours take place within the context of lectures. Students visit historical sites pertaining to the Tudors - in particular Henry VIII and Elizabeth I. These may include the Tower of London, Hampton Court, Windsor Castle, and the National Portrait Gallery.

### **HIST437G TOPICS IN HISTORY: EMPIRE TO ENTROPY (3 semester credits – second semester)**

An exploration of historical events and themes from the beginnings of the British Empire to World War II. Topics include social reforms; the Napoleonic Wars, the Enlightenment; and World Wars I and II. These are augmented by guided field trips to Admiral Nelson's flagship, the British Museum, the Natural History Museum and the Imperial War Museum.

### **HIST378A, HIST378B STUDY TOUR (3 semester credits – first or second semesters)**

This module gives students the opportunity to reflect upon and produce a portfolio of their visits to selected areas of cultural and historical interest within the United Kingdom. Trips and tours take place within the context of lectures and essays. These modules can only be taken in conjunction with HIST437F Topics in History: Reformation to Revolution and HIST437G Topics in History: Empire to Entropy.

## MATHEMATICS

### **MATH165 COLLEGE ALGEBRA (3 semester credits – first semester)**

A study of linear equations and inequalities; algebraic, logarithmic, exponential, and trigonometric functions; polynomials and complex numbers. Includes applications in business and science.

## PERFORMING ARTS

### **IDSC205 INTRODUCTION TO FINE ARTS I (3 semester credits – first semester)**

An introduction to some of the branches of Western art and music from the Middle Ages through to the Baroque. The two disciplines are studied chronologically and in parallel, with the aim of stimulating an interest in and appreciation of the creative arts whilst placing them in their historical contexts. Guided field trips give students the opportunity to experience art masterpieces at the National Gallery; experience a well-known opera at the English National Opera; and attend evensong at St George's Chapel, Windsor, a London West End musical and a Classical Spectacular concert at the Royal Albert Hall.

### **IDSC206 INTRODUCTION TO FINE ARTS II (3 semester credits – second semester)**

An exploration of Western art and music commencing with the Classical era through to the 21st century. The two disciplines continue their chronological parallel investigations. Guided field trips give students the opportunity to experience art masterpieces at the National, Tate Modern Galleries, and experience performances at London's finest concert halls and opera houses.

**MUCT141 MUSIC THEORY I: INTRODUCTION TO HARMONY (3 semester credits – first or second semester/when required)**

The aims of this module are to initiate the student in a knowledge of the fundamentals of music theory. The module will provide a foundation for the reading and writing of musical notation, intervals, scales, keys, triads, rhythm and harmony. It offers a clear and thorough introduction to the resources and practice of Western music establishing the basis for the study of the Western harmonic system.

**MUCT151 EAR TRAINING LABORATORY I (1 semester credit – first or second semester/when required)**

The aims of this lab module are to develop the student's ability to hear and identify differences in tone, duration and timbre both aurally and by dictation and to translate into sound easy melodies and rhythmic patterns.

**MUPF135 COLLEGE CHOIR (1 semester credit – first and second semesters)**

The College Choir is open to all students who are interested in participating in choral singing and who pass a short audition. It may be taken for one credit per semester and the grade is determined by attendance and participation. The choir typically performs a wide variety of repertoires and goes on an annual tour during the mid-semester break of the second semester. Recent tours have been conducted in the UK, Eire, Scandinavia, Russia and Brazil.

**MUPF364, 464 APPLIED MUSIC (1-2 semester credits – first and second semesters)**

Private instruction is given by resident teachers in piano, organ and singing. Private instruction on campus by visiting teachers is also given in violin, cello, flute, clarinet and saxophone. Instruction may be arranged also in other instruments on or off campus when teachers are available. One credit in Applied Music is based on one half-hour lesson and five hours' practice per week.

**MUPF397 JUNIOR RECITAL (1 semester credit – first and/or second semesters)**

A 20-minute recital with repertoire chosen from a variety of musical styles in consultation with your voice or instrumental instructor and curriculum head. Programme notes on compositions performed is required. May be taken in lieu of certain required and applied music courses.

**MUPF497 SENIOR RECITAL (1-2 semester credits – first and/or second semesters)**

A 30-minute recital with repertoire chosen from a variety of musical styles in consultation with your voice or instrumental instructor and curriculum head. Programme notes on compositions performed is required. May be taken in lieu of certain required and applied music courses.

## NATURAL SCIENCES

**CPTR200 Microcomputer Applications (3 semester credits)**

The module is designed to provide an introduction to computing for students planning a business career or who are likely to work in an office environment. Industry standard software packages are used for the practical aspects of the course. The workshop sessions are designed to provide the practical implementation. The module provides a basic computer literacy which will be valuable during the students' course and in their subsequent work or study. The emphasis is on the use of micro-computer software packages as tools to aid data-handling and decision making.

**BIOL208 ENVIRONMENTAL SCIENCE (4 semester credits – first semester)**

A study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Laboratory work includes field trips, guest speakers and experiments.

**PHYS110 ASTRONOMY (4 semester credits – on request)**

Available online via Andrews University for those needing to complete the natural sciences requirement for an Andrews University degree earned at Newbold College of Higher Education. The module explores the cosmic environment – the solar system, stars and their development, star clusters, the interstellar medium, galaxies and large-scale features of the Universe. Includes a distance laboratory component.

## PSYCHOLOGY

### **PSYC101 INTRODUCTION TO PSYCHOLOGY (3 semester credits – second semester)**

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality and mental health.

## RELIGIOUS STUDIES

### **BIBL211 GREEK I (3 semester credits – first semester)**

This module introduces students to New Testament Greek. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources.

### **BIBL212 GREEK II (3 semester credits – first semester)**

This module builds on BIBL211 above.

### **BIBL213 GREEK III (3 semester credits – second semester)**

This module provides students with more advanced tools for doing New Testament translation and exegesis.

### **BIBL341 HEBREW I (3 semester credits – first semester)**

This module introduces students to Old Testament Hebrew. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources.

### **BIBL342 HEBREW II (3 semester credits – first semester)**

This module builds on BIBL341 above

### **BIBL427 HEBREW EXEGESIS (2 semester credits – second semester)**

This module provides students with more advanced tools for doing New Testament translation and exegesis.

### **RELB210 JESUS IN HIS TIME AND OURS (3 semester credits – first semester to be confirmed)**

This module details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? The module also examines the connection between Christ's first Advent and His second.

### **RELB216 LAW AND WRITINGS OF THE OLD TESTAMENT (3 semester credits – second semester)**

An introduction to The Pentateuch and the Writings (historical books, Psalms, and Wisdom literature).

### **RELB274 PROPHETIC WRITINGS OF THE OLD TESTAMENT (3 semester credits – second semester)**

This module includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets.

### **RELB335 ACTS AND EPISTLES (3 semester credits – second semester)**

This module aims to analyse issues relating to authorship, dating, composition, literary style, and impact of the Epistles; to situate the Epistles within an early Christian context; and to develop an ability to interpret the Epistles within their first-century social, cultural and political settings, paying particular attention to family structures, gender roles, anthropological values, rhetorical practices and imperial context.

### **RELB406 STUDIES IN DANIEL AND REVELATION (3 semester credits – first semester)**

Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

**RELB416 ADVANCED STUDIES IN LAW AND WRITINGS (3 semester credits – second semester)**

An advanced module on The Pentateuch and the Writings of the Old Testament.

**RELB474 ADVANCED STUDIES IN OLD TESTAMENT PROPHETS (3 semester credits – second semester)**

An advanced module on the Prophetic Writings of the Old Testament.

**RELG360 TOPICS IN RELIGION (3 semester credits)**

Designed to add flexibility to the department offerings and to meet diverse student needs. Current offerings include:

**RELG360B Ministry and Culture – first semester**

An historical and contemporary study of cultural contexts, particularly those in the West, in which Christian mission takes place.

**RELG360C Foundations of Biblical Studies – first semester**

A consideration of the various contexts in which the biblical documents were written and how these texts have been interpreted. Includes an introduction to basic research methods in Biblical Studies.

**RELG360D Foundations of Christian Theology – first semester**

A general introduction to Theology as a discipline and the development of Christian doctrine until the beginning of the Middle Ages. Includes an introduction to basic research methods in Theological Studies.

**RELG360E Reformation Theology – first semester**

A study of the development of Christian doctrine at the end of the Middle Ages, during the Reformation and Counter-reformation.

**RELG360G Mission and Volunteerism – first semester**

A class which prepares students in issues of altruism and compassion as they prepare to serve by helping others.

**RELG360H History of Western Thought – second semester**

An examination of the major developments in western philosophy and an opportunity to develop concern for the clarity and validity of a philosophical argument.

**RELG360K Homiletics – first semester**

This module lays the foundation for biblical sermon construction and delivery.

**RELG360O Development of Seventh-day Adventist Theology – first semester**

This module introduces the student to the context in which Seventh-day Adventism arose, developments in Adventist doctrine, organisation and institutions, and contemporary trends and issues, including the role of the laity and women, theological diversity and institutionalism. Particular attention is paid to the role and influence of Ellen G. White in Adventism. This includes the role of prophecy in the Christian church, an introduction to her life, writings and ministry, and hermeneutical principles for applying her writings in a contemporary context.

**RELG360T Studies in the Gospels (3 semester credits – second semester)**

This module introduces students to the origins and nature of the Synoptic Gospels as historical, literary and theological documents and as sources about Jesus and his teaching. The module includes consideration of the prehistory of the Gospel tradition and its later development.

**RELH316 HISTORY OF THE CHRISTIAN CHURCH I (3 semester credits – first semester)**

This module surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. Aims to enable the student to develop a broader historical perspective through which to see the outworking of the great controversy through the centuries, especially as it relates to issues the church faces today.

**RELH317 HISTORY OF THE CHRISTIAN CHURCH II (3 semester credits – first semester)**

This module surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism.

**RELH400 SDA HISTORY AND PROPHETIC HERITAGE (3 semester credits – second semester)**

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White.

**REL325 PREPARATION FOR MISSION SERVICE (3 semester credits – TBC)**

An orientation to the knowledge, skills and attitudes necessary for successful mission service.

**REL335 FOUNDATIONS OF YOUTH MINISTRY (3 semester credits – first semester)**

Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth-training capacity.

**REL350 EVANGELISM (3 semester credits – first semester)**

This module explores the dynamics of personal evangelism with primary emphasis on instruction rather than exhortation. A clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions.

**RELT100 GOD AND HUMAN LIFE (3 semester credits – first semester)**

How God confronts human beings—includes the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions.

**REL325 THEOLOGY I (3 semester credits – first semester)**

Study of nature, sources, and methods of theology; the doctrines of God and his works (the Trinity, creation, providence, law, and Sabbath), Christ, the Holy Spirit, and human beings.

**REL326 THEOLOGY II (3 semester credits – first semester)**

Study of the doctrines of Christ and salvation (nature and works of atonement), the church (characteristics, ministry, and mission), sanctuary and Christ's heavenly ministry, and eschatology from a distinct Seventh-day Adventist perspective.

**REL485 PASTORAL MINISTRY (3 semester credits – second semester)**

A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist.

**REL250 PERSONAL SPIRITUALITY AND FAITH (3 semester credits – second semester)**

A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organised church activities and/or witnessing outreach.

**RELT340 RELIGION AND ETHICS IN MODERN SOCIETY (3 semester credits – second semester)**

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what moulded their value system and what should help to shape it.

**RESEARCH**

- IDSC480, 490 SENIOR SEMINAR, RESEARCH SEMINAR (3, 3 semester credits – first and second semesters)
- RELG496 SPECIAL PROJECT I, II (3, 3 semester credits – first and second semesters)
- On an individual basis, students may take 1-3 Independent Study/Readings/Special Project credits (IDSC295, RELG496) or 1-4 Topics credits (IDSC300).

# THEOLOGISCHE HOCHSCHULE FRIEDENSAU MODULE SYNOPSES

PLEASE NOTE THAT FULL MODULE DESCRIPTORS WILL BE MADE AVAILABLE FOR EACH INDIVIDUAL MODULE

## LEVEL FOUR

### **FBS41 GREEK LANGUAGE AND EXEGESIS (20 CATS/10 ECTS credits)**

This module introduces students to New Testament Greek. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources. The aims of the module are:

- To develop knowledge of the core grammar, syntax and vocabulary of New Testament Greek
- To develop the ability to use linguistic and lexical resources for translation purposes.

### **FBS42 GREEK TEXTS AND THE GOSPELS (20 CATS/10 ECTS credits)**

This module provides students with more advanced tools for doing New Testament translation and exegesis. In addition, the module focuses on the application of exegetical principles to the canonical Gospels as historical and theological documents, and as sources of information on the life and teaching of Jesus. The aims of the module are:

- To develop the ability to translate selected seen and unseen New Testament texts
- To apply exegetical principles to the canonical Gospels as historical and theological documents, and as sources of information on the life and teaching of Jesus.

### **FBS43 PENTATEUCH AND WRITINGS (20 CATS/10 ECTS credits)**

This module is designed in the first part to introduce students to the background, contents, literary context and message of the Pentateuch. In its second part the module will examine selected literary genres of the Writings of the Hebrew Bible, with a focus on the Psalms, their role in ancient Israelite spirituality and appropriation in contemporary Christian contexts. The aims of the module are:

- To develop knowledge of the Pentateuch and Psalms in their historical and cultural contexts
- To develop the ability to utilize basic narrative criticism and other text-centred approaches in constructing close and sensitive readings of selected portions of the Pentateuch
- To develop knowledge of how the Psalms were utilised in Israel and how they might be used in contemporary spiritual development.

### **FBS44 INTRODUCTION TO THE GOSPELS (20 CATS/10 ECTS credits)**

This module introduces students to the origins and nature of the Synoptic Gospels as historical, literary and theological documents and as sources about Jesus and his teaching. The module includes consideration of the prehistory of the Gospel tradition and its later development. The aims of the module are:

- To develop the ability of the student to read selected portions of the Gospels with an understanding of their historical, literary and theological nature
- To develop knowledge of the ministry, death and resurrection of Jesus
- To develop understanding of the religious, social and literary milieu of first-century Judaism.

### **FPS41 PASTORAL MINISTRY IN CONTEXT (20 CATS/10 ECTS credits)**

The module introduces the fields of cultural anthropology and sociology of religion. It focuses on the areas of cross-cultural communication and contextualisation, contemporary sociological trends in the area of spirituality and religion (including topics such as postmodernity, secularisation, and current dynamics of religious conversion). It provides an interdisciplinary framework for understanding the ministry and mission of the Church in a contemporary context and the role of the pastor as theological guide of its practices. The aims of the module are:

- To develop an understanding of ministry as contextualised theological practice, involving an interdisciplinary dialogue between theology and different fields of knowledge (cultural anthropology, sociology of religion, psychology)

- To provide a framework for understanding the organisational, congregational and missionary context in which contemporary European Adventist ministry takes place, and its implications for the role of the pastor.

#### **FPS42 FOUNDATIONS OF WORSHIP (20 CATS/10 ECTS credits)**

The module sets out to evaluate the use of words and music in worship from historical and contemporary perspectives. It will explore a broad range of skills needed for effective worship leadership and church music directorship. The aims of the module are:

- To develop knowledge of the role of prayer, worship and liturgy in spiritual formation
- To develop knowledge of worship and music in biblical traditions, the historical development of church music and contemporary liturgical approaches and basic skills in worship leadership
- To develop and understanding of worship within an Adventist ecclesiological and theological context.

#### **FPS43 FOUNDATIONS OF YOUTH MINISTRY (20 CATS/10 ECTS credits)**

This module introduces students to the spiritual disciplines and methods for developing spirituality in youth leaders to enhance the transmission of faith and spirituality to youth. Students are introduced to theories of adolescent development with special emphasis on faith development and the implications for youth ministry. The aims of the module are:

- To develop knowledge of various spiritual disciplines and the use in ministry of small groups, creative teaching, worship and evangelism resources
- To develop knowledge of Adventist traditions relating to youth ministry
- To develop knowledge of child and faith development theories, child protection issues, and emerging lifestyle issues
- To develop awareness of ministry strategies for emerging adolescents.

#### **FPS44 YOUTH MINISTRY IN CONTEXT (20 CATS/10 ECTS credits)**

This module introduces to students to the basic theories, skills and practices of youth leadership, organization, communication and administration. In addition, students are offered the opportunity to reflect on supervised youth placement experiences in a concurrent form to broaden their exposure to and experience of youth leadership. The aims of the module are:

- To develop knowledge of youth leadership and communication theories
- To develop knowledge of youth group organization, teen leadership and empowerment, Pathfinder Club structure, organization and programming, and associated budgeting and financial processes
- To develop a range of youth leadership skills through an assigned placements.

#### **FPS45 THEOLOGY AND PRACTICE OF HEALTH (20 CATS/10 ECTS credits)**

This module introduces the student to concepts and practices of wholeness in the Hebrew and Christian faith traditions. The module relates these traditions to current medical practice and theory, thereby setting a context for the student to develop good health practices. The aims of the module are:

- To develop knowledge of the Mosaic covenant regulations on food, hygiene, and social and familial relationships
- To develop knowledge of miracles, magic, demon possession and mental health in the Hebrew and Christian scriptures
- To develop the ability to relate biblical texts to contemporary health practice
- To develop knowledge of the role of health within Seventh-day Adventism.

#### **FTS41 FOUNDATIONS OF CHRISTIAN AND ADVENTIST THEOLOGY (20 CATS/10 ECTS credits)**

This module introduces Christian theology as a discipline. Particular attention is paid to the canonical narrative and its post-apostolic interpretation up until the beginning of the Middle Ages, including its impact on Adventist teachings. The aims of the module are:

- To develop an understanding of working definitions, methods and aims of the Old Testament and New Testament Studies.
- To develop an understanding of working definitions, methods and aims of theological disciplines.

#### **FTS42 SEVENTH-DAY ADVENTISM AND ELLEN WHITE (20 CATS/10 ECTS credits)**

This module introduces the student to the context in which Seventh-day Adventism arose, developments in Adventist doctrine, organisation and institutions, and contemporary trends and issues, including the role of the laity and women, theological diversity and institutionalism. Particular attention is paid to the role and influence of Ellen G. White in Adventism. This includes the role of prophecy in the Christian church, an introduction to her life, writings and ministry, and hermeneutical principles for applying her writings in a contemporary context. The aims of the module are:

- To develop understanding of the cultural and theological contexts in which Seventh-day Adventism originated and subsequently developed
- To develop understanding of the prophetic office of Ellen White and her influence in contemporary Adventism.

### **LEVEL FIVE**

#### **FBS51 HEBREW LANGUAGE AND EXEGESIS (20 CATS/10 ECTS credits)**

This module introduces students to biblical Hebrew. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources. The aims of the module are:

- To develop knowledge of the core grammar, syntax and vocabulary of biblical Hebrew
- To develop the ability to use linguistic and lexical resources for translation purposes

#### **FBS52 HEBREW TEXTS AND THE PROPHETS (20 CATS/10 ECTS credits)**

This module provides students with more advanced tools for doing biblical Hebrew translation and exegesis. The module also covers the study of the phenomenon of classical prophecy in the Hebrew Bible, its historical and cultural context and exegesis of selected passages. Social justice issues will be particularly focused upon, examining their relevance to today's readers. The aims of the module are:

- To develop the ability to translate selected seen and unseen biblical Hebrew texts
- To understand the phenomenon of the Old Testament Prophecy: message, form and background
- To develop knowledge of the nature, background and contents of the Hebrew prophets.

#### **FBS53 ACTS AND EPISTLES (20 CATS/10 ECTS credits)**

This module covers the social, historical and cultural contexts in which New Testament epistles and Acts were written, critical reflection on the formation of the documents, exegesis of selected passages, and an analysis of socio-theological themes. The aims of the module are:

- To analyse issues relating to authorship, dating, composition, literary style, and impact of Acts and the Epistles
- To situate Acts and the Epistles within an early Christian context
- To develop the ability to interpret Acts and the Epistles within their first-century social, cultural and political settings, paying particular attention to family structures, gender roles, anthropological values, rhetorical practices and imperial context.

### **FBS54 GREEK LANGUAGE AND EXEGESIS (20 CATS/10 ECTS credits)**

This module introduces students to New Testament Greek. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources. The aims of the module are:

- To develop knowledge of the core grammar, syntax and vocabulary of New Testament Greek
- To develop translation skills and the ability to use linguistic and lexical resources for translation purposes.

### **FBS55 GREEK II AND THE GOSPELS (20 CATS/10 ECTS credits)**

This module provides students with more advanced tools for doing New Testament translation and exegesis. The module also focuses on the application of exegetical principles to the canonical Gospels as historical and theological documents, and as sources of information on the life and teaching of Jesus. The aims of the module are:

- To develop the ability to translate selected seen and unseen New Testament texts
- To develop knowledge of the nature, background and contents of the canonical Gospels and the ability to undertake sound exegesis of the Gospels
- To develop the ability to compare and contrast the canonical Gospels and identify particular redactional emphases.

### **FPS51 PASTORAL EVANGELISM AND CHURCH GROWTH (20 CATS/10 ECTS credits)**

This module presents an interdisciplinary approach to the phenomenon of conversion. Topics covered include adult education theories and patterns, understanding congregations in their contexts, and the discipling process and spiritual formation. By the end of the module students will be able to integrate evangelistic activities within a theoretical framework that models contextual factors and the process of conversion. The aims of the module are:

- To develop an understanding of personal evangelism and discipleship through an introduction to basic methods of outreach and evangelistic witness in diverse cultural settings
- To develop the ability to present biblical ideas in an appealing and persuasive manner to different audiences
- To develop the ability to construct a contextually relevant evangelistic approach that would include consideration of the sequencing of doctrinal topics, the making of appeals and decisions, and the role of church members and ministries.

### **FPS52 PASTORAL LEADERSHIP (20 CATS/10 ECTS credits)**

This module presents an interdisciplinary approach to leadership in ministry. Topics covered include, for example: the spiritual formation of leaders; the relationship between leadership, personal temperament and individual gifts; models of leadership and leadership styles; spiritual leadership within a faith community; preaching inspirational (expository) and the function and nature of church administration. The aims of the module are:

- To develop knowledge of various leadership approaches and styles and their applicability within different church ministry contexts
- To develop critical knowledge of the student's own leadership style and how this might be adapted in various contexts
- To develop the ability to communicate biblical ideas in a manner appropriate to clear and achievable leadership goals such as increasing motivation or defining a community's future direction.

### **FTS51 DEVELOPMENT OF WESTERN AND REFORMATION THOUGHT (20 CATS/10 ECTS credits)**

This module covers some of the major developments in western philosophical thought and in Christian doctrine during the Reformation and post-Reformation period. The aims of the module are:

- To examine elements of Greek philosophical thought such as the pre-Socratic philosophers, the Athenian period and the Hellenistic period
- To develop knowledge of key individuals and ideas in medieval theology and philosophy, including Augustine, the encyclopediasts, Anselm, the problem of faith and reason, the problem of universals, and Thomas Aquinas
- To develop understanding of the distinctive theological motives and post-medieval developments in soteriology, ecclesiology and the understanding of biblical authority in Lutheranism, Calvinism, and the Radical and Counter Reformations.

### **FTS52 CONTEMPORARY ETHICS (20 CATS/10 ECTS credits)**

This module covers a range of moral theories and principles providing the basis for the thoughtful consideration of specific ethical issues within the biblical tradition. The aims of the module are:

- To explore a variety of moral approaches found in biblical literatures
- To introduce contemporary moral theories (e.g. deontology, consequentialism, virtue ethics) and principles (e.g. acts and omissions, competing evils, slippery slope)
- To engage the student in the process of moral decision making, covering such issues as sexual ethics, ethics of life and death, and social ethics.

### **FIR51 INDEPENDENT RESEARCH PROJECT (20 CATS/10 ECTS credits)**

This module offers students the opportunity to apply the various academic skills they have been developing to a topic in which they have formed a particular interest. The module extends over one semester. The aims of the module are:

- To enable students to achieve a high level of competence in research, assessment, evaluation and creative writing skills.

For students to critically evaluate an area of interest in Biblical, Theological or Pastoral Studies and demonstrate a sound understanding.

## **LEVEL SIX**

### **FBS61/62 OLD TESTAMENT AND NEW TESTAMENT APOCALYPTIC (10,10 CATS/5,5 ECTS credits)**

This module provides a study of the characteristics of apocalyptic literature in general and the Books of Daniel and Revelation in particular. Consideration will be given to the main interpretative approaches to such documents. Particular emphasis will be placed on reading selected texts from a theological perspective. The aims of this module are:

- To define the phenomenon of biblical and extra-biblical apocalypticism and various critical approaches to the Books of Daniel and Revelation
- To undertake exegesis and translation of selected portions of Daniel and Revelation, with some attention to other relevant biblical passages
- To develop the student's ability to read biblical apocalyptic literature in a manner sensitive to theological constructs and issues.

### **FPS61 MINISTRY AND WORSHIP (20 CATS/10 ECTS credits)**

This module aims at integrating a biblical theology of worship with leadership praxis over a broad range of different forms of worship. It will explore various case studies of worship within congregations taking into account effective worship leadership and church music directorship. The aims of this module are:

- To enable students to achieve a high level of understanding of the nature, purpose and practice of various forms of worship within different ministry settings
- To develop the ability to co-ordinate and lead worship to the benefit of others
- To develop the ability to communicate effectively within worship settings.

### **FPS62 PASTORAL CARE AND DISCIPLESHIP (20 CATS/10 ECTS credits)**

This module provides a biblical and theological framework for counselling. The student is introduced to various models and approaches to pastoral care and counselling, the limits and limitations of pastoral care, and counselling practice and skills (the emphasis being on determining one's own communication style). The module details pastoral care over the life cycle, and for special events or crises (e.g. birth, baptism, marriage, illness, death, etc.). The aims of this module are:

- To develop sound skills in pastoral care and counselling so as to enable students to serve their community in a pastoral capacity
- To develop practices relating to self-reflection and evaluation of the students' communication style in counselling and preaching.

### **FTS61 DEVELOPMENT OF SEVENTH-DAY ADVENTIST THEOLOGY (20 CATS/10 ECTS credits)**

This module covers the development of distinctive Seventh-day Adventist doctrines with attention to their historical roots and theological rationale. Doctrinal developments include the formative significance of the post-1888 focus on soteriological and Christological themes, the impact of fundamentalism and the post-1956 trends with regard to the meaning of inspiration, justification and the judgement. The aims of the module are:

- To study the impact of Puritanism, Methodism and the Great Advent Awakening on the development of Seventh-day Adventist theology
- To trace subsequent theological developments up until the present time.

### **FTS62 BIBLICAL THEOLOGY (20 CATS/10 ECTS credits)**

This module covers the place and role of Biblical Theology within the larger field of historical, biblical and theological studies. The module explores the narrative worldview and multi-staged structures of the biblical canon and their possible epistemological and hermeneutical implications for systematic doctrinal formulation. The aims of the module are:

- To explore the Biblical Theology field including its methodological and thematic contributions and potential for contemporary Adventist systematic theology
- To undertake an in-depth critical examination of central biblical themes and motifs considered vital for Christian and Adventist faith, beliefs and practice.

### **FIR61 BACHELOR'S THESIS (20 CATS/10 ECTS credits)**

This module offers students an opportunity to apply the various academic skills they have been developing to a topic in which they have formed a particular interest. The module extends over a period of two semesters. The aims of this module are:

- To enable students to achieve a high level of competence in research, assessment, evaluation and creative writing skills.

For students to critically evaluate an area of interest in Biblical, Theological or Pastoral Studies and demonstrate a sound understanding

### **FIR62 INDEPENDENT RESEARCH PROJECT (20 CATS/10 ECTS credits)**

This module offers students the opportunity to apply the various academic skills they have been developing to a topic in which they have formed a particular interest. The module extends over one semester. The aims of the module are:

- To enable students to achieve a high level of competence in research, assessment, evaluation and creative writing skills.

For students to critically evaluate an area of interest in Biblical, Theological or Pastoral Studies and demonstrate a sound understanding

## LEVEL SEVEN

### **THF7330 BIBLICAL HERMENEUTICS (20 CATS/10 ECTS credits)**

Any reading of the Bible is an act of interpretation. This module aims at enabling students to analyse various approaches to biblical interpretation, ancient and modern, in terms of their underlying hermeneutical theories. The module starts with the hermeneutical process within the Bible itself, i.e. inner-biblical exegesis. It continues with the Sola Scriptura principle of the Reformation and the critical approaches of the Enlightenment. Finally the module looks at the contribution of Romantic hermeneutics, such as the work of Schleiermacher, the rise of fundamentalism and some of the most recent postmodern approaches, such as Semiotics or reader response theories. The students will be helped to understand the significance of these approaches in relation to their own use of the Bible, both specifically in exegesis and in ministry in general.

### **THF7331 HEBREW TEXTS (20 CATS/10 ECTS credits)**

This module enables the student to engage in depth with the Hebrew text of the OT. The linguistic competencies gained by grammatical and syntactic analysis of the text are applied to solving the specific exegetical issues that the sample texts exhibit. The student will also be inducted into the method of OT textual criticism to provide competency in making informed judgements based on the BHS apparatus.

### **THF7332 GREEK TEXTS (20 CATS/10 ECTS credits)**

This module enables the student to engage in depth with the Greek New Testament. The linguistic competencies gained by grammatical and syntactic analysis of the text are applied to solving specific exegetical issues that the sample texts exhibit. The student will also be inducted to the method of NT textual criticism to provide competency in making informed judgements based on the Nestle-Aland apparatus. The student will also be instructed in the development of the Greek language, from classical to Koine, and the stylistic difference between various NT authors.

### **THF7335 THE OLD TESTAMENT AND CREATION (20 CATS/10 ECTS credits)**

This module enables the student to engage with the variety of creation theologies in the Old Testament, especially those in Genesis 1-11 and the Psalms. Emphasis will be placed on exegetical issues and theological implications arising from the biblical text, as well as an assessment of how these texts function in the 21st century in communities of faith ranging from fundamentalist to liberal.

### **THF7337 STUDIES IN THE SERMON TO THE HEBREWS (20 CATS/10 ECTS credits)**

Disregarded by great names such as Luther and Spurgeon, the "Letter to the Hebrews" is a difficult text, far from the modern and postmodern mindset. Written in the best Greek of the NT, it provides remarkable statements on Jesus Christ, and particularly a new interpretation of his death. This module will specifically pay attention to the oral character of Hebrews (a homily) and will endeavour to provide an interpretation relevant to the present time.

### **THF7338 SECOND TEMPLE JUDAISM (20 CATS/10 ECTS credits)**

The period between the Old and the New Testaments is not a time of silence but, to the contrary, a period of intense literary activity, an echo of the political, sociological and religious turmoil which impacted Palestine. The purpose of this module is to analyse some of the most significant corpus produced in this period and to see how they informed the NT authors in some important areas, such as holy places, the role of sacrifices, purity rules, angelology and demonology.

### **THF7339 DISSERTATION (60 CATS/30 ECTS credits)**

The aim of the Dissertation is to provide students with an opportunity of undertaking a sustained, rigorous and independent investigation of a specialised topic in a chosen specialisation (Biblical Studies, Systematic Studies, or Pastoral Studies).

### **THF7340 PRINCIPLES AND METHODS OF THEOLOGY (20 CATS/10 ECTS credits)**

The aim of the module is to analyse in details the nature of theological thinking on its epistemological, methodological and theological levels and to provide a synthesis of theological thinking based on such analysis. Thus, the module first clarifies the role of the meta-theological questions of epistemology - sources

of knowledge, first principles of thinking, and the operation of human thinking. Secondly, it provides an in-depth review of the major past theological systems including their methodological rationales. Lastly, it offers a constructive proposal for theological thinking based on coherent application of Revelation epistemology as expressed in its Protestant slogan of Sola Scriptura.

#### **THF7341 LEADING MOTIFS IN SEVENTH-DAY ADVENTISM (20 CATS/10 ECTS credits)**

This module focuses on the specific and distinctive Seventh-day Adventist teachings forming its theological paradigm, with specific attention to the methodological theological rationale for the re-thinking of the classical Christian formulations of the redemptive eschatological goals of the Biblical story. This includes detailed attention to the historic tensions and interactions with the 'Wesleyan Holiness' and 'Reformed Protestant' paradigms regarding personal piety, destiny and salvation.

#### **THF7342 EMERGING PERSPECTIVES IN SEVENTH-DAY ADVENTIST SOTERIOLOGY (20 CATS/10 ECTS credits)**

The aim of the module is to provide a fresh investigation of the Seventh-day Adventist soteriological paradigm by constructively engaging primarily with the Pauline's New Testament theme of redemption as portrayed in the epistles of Romans and Galatians. The module first discusses the basic threefold framework for the past, present and future redemptive work of Christ which is then further biblically and theologically investigated through Pauline themes of judgment and justification finally leading to a biblical-systematic formulation of Adventist theology of redemption.

#### **THF7343 ISSUES AND TRENDS IN THEOLOGY (20 CATS/10 ECTS credits)**

This module covers the methodological and thematic contributions to the field of theology of some of the greatest thinkers in the modern and post-modern times. It starts with the era of Enlightenment after which the study of theology will never be the same. It proceeds with the analysis of the contribution of Kant, Hegel and Schleiermacher.

The reaction to the Classical Liberal Theology came from the Neo-orthodox school (Barth, Brunner, Bultmann and Niebuhr). Then, it deals with the reformulations of the Liberal tradition found in the works of Paul Tillich and Process Theology as well as the Theology of Hope set up in the works of Moltmann and Pannenberg.

In order to have a balanced understanding of the modern and post-modern times the works of Karl Rahner, Hans Küng and Carl Henry are also assessed.

#### **THF7344 BIBLICAL THEOLOGY OF MINISTRY AND MISSION (20 CATS/10 ECTS credits)**

This core module will provide a biblical-theological context for the ministry and mission of the church. It will analyse the effectiveness of biblical models of the church, ministry and mission enabling students to evaluate which skills and qualities are necessary to lead a Christian community on fruitful ministry and mission.

#### **THF7346 THEOLOGICAL METHODS FOR PASTORAL STUDIES (20 CATS/10 ECTS credits)**

This module examines research methods appropriate for pastoral field study. It provides a comprehensive understanding of the research strategies and data collection methods appropriate for pastoral studies, and addresses the principles and procedures that define and regulate research investigations. The primary focus of the subject is on the nature of the research process, and on the qualitative, quantitative, and mixed methods traditions that underlie social research inquiry.

#### **THF7347 THEOLOGY AND PRACTICE OF PASTORAL CARE (20 CATS/10 ECTS credits)**

Pastoral care is not a purely intellectual exercise, but an experiential one. This module therefore focuses on sharing achievements and disappointments in pastoral care, reflecting on them in light of a biblical theology as well as modern human sciences, especially psychology and sociology. The lectures will be accompanied by collegial supervision and open discussion of topics relevant to participants' ministry.

**THF7348 CHURCH LEADERSHIP AND ADMINISTRATION (20 CATS/10 ECTS credits)**

This module provides a biblically-based theology of leadership from which main leadership and management theories are evaluated. Then it considers personal leadership development and strategic church management processes.

**THF7360 ETHICS IN PASTORAL MINISTRY (20 CATS/10 ECTS credits)**

This module gives particular prominence to virtue theory as a way of addressing ethical problems which may confront those responsible for the oversight of the community of faith. The study of virtue in its ancient and contemporary expressions precedes an attempt to apply the theory to case studies some of which will derive from the students' own experiences.

**THF7361 PREACHING FROM BIBLICAL NARRATIVES (20 CATS/10 ECTS credits)**

This module builds on students' previous mastery of homiletics theory and practical experience of preaching. The nature of Hebrew narrative art will be investigated so as to provide a hermeneutical basis for preparing sermons based on Old Testament narratives. Different Christian homiletical approaches to preaching the New Testament will also be addressed.



## UNIVERSITY OF WALES TRINITY SAINT DAVID MODULE SYNOPSES

PLEASE NOTE THAT FULL MODULE DESCRIPTORS WILL BE MADE AVAILABLE FOR EACH INDIVIDUAL MODULE

### LEVEL FOUR

#### **NCTR4007 INTRODUCTION TO GREEK**

This module introduces students to New Testament Greek. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources. The aims of the module are:

- To develop knowledge of the core grammar, syntax and vocabulary of New Testament Greek
- To develop the ability to use linguistic and lexical resources for translation purposes.

#### **NCTR4009 FOUNDATIONS OF BIBLICAL AND CHRISTIAN STUDIES**

This module introduces Biblical and Christian studies as a discipline. The aims of the module are:

- To develop an understanding of working definitions, methods and aims of the Old Testament and New Testament Studies
- To develop an understanding of working definitions, methods and aims of theological disciplines.

#### **NCTR4003 PASTORAL MINISTRY IN CONTEXT**

The module introduces the fields of cultural anthropology and sociology of religion. It focuses on the areas of cross-cultural communication and contextualisation, contemporary sociological trends in the area of spirituality and religion (including topics such as postmodernity, secularisation, and current dynamics of religious conversion). It provides an interdisciplinary framework for understanding the ministry and mission of the Church in a contemporary context and the role of the pastor as theological guide of its practices. The aims of the module are:

- To develop knowledge of the ministry and mission of the Church in a contemporary context and the role of the pastor as theological guide of its practices
- To develop an understanding of ministry as contextualised theological practice, involving an interdisciplinary dialogue between theology and different fields of knowledge (cultural anthropology, sociology of religion, psychology)

#### **NCTR4008 GREEK TEXTS AND GOSPELS**

This module provides students with more advanced tools for doing New Testament translation and exegesis. In addition, the module focuses on the application of exegetical principles to the canonical Gospels as historical and theological documents, and as sources of information on the life and teaching of Jesus. The aims of the module are:

- To develop the ability to translate selected seen and unseen New Testament texts
- To develop knowledge of the nature, background and contents of the canonical Gospels
- To develop the ability to undertake informed exegesis of the Gospels

#### **NCTR4005 PENTATEUCH AND WRITINGS**

This module is designed in the first part to introduce students to the background, contents, literary context and message of the Pentateuch. In its second part the module will examine selected literary genres of the Writings of the Hebrew Bible, with a focus on the Psalms, their role in ancient Israelite spirituality and appropriation in contemporary Christian contexts. The aims of the module are:

- To develop knowledge of the Pentateuch and Psalms in their historical and cultural contexts
- To develop the ability to utilise basic narrative criticism and other text-centred approaches in constructing close and sensitive readings of selected portions of the Pentateuch

## **NCTR4010 ADVENTIST THEOLOGY AND ELLEN WHITE WRITINGS**

This module introduces the student to the context in which Seventh-day Adventism arose, developments in Adventist doctrine, organisation and institutions, and contemporary trends and issues, including the role of the laity and women, theological diversity and institutionalism. Particular attention is paid to the role and influence of Ellen G. White in Adventism. This includes the role of prophecy in the Christian church, an introduction to her life, writings and ministry, and hermeneutical principles for applying her writings in a contemporary context. The aims of the module are:

- To develop understanding of the cultural and theological contexts in which Seventh-day Adventism originated and subsequently developed
- To develop understanding of the prophetic office of Ellen White and her influence in contemporary Adventism.

## **LEVEL FIVE**

### **NCTR5009 INTRODUCTION TO HEBREW**

This module introduces students to biblical Hebrew. It is designed for students with no prior background in the subject. The module covers core grammar, syntax, vocabulary and related linguistic and lexical resources. The aims of the module are:

- To develop knowledge of the core grammar, syntax and vocabulary of biblical Hebrew
- To develop the ability to use linguistic and lexical resources for translation purposes

### **NCTR5002 DEVELOPMENT OF WESTERN AND REFORMATION THOUGHT**

This module covers some of the major developments in western philosophical thought and in Christian doctrine during the Reformation and post-Reformation period. The aims of the module are:

- To examine elements of Greek philosophical thought such as the pre-Socratic philosophers, the Athenian period and the Hellenistic period
- To develop understanding of the distinctive theological motives and post-medieval developments in soteriology, ecclesiology and the understanding of biblical authority in Lutheranism, Calvinism, and the Radical and Counter Reformations.

### **NCTR5003 INTRODUCTION TO EVANGELISM AND CHURCH GROWTH**

This module presents an interdisciplinary approach to the phenomenon of conversion. Topics covered include adult education theories and patterns, understanding congregations in their contexts, and the discipling process and spiritual formation. By the end of the module students will be able to integrate evangelistic activities within a theoretical framework that models contextual factors and the process of conversion. The aims of the module are:

- To develop an understanding of personal evangelism and discipleship through an introduction to basic methods of outreach and evangelistic witness in diverse cultural settings
- To develop the ability to construct a contextually relevant evangelistic approach that would include consideration of the sequencing of doctrinal topics, the making of appeals and decisions, and the role of church members and ministries.

### **NCTR5011 INTERMEDIATE HEBREW AND PROPHETS**

This module provides students with more advanced tools for doing biblical Hebrew translation and exegesis. The module also covers the study of the phenomenon of classical prophecy in the Hebrew Bible, its historical and cultural context and exegesis of selected passages. Social justice issues will be particularly focused upon, examining their relevance to today's readers. The aims of the module are:

- To develop the ability to translate selected seen and unseen biblical Hebrew texts
- To understand the phenomenon of the Old Testament Prophecy: message, form and background
- To develop knowledge of the nature, background and contents of the Hebrew prophets.

### **NCTR5010 EPISTLES IN CONTEXT**

This module covers the social, historical and cultural contexts in which New Testament epistles and Acts were written, critical reflection on the formation of the documents, exegesis of selected passages, and an analysis of socio-theological themes. The aims of the module are:

- To analyse issues relating to authorship, dating, composition, literary style, and impact of Acts and the Pauline Epistles
- To situate and interpret Acts and the Pauline Epistles within an early Christian context
- To develop an understanding of the method of exegesis.

### **NCTR5006 PASTORAL LEADERSHIP**

This module presents an interdisciplinary approach to leadership in ministry. Topics covered include, for example: the spiritual formation of leaders; the relationship between leadership, personal temperament and individual gifts; models of leadership and leadership styles; spiritual leadership within a faith community; preaching inspirational (expository) and the function and nature of church administration. The aims of the module are:

- To develop knowledge of various leadership approaches and styles and their applicability within different church ministry contexts
- To develop critical knowledge of the student's own leadership style and how this might be adapted in various contexts.

### **NCTR5007 CONTEMPORARY ETHICS**

This module covers a range of moral theories and principles providing the basis for the thoughtful consideration of specific ethical issues within the biblical tradition. The aims of the module are:

- To explore a variety of moral approaches found in biblical literatures
- To introduce contemporary moral theories (e.g. deontology, consequentialism, virtue ethics) and principles (e.g. acts and omissions, competing evils, slippery slope).

### **NCTR5008 INDEPENDENT RESEARCH PROJECT**

This module offers students the opportunity to apply the various academic skills they have been developing to a topic in which they have formed a particular interest. The module extends over one semester. The aims of the module are:

- To enable students to achieve a high level of competence in research, assessment, evaluation and creative writing skills
- To enable students to critically evaluate an area of interest in Biblical, Theological or Pastoral Studies and demonstrate a sound understanding.

## **LEVEL SIX**

### **NCTR6001 OLD TESTAMENT AND NEW TESTAMENT APOCALYPTIC**

This module provides a study of the characteristics of apocalyptic literature in general and the Books of Daniel and Revelation in particular. Consideration will be given to the main interpretative approaches to such documents. Particular emphasis will be placed on reading selected texts from a theological perspective. The aims of this module are:

- To undertake exegesis and translation of selected portions of Daniel and Revelation, with some attention to other relevant biblical passages
- To develop the student's ability to read biblical apocalyptic literature in a manner sensitive to theological constructs and issues

### **NCTR6002 SEVENTH-DAY ADVENTIST THEOLOGY IN CONTEXT**

This module covers the development of distinctive Seventh-day Adventist doctrines with attention to their historical roots and theological rationale. Doctrinal developments include the formative significance of the post-1888 focus on soteriological and Christological themes, the impact of fundamentalism and the post-

1956 trends with regard to the meaning of inspiration, justification and the judgement. The aims of the module are:

- To study the impact of Puritanism, Methodism and the Great Advent Awakening on the development of Seventh-day Adventist theology
- To trace subsequent theological developments up until the present time

### **NCTR6003 DISSERTATION**

This module offers students an opportunity to apply the various academic skills they have been developing to a topic in which they have formed a particular interest. The module extends over a period of two semesters. The aims of this module are:

- To enable students to achieve a high level of competence in research, assessment, evaluation and creative writing skills
- To enable students to critically evaluate an area of interest in Biblical, Theological or Pastoral Studies and demonstrate a sound understanding.

### **NCTR6004 THEMES IN BIBLICAL THEOLOGY**

This module covers the place and role of Biblical Theology within the larger field of historical, biblical and theological studies. The module explores the narrative worldview and multi-staged structures of the biblical canon and their possible epistemological and hermeneutical implications for systematic doctrinal formulation. The aims of the module are:

- To explore the Biblical Theology field including its methodological and thematic contributions and potential for contemporary Adventist systematic theology.
- To undertake an in-depth critical examination of central biblical themes and motifs considered vital for Christian and Adventist faith, beliefs and practice.

### **NCTR6005 PASTORAL CARE AND DISCIPLESHIP**

This module provides a biblical and theological framework for counselling. The student is introduced to various models and approaches to pastoral care and counselling, the limits and limitations of pastoral care, and counselling practice and skills (the emphasis being on determining one's own communication style). The module details pastoral care over the life cycle, and for special events or crises (e.g. birth, baptism, marriage, illness, death, etc.). The aims of this module are:

- To develop sound skills in pastoral care and counselling so as to enable students to serve their community in a pastoral capacity.
- To develop practices relating to self-reflection and evaluation of the students' communication style in counselling and preaching.

### **NCTR6006 INDEPENDENT RESEARCH PROJECT**

This module offers students the opportunity to apply the various academic skills they have been developing to a topic in which they have formed a particular interest. The module extends over one semester. The aims of the module are:

- To enable students to achieve a high level of competence in research, assessment, evaluation and creative writing skills
- To enable students to critically evaluate an area of interest in Biblical, Theological or Pastoral Studies and demonstrate a sound understanding

## LEVEL SIX GRADUATE DIPLOMA IN BIBLICAL AND PASTORAL STUDIES

### **NCTR6016 GREEK LANGUAGE AND EXEGESIS**

See NCTR4007 INTRODUCTION TO GREEK

### **NCTR6017 GREEK TEXTS AND EPISTLES**

This module provides students with more advanced tools for doing New Testament translation and exegesis. The module also focuses on the application of exegetical principles to the canonical Gospels as historical and theological documents, and as sources of information on the life and teaching of Jesus. The aims of the module are:

- To provide students with more advanced tools for doing New Testament translation and exegesis.
- To apply exegetical principles to the canonical Epistles as historical and theological documents, and as sources of information on the life and teaching of early Christianity.

### **NCTR6018 HEBREW LANGUAGE AND EXEGESIS**

See NCTR5009 INTRODUCTION TO HEBREW

### **NCTR6019 ACTS AND EPISTLES**

See NCTR5010 EPISTLES IN CONTEXT

### **NCTR6020 HEBREW TEXTS & PROPHETS**

The module covers the study of the phenomenon of classical prophecy in the Hebrew Bible, its historical and cultural context and exegesis of selected passages. Social justice issues will be particularly focused upon, examining their relevance to today's readers. The aims of the module are:

- To develop the ability to translate selected seen and unseen biblical Hebrew texts
- To understand the phenomenon of Old Testament prophecy: message, form and background
- To develop the ability to understand prophetic motifs such as social justice in their original biblical context and appreciate their relevance for contemporary readers

### **NCTR6012 PASTORAL EVANGELISM AND CHURCH GROWTH**

See NCTR5003 INTRODUCTION TO EVANGELISM AND CHURCH GROWTH

### **NCTR6013 DEVELOPMENT OF SEVENTH-DAY ADVENTIST THEOLOGY**

See NCTR6002 SEVENTH-DAY ADVENTIST THEOLOGY IN CONTEXT

### **NCTR6014 BIBLICAL THEOLOGY**

See NCTR6004 THEMES IN BIBLICAL THEOLOGY

### **NCTR6015 HEBREW TEXTS AND PROPHETS**

This module provides students with more advanced tools for doing biblical Hebrew translation and exegesis. The module also covers the study of the phenomenon of classical prophecy in the Hebrew Bible, its historical and cultural context and exegesis of selected passages. Social justice issues will be particularly focused upon, examining their relevance to today's readers. The aims of the module are:

- To develop the ability to translate selected seen and unseen biblical Hebrew texts
- To develop the ability to understand prophetic motifs such as social justice in their original biblical context and appreciate their relevance for contemporary readers

## LEVEL SEVEN

### **NCTR7001 BIBLICAL HERMENEUTICS**

Any reading of the Bible is an act of interpretation. This module aims at enabling students to analyse various approaches to biblical interpretation, ancient and modern, in terms of their underlying hermeneutical theories. The module starts with the hermeneutical process within the Bible itself, i.e. inner-biblical exegesis. It continues with the Sola Scriptura principle of the Reformation and the critical approaches of the Enlightenment. Finally, the module looks at the contribution of Romantic hermeneutics, such as the work of Schleiermacher, the rise of fundamentalism and some of the most recent postmodern approaches, such as Semiotics or reader response theories. The students will be helped to understand the significance of these approaches in relation to their own use of the Bible, both specifically in exegesis and in ministry in general. The aims of the module are:

- To develop an understanding of hermeneutical theory, particularly with reference to the author-reader axis
- To enable students to analyse representative approaches to biblical interpretation, ancient and modern, in terms of their underlying hermeneutical theories.

### **NCTR7002 OLD TESTAMENT EXEGESIS: STUDIES IN PROPHETIC TEXTS**

The aims of the module are:

- To develop an in-depth understanding of the method of exegesis, as well as a critical awareness of contemporary scholarship on prophecy in the Old Testament, both classical and apocalyptic
- To consolidate the student's skills of translating Old Testament Hebrew text by considering advanced elements of grammar, syntax and style, particularly in poetic texts

### **NCTR7003 OLD TESTAMENT THEMATIC: OLD TESTAMENT AND CREATION**

This module enables the student to engage with the variety of creation theologies in the Old Testament, especially those in Genesis 1-11 and the Psalms. Emphasis will be placed on exegetical issues and theological implications arising from the biblical text, as well as an assessment of how these texts function in the 21st century in communities of faith ranging from fundamentalist to liberal. The aims of the module are:

- To explore the significance of creation texts for OT theology
- To analyse and understand the various manners in which OT creation texts are appropriated by holders of various views across the spectrum.

### **NCTR7004 NEW TESTAMENT EXEGESIS: STUDIES IN THE NEW TESTAMENT LETTERS**

The aims of the module are:

- To develop an in-depth understanding of the method of exegesis, particularly in relation to the interpretation of the New Testament letters, with an emphasis on translating skills
- To produce a critical awareness of contemporary scholarship on the letter genre in the New Testament in general, and the set passages in particular

### **NCTR7005 NEW TESTAMENT THEMATIC: NEW TESTAMENT AND SECOND TEMPLE JUDAISM**

The period between the Old and the New Testaments is not a time of silence but, to the contrary, a period of intense literary activity, an echo of the political, sociological and religious turmoil which impacted Palestine. The purpose of this module is to analyse some of the most significant corpus produced in this period and to see how they informed the NT authors in some important areas, such as holy places, the role of sacrifices, purity rules, angelology and demonology. The aims of the module are:

- To deepen an understanding of the origin of Christianity by a study of the history and religion of the Second Temple era
- To critically evaluate the influences of the Second Temple Literature on New Testament exegesis

## **NCTR7006 THEOLOGICAL METHODS FOR PASTORAL STUDIES**

This module examines research methods appropriate for pastoral field study. It provides a comprehensive understanding of the research strategies and data collection methods appropriate for pastoral studies, and addresses the principles and procedures that define and regulate research investigations. The primary focus of the subject is on the nature of the research process, and on the qualitative, quantitative, and mixed methods traditions that underlie social research inquiry. The aims of the module are:

- To examine quantitative and qualitative research methods appropriate for pastoral field study
- To provide a comprehensive understanding of the research strategies and data collection methods appropriate for pastoral studies, and addresses the principles and procedures that define and regulate research investigations.

## **NCTR7007 EXEGESIS OF KEY TEXTS IN ADVENTISM: MARRIAGE TEXTS**

The aims of the module are:

- To develop an in-depth exegetical understanding of the key texts on marriage in both Old and New Testament, with a specific emphasis on their different cultural contexts
- To develop an understanding of marriage as an institution in biblical as well as modern times, and in the contemporary Adventist church in particular.

## **NCTR7008 PRINCIPLES AND METHODS OF THEOLOGY**

The aim of the module is to analyse in detail the nature of theological thinking on its epistemological, methodological and theological levels and to provide a synthesis of theological thinking based on such analysis. Thus, the module first clarifies the role of the meta-theological questions of epistemology - sources of knowledge, first principles of thinking, and the operation of human thinking. Secondly, it provides an in-depth review of the major past theological systems including their methodological rationales. Lastly, it offers a constructive proposal for theological thinking based on coherent application of Revelation epistemology as expressed in its Protestant slogan of Sola Scriptura. The aims of the module are:

- To analyse in detail the nature of theological thinking on its epistemological, methodological and theological levels
- To develop an understanding of the Revelation source as the epistemic foundation for both Christian and Adventist theology.

## **NCTR7009 LEADING MOTIFS IN ADVENTIST THEOLOGY**

This module focuses on the specific and distinctive Seventh-day Adventist teachings forming its theological paradigm, with specific attention to the methodological theological rationale for the re-thinking of the classical Christian formulations of the redemptive eschatological goals of the Biblical story. This includes detailed attention to the historic tensions and interactions with the 'Wesleyan Holiness' and 'Reformed Protestant' paradigms regarding personal piety, destiny and salvation. The aims of the module are:

- To further develop a critical understanding of working definitions, methods and aims of the biblical and systematic theological disciplines
- To develop an understanding of the distinctive Seventh-day Adventist teachings forming its theological paradigm.

## **NCTR7010 OLD TESTAMENT THEMATIC: OLD TESTAMENT AND SPIRITUALITY**

The aims of the module are:

- To develop an in-depth exegetical and spiritual understanding of certain Old Testament key texts portraying the human struggles with, as well as celebration of, faith
- To develop an understanding of spirituality as an academic discipline as well as a confessional reality, particularly in relation to contemporary Adventist spirituality.

## **NCTR7011 THE RECEPTION OF THE BIBLE IN CONTEMPORARY CULTURE**

The aims of the module are:

- To encourage a critical awareness of contemporary strategies for biblical interpretation grounded in non-traditional ideologies, especially postmodernism
- To explore how a biblically based Christian ministry might interact responsibly with the way contemporary culture conceives of and utilizes the Bible.

## **NCTR7012 NEW TESTAMENT THEMATIC: NEW TESTAMENT AND CULTIC RECONSTRUCTION**

Disregarded by great names such as Luther and Spurgeon, the “Letter to the Hebrews” is a difficult text, far from the modern and postmodern mindset. Written in the best Greek of the NT, it provides remarkable statements on Jesus Christ, and particularly a new interpretation of his death. This module will specifically pay attention to the oral character of Hebrews (a homily) and will endeavour to provide an interpretation relevant to the present time. The aims of the module are:

- To analyse the sermon to the Hebrews’ deconstruction of the Hebrew cult
- To consider its parallels in both testaments and in the Intertestamental literature, with a special emphasis on the Sermon to the Hebrews.

## **NCTR7013 BIBLICAL THEOLOGY AND PRAXIS OF MINISTRY AND MISSION**

This core module will provide a biblical-theological context for the ministry and mission of the church. It will analyse the effectiveness of biblical models of the church, ministry and mission enabling students to evaluate which skills and qualities are necessary to lead a Christian community on fruitful ministry and mission. The aims of the module are:

- To develop an in-depth understanding of the most significant concepts, methods and perspectives that form a biblical-theological context for the ministry and mission of the church
- To enable the students to articulate a well-developed ecclesiology and theology of ministry and mission by using the canonical narrative as the foundational interpretative framework.

## **NCTR7014 PASTORAL COUNSELLING**

The aims of the module are:

- To Scrutinise the theological basis for a Christian understanding of human experience
- To relate the findings of aim one critically to insights gained from other disciplines such as psychology, sociology or counselling theory.

## **NCTR7015 EVANGELISM AND COMMUNITY**

The aims of the module are:

- To develop an understanding of the historical development of missions and evangelism through to the 21st century
- To contextualise and apply missions for the postmodern world and a local community.

## **NCTR7016 CHURCH MUSIC AND LITURGY**

The aims of the module are:

- To address the issue of the future role of music and liturgy in the church in continuity and discontinuity with its historical legacy
- To critically evaluate developments in contemporary church music.

## **NCTR7017 PASTORAL ETHICS**

This module gives particular prominence to virtue theory as a way of addressing ethical problems which may confront those responsible for the oversight of the community of faith. The study of virtue in its ancient and contemporary expressions precedes an attempt to apply the theory to case studies some of which will derive from the students’ own experiences.

The aims of the module are:

- Study the virtue theory in the elucidation and resolution of moral dilemmas
- To understand the role of biblical resources in engaging with contemporary moral issues, both theoretically and in practical matters

### **NCTR7018 CHURCH LEADERSHIP AND ADMINISTRATION**

This module provides a biblically-based theology of leadership from which main leadership and management theories are evaluated. Then it considers personal leadership development and strategic church management processes.

The aims of the module are:

- To develop an understanding of definitions, methods and aims of leadership in church settings
- To develop an understanding of how the development of a leader takes place in character, skills and influence

### **NCTR7019 PREACHING BIBLICAL NARRATIVES**

This module builds on students' previous mastery of homiletics theory and practical experience of preaching. The nature of Hebrew narrative art will be investigated so as to provide a hermeneutical basis for preparing sermons based on Old Testament narratives. Different Christian homiletical approaches to preaching the New Testament will also be addressed.

The aims of the module are:

- To explore and understand the nature of biblical narrative art
- To provide a hermeneutical basis for preparing sermons based on biblical narratives.

### **NCTR7020 EMERGING PERSPECTIVES IN SOTERIOLOGY**

The aim of the module is to provide a fresh investigation of the Seventh-day Adventist soteriological paradigm by constructively engaging primarily with the Pauline's New Testament theme of redemption as portrayed in the epistles of Romans and Galatians. The module first discusses the basic threefold framework for the past, present and future redemptive work of Christ which is then further biblically and theologically investigated through Pauline themes of judgment and justification finally leading to a biblical-systematic formulation of Adventist theology of redemption.

The aims of the module are:

- To provide a fresh investigation of the Seventh-day Adventist soteriological paradigm
- To constructively engage with the Pauline's New Testament theme of redemption, judgment and justification.

### **NCTR7021 EMERGING PERSPECTIVES IN ECCLESIOLOGY**

The aims of the module are:

- To develop an in-depth understanding of the most significant concepts, methods and perspectives that have emerged in the field of modern ecclesiology
- To articulate a well-developed ecclesiology by using the canonical narrative as the main framework of interpretation.

### **NCTR7022 ISSUES AND TRENDS IN CONTEMPORARY THEOLOGY**

This module covers the methodological and thematic contributions to the field of theology of some of the greatest thinkers in the modern and post-modern times. It starts with the era of Enlightenment after which the study of theology will never be the same. It proceeds with the analysis of the contribution of Kant, Hegel and Schleiermacher.

The reaction to the Classical Liberal Theology came from the Neo-orthodox school (Barth, Brunner, Bultmann and Niebuhr). Then, it deals with the reformulations of the Liberal tradition found in the works of Paul Tillich and Process Theology as well as the Theology of Hope set up in the works of Moltmann and Pannenberg.

In order to have a balanced understanding of the modern and post-modern times the works of Karl Rahner, Hans Küng and Carl Henry are also assessed.

The aims of the module are:

- To develop an in-depth understanding of the most significant methodological and doctrinal contributions shaping theology in the modern and post-modern times
- To enable the students to engage critically with the variety of theological proposals that are developed within liberal, post-liberal, Neo-orthodox and post-modern theological traditions

### **NCTR7031 DISSERTATION**

The aim of the Dissertation is to provide students with an opportunity of undertaking a sustained, rigorous and independent investigation of a specialised topic in a chosen specialisation (Biblical Studies, Systematic Studies, or Pastoral Studies).

## **LEVEL 7 POSTGRADUATE CERTIFICATE IN MINISTRY AND MISSION**

### **NCTR7023 METHODS FOR PASTORAL STUDIES**

**SEE NCTR7006**

### **NCTR7024 THEOLOGY AND PRAXIS OF MINISTRY AND MISSION**

**SEE NCTR7013**

### **NCTR7025 COUNSELLING IN MINISTRY**

**SEE NCTR7014**

### **NCTR7026 EVANGELISM**

**SEE NCTR7015**

### **NCTR7027 CHURCH LITURGY**

**SEE NCTR7016**

### **NCTR7028 ETHICS IN MINISTRY**

**SEE NCTR7017**

### **NCTR7029 CHURCH LEADERSHIP**

**SEE NCTR7018**

### **NCTR7030 HOMILETICS OF BIBLICAL NARRATIVES**

**SEE NCTR7019**

## WASHINGTON ADVENTIST UNIVERSITY MODULE SYNOPSES

PLEASE NOTE THAT FULL MODULE DESCRIPTORS WILL BE MADE AVAILABLE FOR EACH INDIVIDUAL MODULE

### **ACCT211, 212 Principles of Accounting I, II (3, 3 semester credits)**

These modules enable students to develop knowledge and understanding of the fundamental principles and techniques used to prepare financial statements, including necessary underlying records, and the interpretation of financial statements for incorporated enterprises, partnerships and sole traders. The concepts are further developed in the Business Finance and Managerial Accounting modules.

### **ACCT309 Managerial Accounting (3 semester credits)**

*Prerequisites:* ACCT211, 212 Principles of Accounting I, II

This module provides an introduction to the use of accounting information in making management decisions. Topics covered in this module include but are not limited to the use of accounting information for planning and control, performance evaluation, decision-making, and the statement of cash flow alongside financial statement analysis.

### **BUAD201 Business Skills (3 semester credits)**

This module is an introduction to the personal skills and tools that can be useful when attempting to secure and maintain a job in an international business organisation. Topics include: the approaches to obtaining an internship or job (e.g. CV development, job interviewing techniques and psychometric tests), European business etiquette (e.g. formal occasions, social occasions), business attire and potential issues while employed (e.g. conflict resolution, religious or racial discrimination and sexual harassment).

### **BUAD246 Business Research Methods (3 semester credits)**

This module aims to provide the students with an understanding of research methodology in the area of business studies and equip them with skills necessary to carry out the research. The module also places emphasis on positioning the particular research in business studies in its wider social, political and ethical context.

### **BUAD305 Advanced Business Skills (no credit)**

This module advances the skills and tools which were previously obtained in BUAD201 and customises them to the individual business career and/or post-graduate aspirations of the student. It is taught through private tutorials and is initially focused on assisting the students in their efforts to secure an internship, but can also consider a longer-term view of the students' chosen business career and/or postgraduate study. Topics and/or assignments might include: advanced CV development, internship and/or job searching techniques, advanced interviewing practicals, revision of more advanced topics discussed in BUAD201 and post-graduate degree selection (eg. postgraduate studies, and career options).

### **BUAD360 Business Ethics (3 semester credits)**

This module focuses on the personal values of managers and how such values shape business and management decisions. Different ethical frameworks and world views are assessed in terms of their influence on the formation of personal values. The module takes particular interest in how the Christian perspective might shape the world of business and management. In addition, the issues of organisational ethics such as codes of ethics, ethics ambassadors, development of ethical training and support systems are considered.

### **BUAD375 Business Law (3 semester credits)**

This module provides an introduction to laws governing business activities. Various legal forms and entities are studied such as sole traders, partnerships and corporations. In addition, the module covers the law of agency, principles governing contracts, negotiable instruments, sale of goods, consumer protection and employment legislation. The module also deals with legal issues related to property rights.

### **BUAD460 Operations Management (3 semester credits)**

*Prerequisites:* MATH165 College Algebra, STAT285 Business Statistics

This module provides students with analytical tools and concepts relating to the management of operations and the decision making processes. The module will enhance students' ability to successfully perform required quantitative assessment within the context of operations management. The coverage is topical and includes a number of issues with regards to supply chain, operations framework, quality management, demand and supply planning etc.

### **ECON265 Economics for Business (3 semester credits)**

This module examines a number of macro- and microeconomics concepts and issues from a general as well as from the United Kingdom and European perspective. Macroeconomics concepts include growth, inflation, employment, fiscal and monetary policy, demand and supply schedule and opportunity costs. Microeconomic concepts include perfect competition, monopolistic competition, monopoly, oligopoly, price elasticity, environment and other microeconomic areas.

### **FNCE305 Business Finance (3 semester credits)**

Management in the modern commercial environment requires a mix of skills and an understanding of the financial implications of management decisions is essential in maximising the impact of an organisation's strategy. This module builds on Principles of Accounting modules from year one and examines in more detail the effect of management decisions on the financial position of an organisation. It also strives to make the student consider the financial impact of any management decisions that may need to be made.

### **FNCE480 Financial Statement Analysis (3 semester credits)**

*Prerequisites:* ACCT211, 212 Principles of Accounting I, II

This module provides an in-depth and practical application of how key financial statements can be analysed, in particular, understanding the Cash Flow Statement, P&L and Balance Sheet. Topics include accounting principles on which financial statements are based, short-term liquidity, long-term debt paying ability, profitability, investor analysis, ratio and trend analysis, application of statistical financial analysis, the impact of changing prices on financial statements, specialised industries and personal financial statements.

### **MGMT301 Principles of Management (3 semester credits)**

This module delivers a broad understanding of management (including traditional and emerging views), and delves into the key areas of knowledge and skills required to carry out the major functions of management. Particular topics will be structured around the four main functions of management, i.e. planning, organising, learning and controlling. There is also an emphasis on how culture and management interact, especially in a distinctive UK/European context.

### **MGMT305 Management Information Systems (3 semester credits)**

The field of information systems involves applying computer technology, quantitative techniques, and administrative skills to the information processing requirements of organisations. This module combines computer technology with management decision-making methods - to analyze, design, implement, and manage computerised information systems in an organisational environment

### **MGMT310 Organisational Behaviour (3 semester credits)**

The study of Organisational Behaviour draws on many disciplines, such as psychology, social psychology, sociology, anthropology, economics, etc. This module explores the development of Organisational Behaviour as a discipline and the influences on individual and group behaviour in the context of a work place. Other areas to be explored include how we learn and how we develop effective communication skills. Issues like personality, motivation, perception, teamwork, leadership and change are covered in particular.

### **MGMT338 Human Resource Management (3 semester credits)**

The objective of this module is to provide a comprehensive introduction to the human resource function and its importance and relevance for business. While recognising that other resources such as financial and physical resources are essential to the efficacy of a business, it is important to realise that human resources remain virtually limitless in their capacity to make an impact on an organisation both positively and

negatively. The emphasis in this module is on the strategic aspects of human resource function, its contribution to the 'bottom line' and its role as change agent. In addition, theoretical and practical differences between personnel and human resource management are explored.

#### **MGMT405 International Management (3 semester credits)**

The International Management module aims to train students to be familiar with a range of global issues and concepts and how they relate to international management. Study areas will include but are not limited to the following: global environment (political, economic, legal, technological), the cultural context of international management, strategic alliances, global human resource management etc. Special emphasis will be given to the UK/European context. Students will be allowed to take a special interest in particular areas.

#### **MGMT476, 477 Management Project I, II (6, 6 semester credits)**

The Management Project modules provide an opportunity for students to apply in a practical context the theoretical knowledge acquired during their studies. Projects will focus on topics of specific interest to the student, and allow for an extension of knowledge and the application of research techniques. Primary research is an expected element of this programme, and students are encouraged to undertake this work proactively with a specific business or relevant business organisation in mind. The work will often take the shape of a 'mini-consultancy', producing an analysis and a set of recommendations in response to a particular organisational problem. The management project must be agreed with the supervisor before the student can commence his/her work on the project. The project also facilitates the application and development of a range of important transferable and personal skills.

#### **MGMT485 Business Strategy and Policy (3 semester credits)**

The development of a good strategy requires not only a thorough analysis of the external environment, but also the internal competencies of an organisation. This data is synthesised into a strategy, which integrates the plans of the different functional areas so that there is a clear and measurable plan describing how the organization intends to achieve its vision. The Strategic Management module is designed to provide students with an understanding of the principals of strategic management. Students are required to apply the tools of environmental analysis and explore the issues involved in strategic development, strategy evaluation and change management.

#### **MKTG310 Principles of Marketing (3 semester credits)**

This module provides an overview of the basic elements and philosophies of marketing, as well as some background knowledge on the evolution and development of marketing practices, right up to current practice in this field. Students will be required to explore consumer buying behaviour and develop marketing strategies and plans. Particular areas to be addressed are definitions and the history of marketing, key elements of market research, market segmentation, the tools of marketing, definitions of product and product management, marketing planning, management and control.

#### **MKTG320 Consumer Behaviour (3 semester credits)**

This module represents an integration of the various disciplines in the behavioural sciences with marketing theory to understand, explain and predict consumer decisions. The module explores both the theoretical and practical implications of individual behavioural variables, group influences, and consumer decision processes. Students are expected to achieve conceptual understanding of basic consumer behaviour and gain experience in applying consumer behaviour concepts to marketing management and social policy decision-making.

#### **MKTG425 International Marketing (3 semester credits)**

Global marketing is an inescapable reality for businesses today. Although the same marketing principles apply in general, the challenges of building ongoing relationships with customers in different marketing environments, with different levels of economic development, political regimes, cultural norms and technical standards are great.

A successful international marketing initiative requires a sound understanding of the marketing discipline. The module will build on the understanding, which was developed in the module Marketing 1 and seeks to

broaden students' skill-set by emphasising its application in an international environment. In addition, the module strives to develop a greater appreciation for external forces shaping marketing decisions - for example, various economic, cultural, legal, and political environments.

**ACADEMIC AND  
PROFESSIONAL  
SERVICES STAFF 2017-18**



## SENIOR LEADERSHIP TEAM

<b>John Baidam, PhD</b>	Principal
<b>Abigail Wright, MA, ACCA</b>	Chief Financial Officer
<b>Debbie McReynolds, BA Hons, GradDip Law</b>	Office Manager, Office of the Principal

## ACADEMIC STAFF

(Parenthesis indicates first year of teaching employment at Newbold College of Higher Education)

<b>Robin Anthony, MLitt</b>	Lecturer in English, History and Media Arts (2008), BA Combined Hons (Newbold College, OUVA), MLitt (St Andrews)
<b>Radiša Antić, PhD</b>	Director, EG White-Seventh-day Adventist Research Centre, Principal Lecturer (2003) Licence en Théologie (Collonges), MA, PhD (Andrews)
<b>John Baidam, PhD</b>	Principal, Principal Lecturer (1982) BA Hons, MA, PhD, PGCE (London), PG Cert HE (Twente), FCIEA, FAUA
<b>Lynda Baidam, MA</b>	Associate Librarian, Senior Lecturer (1998) BEd Hons (CNA), MA (Andrews), MA (London)
<b>Ján Barna, PhD</b>	Senior Lecturer in Systematic Theology (2006) BTh (Sazava), MA (Andrews), PhD (Trinity Bristol)
<b>John Crissey, MBA</b>	Lecturer in Business Studies (2003) BBA (Andrews), MBA (Rollins), DipM, FCIM
<b>Tom de Bruin, PhD</b>	Lecturer in New Testament (2016) BSc (Groningen), LTH (Wales), MA (Wales), PhD (Leiden)
<b>Kärt Lazić, MA</b>	Head, English Language Centre (2017) MA (Tartu), MA (Daršana)
<b>Tihomir Lazić, DPhil</b>	Lecturer in Systematic Theology (2015) BA (Serbia), MA (Wales), DPhil (Oxford)
<b>Per Lisle, MSc</b>	Librarian, Senior Lecturer (1991) BA (Columbia Union College), Cand. mag. (Oslo University College), MSc (London), MCLIP
<b>Marinko Markek, MA</b>	Lecturer in Business Studies (1998) LLB (Zagreb), MA (Westminster)
<b>Ivan Milanov, PhD</b>	Undergraduate Programme Leader, Lecturer in Biblical Studies (2015) BA Theology (Belgrade), MA (UWL), PhD (Wales)
<b>Aulikki Nahkola, DPhil</b>	Principal Lecturer in Old Testament (1984) DipTheol (Newbold), MDiv (Andrews), MTh (London), DPhil (Oxford)

<b>Bjørn Ottesen, DMin</b>	Head of Department of Theological Studies, Lecturer in Pastoral Studies (2012) Dip Theol (Newbold), MDiv (Andrews), DMin (Fuller)
<b>Sandra Pilmoor, MA</b>	Lecturer, English Language Centre (1980-85, 1988) Arts and Primary School Education Dip (Helderberg), BA (University of South Africa), MA TEFL (Reading), TEFL Prep Cert (RSA), Short Cert in ELT, CALS (Reading), LTCL TESOL
<b>Gifford Rhamie, MA</b>	Lecturer in Pastoral Studies (1999) BA (West Indies), MA (Andrews)
<b>Sandra Rigby-Barrett, PhD</b>	Head of Department of Business and Humanities, Senior Lecturer in Music (1987) BA Hons (Reading), PhD (Reading), LTCL, FTCL
<b>Serena Santona, BSW, MSA</b>	Academic Registrar (2014)
<b>Jean-Claude Verrecchia, Dr ès sciences religieuses</b>	Postgraduate Programme Leader, Principal Lecturer in New Testament (2005) Diplôme d'évangéliste (Séminaire du Salève), Diplôme d'études approfondies, Doctorat ès sciences religieuses (Strasbourg)

#### PRINCIPAL LECTURERS EMERITI

<b>Harry Leonard, PhD</b>	BA Hons, MA, PhD (London)
<b>Michael Pearson, DPhil</b>	BEEd Hons, MTh (London), DPhil (Oxford)
<b>Gunnar Pedersen, ThD</b>	BA (Columbia Union), MDiv, ThD (Andrews)
<b>Laurence Turner, PhD</b>	BA (Columbia Union), MDiv (Andrews), ThM (Princeton), PhD (Sheffield)

#### CONTRACT LECTURERS

<b>Barbara Abrahamian, MA</b>	English Language Centre
<b>Peter Balderstone, MA</b>	Department of Business and Humanities (English Literature, Film Studies, Drama)
<b>Andreas Bochmann, PhD</b>	Department of Theological Studies
<b>Megen de Bruin-Molé, MA</b>	Department of Business and Humanities (Communication Skills)
<b>Ana Costescu, MSc</b>	English Language Centre
<b>Isabel Moraes, PhD</b>	Department of Business and Humanities (Business Studies)
<b>Belinda Samari-Stojanović, MA</b>	Department of Business and Humanities (Cultural Anthropology)
<b>Miriam Stoykov, MA</b>	English Language Centre

## PROFESSIONAL SERVICES STAFF

<b>Alastair Agbaje, MA</b>	Campus Chaplain
<b>Daniel Derico</b>	Chef
<b>Brian Davison</b>	Business Development Consultant
<b>Davina Gayle-Harris, ASC</b>	Lead Chef and Menu Co-ordinator
<b>Aden Graham</b>	Assistant Engineer
<b>Zvonko Gregor</b>	Buildings and Carpentry
<b>Samuel Gyamfi, BBA</b>	Student Finance Officer
<b>Frederick Ileogbune, MA</b>	Head of Residence Halls and Student Support
<b>Annet Johnston</b>	Administrative Officer (Records)
<b>Gabriele Kamoi</b>	Cashier
<b>Andreas Lamberth</b>	Head of Campus & Estate Services Team
<b>Manfred Lemke, MA, MEd</b>	Academic Administrative Support Officer (Freelance)
<b>Debbie McReynolds, BA Hons, GradDip Law</b>	Office Manager, Office of the Principal
<b>Ülo Pärna</b>	Engineer
<b>Silvia Ribeiro, MSc</b>	Assistant Accountant
<b>Lyn Sacareau, MBA</b>	Dean of Women, Events Co-ordinator
<b>Rebeto Samuel-Ouadjo, MA</b>	Administrative Officer (Admissions)
<b>Sylviane Senty</b>	Administrative Assistant
<b>Siniša Šerbić</b>	Janitor
<b>Vanessa Špoljar</b>	Receptionist
<b>Bisser Stoykov, BS</b>	Head, Recruitment, Marketing and Sales
<b>Kirsty Watkins, MMark</b>	Publications and Alumni Relations Coordinator
<b>Abigail Wright, MA, ACCA</b>	Chief Financial Officer

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# APPENDICES

## APPENDIX A - ENGLISH LANGUAGE TEST COMPARISON CHART

### COMPARISON OF TEST SCORES FOR UKVI VISA PURPOSES

This table compares the total and component scores required on certain Secure English Language Tests (SELTs) with reference to the UK Visa & Immigration guidelines published 06 April 2011 and its subsequent updates.

**This table was last updated on 20 August 2015**

CEFR	COMPONENT	IELTS	PEARSON PTE	CAMBRIDGE ENGLISH SCALE
<b>B1</b> <b>140 –</b> <b>159)</b>	Listening	4.0	36	142
	Reading	4.0	36	142
	Speaking	4.0	36	142
	Writing	4.0	36	142
	Total	4.0	36	142
<b>B2</b> <b>(160 -</b> <b>179)</b>	Listening	5.5	51	162
	Reading	5.5	51	162
	Speaking	5.5	51	162
	Writing	5.5	51	162
	Total	5.5	51	162

### COMPARISON OF TEST SCORES FOR ADMISSIONS PURPOSES

Newbold College of Higher Education will use these comparison table to ascertain whether candidates have met the level required for their course of study. Candidates who need a Tier 4 student visa in order to take up their place will need to also satisfy the UKVI requirements (see above). **TOEFL is no longer a UKVI approved SELT, and cannot be used for Tier 4 visa application purposes.**

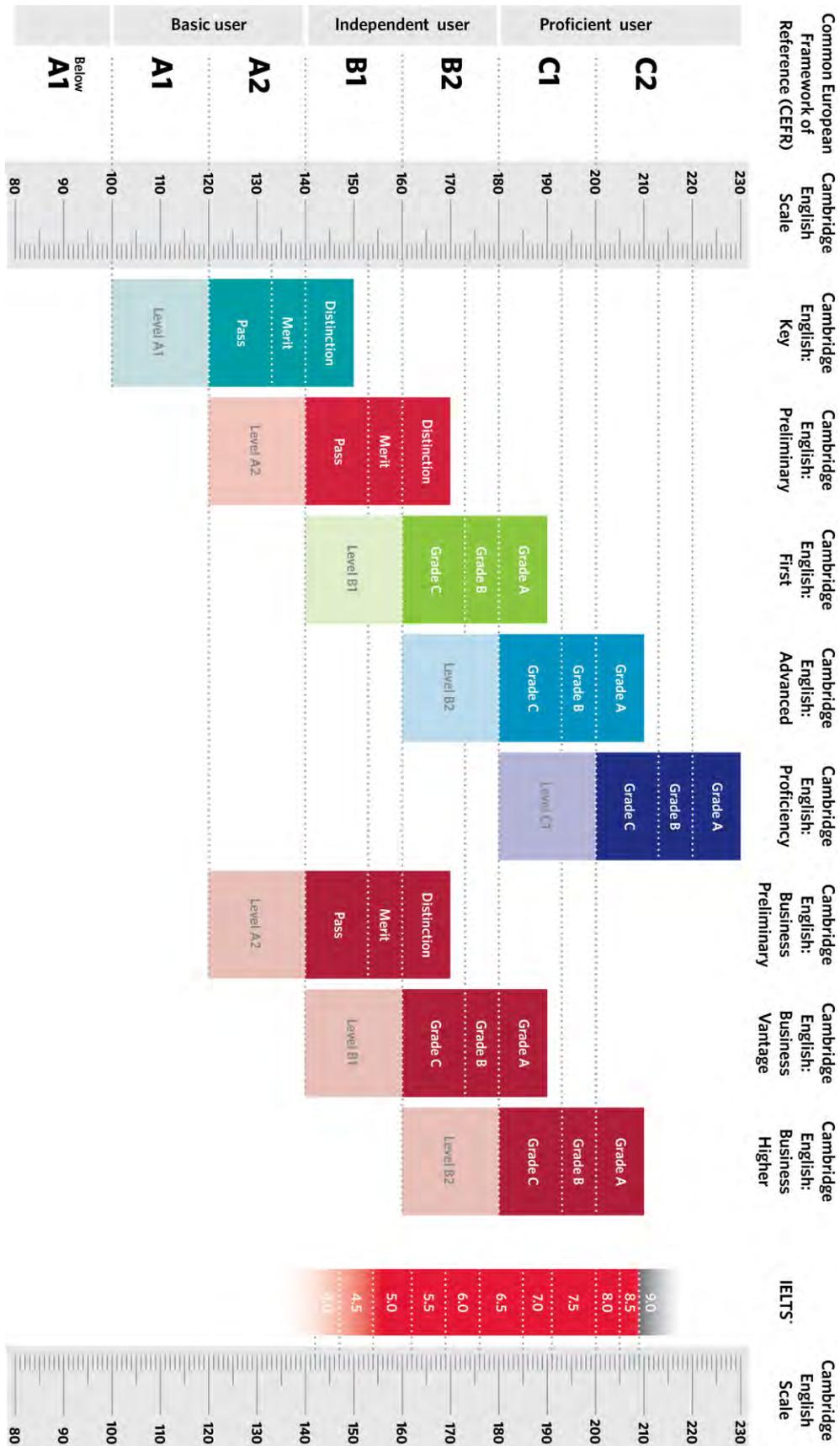
The Cambridge English Scale applies to the Cambridge Proficiency Exam (CPE) and Cambridge Advanced Exam (CAE).

CEFR	COMPONENT	IELTS	TOEFL IBT	PEARSON PTE	CAMBRIDGE ENGLISH SCALE*
<b>B1</b> <b>140 –</b> <b>159)</b>	Listening	4.0	9	36	142
	Reading	4.0	4	36	142
	Speaking	4.0	16	36	142
	Writing	4.0	13	36	142
	Total	4.0	42	36	142
	Listening	4.5	12	41	147
	Reading	4.5	9	41	147
	Speaking	4.5	18	41	147
	Writing	4.5	15	41	147
	Total	4.5	54	41	147
	Listening	5.0	15	46	154
	Reading	5.0	14	46	154
	Speaking	5.0	19	46	154
	Writing	5.0	16	46	154
	Total	5.0	63	46	154

CEFR	COMPONENT	IELTS	TOEFL IBT	PEARSON PTE	CAMBRIDGE ENGLISH SCALE*
<b>B2</b> (160 - 179)	Listening	5.5	17	51	162
	Reading	5.5	18	51	162
	Speaking	5.5	20	51	162
	Writing	5.5	17	51	162
	Total	5.5	72	51	162
	Listening	6.0	19	56	169
	Reading	6.0	20	56	169
	Speaking	6.0	22	56	169
	Writing	6.0	19	56	169
	Total	6.0	80	56	169
	Listening	6.5	21	61	176
	Reading	6.5	22	61	176
	Speaking	6.5	23	61	176
	Writing	6.5	22	61	176
	Total	6.5	88	61	176
<b>C1</b> (180 – 199)	Reading	7.0	24	67	185
	Speaking	7.0	25	67	185
	Writing	7.0	24	67	185
	Total	7.0	95	67	185
	Listening	7.5	24	72	191
	Reading	7.5	26	72	191
	Speaking	7.5	27	72	191
	Writing	7.5	26	72	191
	Total	7.5	103	72	191
	Listening	8.0	26	76	200
	Reading	8.0	28	76	200
	Speaking	8.0	28	76	200
	Writing	8.0	28	76	200
	Total	8.0	110	76	200
	<b>C2</b> (200+)	Listening	8.5	29	80
Reading		8.5	29	80	205
Speaking		8.5	29	80	205
Writing		8.5	30	80	205
Total		8.5	117	80	205

# THE CAMBRIDGE ENGLISH SCALE

Source: cambridgeenglish.org



## APPENDIX B - MINIMUM ENTRY REQUIREMENTS FOR UK UNDERGRADUATE PROGRAMMES

These are equally the requirements for Theologische Hochschule Friedensau Undergraduate studies.

Please note that this grid denotes general standards as suggested by the National Academic Recognition Information Centre in the UK (NARIC). There may be possible variations which would be equally acceptable. The phrase 'plus one year' denotes that applicants to a three-year programme will need the listed qualification plus at least one successful year of post-secondary school study.

**NB - This grid was last updated on 1 September 2015. However, in the event of any dispute, the rulings of the UK National Academic Recognition Information Centre (NARIC) will take precedence.**

COUNTRY	QUALIFICATION
Albania	Dëftesë Pjekurie plus one year
Argentina	Titulo de Bachiller plus one year
Australia	Year 12 certificate – title changes from state to state
Austria	Reifeprüfung/Matura
Belgium	Diploma van Secundair Onderwijs/Certificat d'Enseignement Secondaire Supérieur
Bermuda	School Certificate plus one year
Bosnia-Herzegovina	Matura/ Svjedodžba o Završenoj srednjoj Skoli
Brazil	Certificado de Conclusao de Segundo Grau plus one year
Bulgaria	Diploma za Sredno Obrazovanie plus one year
Canada	General High School Diploma if awarded with an average of at least 65% in five acceptable grade 12 courses – title changes from province to province
Croatia	Svjedodžba o Maturi
Czech Republic	Vysvědčení o maturitní zkoušce
Denmark	Bevis for Studentereksamen
Egypt	Thanaweya A'ama plus one year, provided a minimum overall mark of 70% is obtained
Estonia	Gümnaasiumi lõputunnistus plus one year
Finland	Ylioppilastutkinto/Studentexamen
France	Baccalauréat
Germany	Abitur/Zeugnis der Allgemeinen Hochschulreife
Ghana	GCE A-Level with 2 passes at grades A-E
Greece	Apolytirio of Lykeio plus one year
Hungary	Érettségi Bizonyítvány
Iceland	Stúdentspróf
India	Senior School Certificate plus one year
Ireland	Leaving Certificate plus one year
Italy	Diploma di Maturità
Jamaica	Caribbean Examinations Council Secondary Education Certificate (grades 1-3 at general proficiency) plus one year
Japan	Kotogakko Sotsugyo Shomeisho plus one year
Kenya	Kenyan Advanced Certificate of Education
Kosovo	Matura/Diploma o Završenoj Srednjoj Skoli
Latvia	Atestāts par vispārejo vidējo izglītību plus one year
Lebanon	Baccalauréat général plus one year
Lithuania	Secondary School Diploma plus one year

<b>Macedonia</b>	Secondary School Leaving Diploma
<b>Madagascar</b>	Baccalauréat de l'Enseignement du Second Degré plus one year
<b>Malawi</b>	Cambridge Overseas Higher School Certificate
<b>Mauritius</b>	Cambridge Overseas Higher School Certificate
<b>Mexico</b>	Diploma de Bachiller plus one year
<b>Montenegro</b>	Maturski ispit
<b>Netherlands</b>	Voorbereidend Wetenschappelijk Onderwijs
<b>Nigeria</b>	West African GCE A Levels
<b>Norway</b>	Vitnemål fra den Videregående Skole
<b>Pakistan</b>	Higher Secondary Certificate (with marks over 50%) plus one year
<b>Philippines</b>	High School Diploma plus two years
<b>Poland</b>	Świadectwo Dojrzałości
<b>Portugal</b>	Certificado de fim de Estudos Secundários
<b>Romania</b>	Diplomă de Bacalaureat
<b>Russian Federation</b>	Attestat o srednem obschem obrazovanii plus one year
<b>St Kitts and Nevis</b>	Caribbean Examinations Council Secondary Education Certificate (grades 1-3 at general proficiency) plus one year/Caribbean Advanced Proficiency Examination in 6 CAPE Units including two double-unit courses
<b>Serbia</b>	Secondary School-Leaving Diploma – there are several titles
<b>Slovakia</b>	Vysedčenie o maturitnej skúške
<b>Slovenia</b>	Maturitetno spričevalo
<b>South Africa</b>	Senior Certificate with 5 higher grade passes (minimum of 3 Bs and 2 Cs) and matriculation endorsement
<b>South Korea</b>	High School Diploma plus one year
<b>Spain</b>	Título de Bachiller
<b>Sweden</b>	Avgångsbetyg, or Slutbetyg från Gymnasieskola
<b>Switzerland</b>	Maturitätszeugnis/Certificat de Maturité/Attestato di Maturità
<b>Tanzania</b>	Cambridge Overseas Higher School Certificate, with 2 passes at grades A-E
<b>Uganda</b>	Cambridge Overseas Higher School Certificate, with 2 passes at grades A-E
<b>Ukraine</b>	Atestat pro Rovnu Zagal'nu Seredniu Osvitu at grade 11 or 12 plus one year
<b>United Kingdom</b>	See above
<b>United States</b>	High School Graduation Diploma plus one year
<b>Zambia</b>	School Certificate (grades A-C) plus one year
<b>Zimbabwe</b>	Cambridge Overseas Higher School Certificate, with 2 passes at grades A-E

## APPENDIX C - MINIMUM ENTRY REQUIREMENTS FOR US UNDERGRADUATE PROGRAMMES

Please note that this grid denotes general standards as suggested by the national academic recognition information centre in the UK (NARIC). There may be possible variations which would be equally acceptable.

Students admitted with secondary school qualifications which would give admission to a three-year degree may obtain a block of 32 US General Education credits towards a four-year Andrews University degree or 21 credits to a Washington Adventist University BS in Business Studies degree (see page 32).

**NB - This grid was last updated on 1 September 2015. However, in the event of any dispute, the rulings of the UK National Academic Recognition Information Centre (NARIC) will take precedence.**

COUNTRY	US UNDERGRADUATE PROGRAMMES – ANDREWS UNIVERSITY AND WASHINGTON ADVENTIST UNIVERSITY
Albania	Dëftesë Pjekurie
Argentina	Titulo de Bachiller
Australia	Year 12 certificate – title changes from state to state
Austria	Reifeprüfung/Matura
Belgium	Getuigschrift van Hoger Secundair Onderwijs/Certificat d'Enseignement Secondaire Supérieur
Bermuda	School Certificate
Bosnia-Herzegovina	Matura/Svjedodžba o Završenoj srednjoj Skoli
Brazil	Certificado de Conclusao de Segundo Grau
Bulgaria	Diploma za Sredno Obrazovanie
Canada	General High School Diploma – title changes from province to province
Croatia	Svjedodžba o Maturi
Czech Republic	Vysvědčení o maturitní zkoušce
Denmark	Bevis for Studentereksamen
Egypt	Thanaweya A'ama, provided a minimum overall mark of 70% is obtained
Estonia	Gümnaasiumi lõputunnistus
Finland	Ylioppilastutkinto/Studentexamen
France	Baccalauréat de l'Enseignement du Second Degré
Germany	Abitur/Zeugnis der Allgemeinen Hochschulreife/Reifezeugnis
Ghana*	West African School Certificate GCE O-Level with 5 passes at grades 1-6
Greece	Apolytirio of Lykeio
Hungary	Érettségi Bizonyítvány
Iceland	Stúdentspróf
India	Senior School Certificate
Ireland	Leaving Certificate
Italy	Diploma di Maturità
Jamaica	Caribbean Examinations Council Secondary Education Certificate (grades 1-3 at general proficiency)
Japan	Kotogakko Sotsugyo Shomeisho
Kenya*	Kenyan Certificate of Secondary Education if passed at grade C+ or above
Kosovo	Matura/Diploma o Završenoj Srednjoj Skoli
Latvia	Atestāts par vispārejo vidējo izglītību
Lebanon	Baccalauréat général
Lithuania	Secondary School Diploma
Macedonia	Secondary School Leaving Diploma
Madagascar	Baccalauréat de l'Enseignement du Second Degré

<b>Malawi</b>	School Certificate of Education (grades 1-6)
<b>Mauritius</b>	Cambridge Overseas School Certificate (grades 1-6 or A-C)
<b>Mexico</b>	Diploma de Bachiller
<b>Montenegro</b>	Maturski ispit
<b>Netherlands</b>	Hoger Algemeen Voortgezet Onderwijs
<b>Nigeria*</b>	Senior School Certificate with 5 passes at grades 1-6
<b>Norway</b>	Vitnemål fra den Videregående Skole
<b>Pakistan</b>	Higher Secondary Certificate (with marks over 50%)
<b>Philippines</b>	High School Diploma plus one year
<b>Poland</b>	Świadectwo Dojrzałości
<b>Portugal</b>	Certificado de fim de Estudos Secundários
<b>Romania</b>	Diplomă de Bacalaureat
<b>Russian Federation</b>	Attestat o srednem obschem obrazovanii
<b>St Kitts and Nevis</b>	Caribbean Examinations Council Secondary Education Certificate (grades 1-3 at general proficiency)
<b>Serbia</b>	Secondary School-Leaving Diploma – there are several titles
<b>Slovakia</b>	Vysedčenie o maturitnej skúške
<b>Slovenia</b>	Maturitetno spričevalo
<b>South Africa</b>	Senior Certificate with matriculation endorsement (i.e. with 4 higher grade and 2 standard grade passes)
<b>South Korea</b>	High School Diploma
<b>Spain</b>	Título de Bachiller
<b>Sweden</b>	Avgångsbetyg, or Slutbetyg från Gymnasieskola
<b>Switzerland</b>	Maturitätszeugnis/Certificat de Maturité/Attestato di Maturità
<b>Tanzania*</b>	Cambridge Overseas School Certificate, or East African Certificate of Education with 5 passes at grades 1-6, or National Form IV Examination with 5 passes at grades A-C
<b>Uganda*</b>	Ugandan Certificate of Education, or Cambridge Overseas School Certificate, or East African Certificate of Education with 5 passes at grades 1-6
<b>Ukraine</b>	Atestat pro Rovnu Zagal'nu Sersdniu Osvitu at grade 11 or 12
<b>United Kingdom</b>	See above
<b>United States</b>	High School Graduation Diploma
<b>Zambia</b>	School Certificate (grades A-C)
<b>Zimbabwe</b>	ZIMSEC O-Level Certificate (grades 1-6)

Please note that applicants from countries offering UK-style qualifications should follow the pattern adopted for UK applicants whereby those aged 17-19 will be required to show one additional year of studies after the basic qualification listed. Mature entrants (aged 20 and above) will be admitted with the basic qualification listed.

## APPENDIX D - LEARNING, TEACHING AND ASSESSMENT STRATEGY FOR MODULES VALIDATED BY THE UNIVERSITY OF WALES TRINITY SAINT DAVID

The following learning and teaching methods will be employed on UWTSD programmes:

ACTIVITY DESCRIPTION	ACTIVITY TYPE
<b>Lecture</b>	Scheduled
<b>Seminar</b>	Scheduled
<b>Tutorial</b>	Scheduled
<b>Project supervision</b>	Scheduled
<b>Fieldwork</b>	Scheduled
<b>External visits</b>	Scheduled
<b>Guided independent study</b>	Independent
<b>Placements</b>	Placement

These methods have been defined by the Higher Education Statistics Agency in the following way (which has been adopted as guidance for Newbold College).

### **Lecture**

A presentation or talk on a particular topic.

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person. Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

### **Seminar**

A discussion or classroom session focusing on a particular topic or project.

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture – the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of

what is being taught, the size of the overall student cohort, and practical concerns.

### **Tutorial**

A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face.

### **Project supervision**

A meeting with a supervisor to discuss a particular piece of work.

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person. The size of a project supervision meeting will depend upon the number of students involved in the work concerned, and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

### **Fieldwork**

Practical work conducted at an external site.

Examples of fieldwork might include survey work and other forms of data collection and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

## External visits

A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study.

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

## Guided independent study

Higher education is distinguished from general and secondary education by its focus on independent learning. Scheduled learning and teaching activities typically feature alongside time in which students are expected to study independently, which may itself be 'guided'. Guided independent study might include preparation for scheduled sessions, follow-

up work, wider reading or practice, completion of assessment tasks, revision, etc. The relative amounts of time that students are expected to spend engaged in scheduled activities and guided independent study varies between courses.

In all cases, students are expected to be responsible for their own learning, with appropriate support being provided by the institution. Such support can be via a variety of means, including, for example, through the provision of study skills training, feedback on assessed work, access to libraries and learning spaces, language skills training, etc.

## Placements

Learning away from the institution that is neither a year abroad nor work based learning.

The term covers any learning, other than years abroad and work-based learning, that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. See section 3.8 for an overview of the placement programme.

## Assessment

The following is a list of typical assessment activities employed in our programmes.

ACTIVITY DESCRIPTION	ACTIVITY TYPE
Written exam	Written
Written assignment, including essay	Coursework
Report	Coursework
Dissertation	Coursework
Portfolio	Coursework
Oral assessment and presentation	Practical

### Written exam

*A question or set of questions relating to a particular area of study.*

Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen', where the questions are only revealed 'on the day'. In an 'open-book' exam, a student is allowed to use a selection of reference materials during the assessment. The questions asked as part of a written exam may be essay, short answer, problem or multiple-choice. Written exams usually (but not always) take place under timed conditions.

### Written assignment, including essay

*An exercise completed in writing.*

Written exercises that typically have deadlines attached but which are not carried out under timed conditions. A well-known example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.

### Report

*A description, summary or other account of an experience or activity.*

There are many different kinds of report - often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.

## **Dissertation**

*An extended piece of written work, often the write-up of a final-year project.*

A dissertation is a substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work, carried out under the guidance of a supervisor. Different subject areas may follow different conventions in relation to the production of dissertations. (Note that other outputs from projects are listed separately).

## **Portfolio**

*A collection of work that relates to a given topic or theme, which has been produced over a period of time.*

Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs).

## **Oral assessment and presentation**

*A conversation or oral presentation on a given topic, including an individual contribution to a seminar.*

Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars. This category would also include the viva voce exam which is typically used by institutions in

specific circumstances such as clarifying assessment decisions reached via other means.

The College prioritises the provision of a variety of assessment methods and tasks, whether formative or summative, which contribute constructively to the learning process. This priority is delivered by the College through:

- a) **Assessed Work:** Assessed work is returned to students according to clear statements about return dates in order to enable students to benefit from feedback in a timely manner;
- b) **Feedback from Assessment:** The learning process is supported through the provision of feedback that focuses on positive practices and outcomes as well as opportunities for development;
- c) **Peer Observation and Feedback:** Staff observe each other's lectures and provide constructive feedback in order to promote the spread of good teaching practices.

Assessment is intended to ascertain the achievement of learning outcomes. A mix of formative and summative assessment methods offers students the opportunity to demonstrate a range of attainments and skills. The timing of assessment is determined by the Programme Board. Submission dates for essays, for example, are scheduled in such a manner as to ensure manageable deadlines across the programme.

Further details are available in the respective Programme Handbooks.

## APPENDIX E - UNERGRADUATE THEOLOGY MODULE MAPPING

BA Theology		
University of Wales Trinity Saint David Modules	Friedensau Adventist University Modules	Andrews University Modules*
<b>Level 4</b>		
		RELG360C Foundations of Biblical Studies
<b>NCTR4007 Introduction to Greek</b>	FBS41 Greek Language & Exegesis	BIBL211 Greek I BIBL212 Greek II
<b>NCTR4009 Foundations of Biblical and Christian Studies</b>	FBS41 Foundations of Christian & Adventist Theology	RELH316 History of the Christian Church I (BAT) = RELG360D Foundations of Christian Theology (ACA/BARS) RELH317 History of the Christian Church II
<b>NCTR4003 Pastoral Ministry in Context</b>	FPS41 Pastoral Ministry in Context	RELG360B Ministry and Culture RELP325 Preparation for Mission Service
<b>NCTR4008 Greek Texts and Gospels</b>	FBS42 Greek Texts & Gospels	BIBL313 Greek III RELG360T Studies in the Gospels
<b>NCTR4005 Pentateuch &amp; Writings</b>	FBS43 Pentateuch & Writings	**RELB216 Law and Writings of the Old Testament
<b>NCTR4010 Adventist Theology and Ellen White Writings</b>	FBS42 Seventh-day Adventism & Ellen White	**RELH400 SDA History and Prophetic Heritage
<b>Level 5</b>		
<b>NCTR5009 Introduction to Hebrew</b>	FBS51 Hebrew Language & Exegesis	BIBL341 Hebrew I BIBL342 Hebrew II
<b>NCTR5002 Development of Western &amp; Reformation Thought</b>	FBS51 Development of Western & Reformation Thought	(RELG360E Reformation Theology) (RELG360H History of Western Thought)
<b>NCTR5003 Introduction to Evangelism and Church Growth</b>	FPS51 Pastoral Evangelism & Church Growth	RELG360K Homiletics RELP350 Evangelism
<b>NCTR5011 Intermediate Hebrew and Prophets</b>	FBS52 Hebrew Texts & Prophets	BIBL427 Hebrew Exegesis RELB474 Advanced Studies in Old Testament Prophets
<b>NCTR5010 Epistles in Context</b>	FBS53 Acts & Epistles	**RELB335 Acts and Epistles
<b>NCTR5006 Pastoral Leadership</b>	FPS52 Pastoral Leadership	**RELT250 Personal Spirituality and Faith
<b>NCTR5007 Contemporary Ethics</b>		
<b>NCTR5008 Independent Research Project</b>		
<b>Level 6</b>		
<b>NCTR6001 Old Testament and New Testament Apocalyptic</b>	FBS61 OT Apocalyptic FBS62 NT Apocalyptic	**BIBL406 Studies in Daniel and Revelation
<b>NCTR6002 Seventh-day Adventist Theology in Context</b>	FBS61 Development of Seventh-day Adventist Theology	**RELG360O Development of SDA Theology
<b>NCTR6003 Dissertation</b>	FIR61 Bachelor's Thesis	RELG496 Special Project: Research Project I

		RELG496 Special Project: Research Project II
<b>NCTR6004 Themes in Biblical Theology</b>	FTS62 Biblical Theology	RELT325 Theology I RELT326 Theology II
<b>NCTR6005 Pastoral Care and Discipleship</b>	FPS62 Pastoral Care & Discipleship	**RELP485 Pastoral Ministry
<b>NCTR6006 Independent Research Project</b>		
	FPS61 Ministry and Worship	

\*The Andrews University Modules listed do not constitute the complete requirements for an AU degree.

\*\* These modules need to be complemented with another module to be equivalent to UWTSD/ThHF modules

## APPENDIX F - PROGRAMMES REGULATORY & POLICY FRAMEWORK

1. The programme conforms fully with the partner's Academic Regulations for Taught Programmes  
Programme Level Attendance Regulations  
Attendance requirements are stated in the programme handbook. Students are expected to attend academic appointments from the first day until the last day of the semester, with the exception of published holidays. Non-visa nationals are expected to attend at least 75% of all possible academic appointments. If attendance by non-visa nationals drops as low as 66%-74% in a particular module, then some form of compensatory (extra) work must be completed in order to avoid a failure. Attendance below 66% in that module will result in a failure. The allowance of 25% in the module includes absences authorized for illness or other extenuating circumstances. Requests by students for the waiving of these requirements due to exceptional circumstances are considered by a member of staff appointed by the Programme Board. Visa nationals are expected to attend all possible academic appointments.
2. No exemptions from the Academic Regulations are required except in matters relating to progression, retakes and repeats (see Handbook of Academic Programmes).
3. No programme specific requirements have been set
4. External PSRB Accreditation  
Newbold College is accredited by the Adventist Accrediting Association (AAA) and oversight of theology programmes with respect to students intending entry into pastoral ministry is provided by the Ministerial Training and Advisory Committee of the Trans-European Division of the Seventh-day Adventist Church.
5. Strategies and Policies  
**Widening Participation**  
Newbold College relates well to the UK HE sector's emphasis on widening participation. Its mission is 'to foster a Christ-centred and diverse learning community that prepares students for service in an ever-changing world'. Part of its values is 'to apply understanding of

and respect for cultural differences in diverse environments'. For a small institution, Newbold College offers a wide range of academic choice. It endeavours to widen access and participation, and is committed to lifelong learning. Many of its students come from non-traditional academic backgrounds, and a number return to education later in life as mature students from other professional or vocational backgrounds. Results demonstrate how much such students achieve in terms of value added, not least as a result of the attention given to them individually via the College's student welfare and tutorial system. The College has a deserved reputation for providing a nurturing and supportive environment for students by tailoring their studies to their needs and aspirations, as well as providing support as students endeavour to complete their degrees successfully.

The College operates four-year degrees through university partners in the USA. Each year a number of students who qualify for a four-year degree, but who do not have traditional A-Levels or equivalent, are welcomed to take the first year of the four-year degree as a foundation year prior to being admitted into a three-year degree. The College has also recently forged an agreement with Bracknell & Wokingham College whereby students without qualifications even for entry into a four-year US degree may reside on the Newbold College campus while pursuing an accredited Access to Higher Education programme in Bracknell. This will help to widen participation even further.

The Trans-European Division of the Seventh-day Adventist Church provides a number of sponsorships each year to make it financially possible for less-advantaged students to study at the College.

**Employability** The College has an excellent record of delivering on employability for its theology graduates. Like ThHF, it recognises the importance of enhancing students' employability and the undergraduate and postgraduate programmes prepare students for ministry in countries around the world, as well as for entry into a variety of other professions. Many of the College Governors are employers within the Church and the

College works closely with them. Close employer liaison is also assured via the Church's Ministerial Training Advisory Committee which meets several times a year on the Newbold College campus.

Employability is also enhanced through the College's Personal Development Programme which offers students opportunities throughout their time at the College to review their progress and plan their future.

### **Disability Awareness**

Like ThHF and in line with current legislation on special educational needs and disability, Newbold College welcomes students with disabilities and specific learning difficulties and aims to ensure full participation in College life by students with disabilities. It recognises that no two disabilities are the same. The College complies with the Disability Discrimination Acts' (1995 & 2005) definition of a person with disabilities as 'someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The aim of the College's Disability Policy is to create a culture of inclusivity in all aspects of the life of the community; to seek equality of opportunity for students with disabilities; to ensure equal access to all amenities and services provided by the College; and to make reasonable adjustments for and to offer appropriate support to students with disabilities.

The objectives of the College's policy are to express the College's commitment to an inclusive environment which gives all students the opportunity to realise their full potential; to provide fair and equal treatment of all students; to comply with the legislative requirements; and to follow the guidance of the Quality Assurance Agency's Quality Code for students with disabilities, to ensure that the learning experience of a disabled student is comparable to that of their peers.

Adjustments and/or additional support are given to disabled students during their studies as well as in examinations and assignments where appropriate. As part of the admissions process, students are requested to provide information about their health, both physical

and psychological, as well as indicate any disability or support needed. These details are passed to the College's Disabilities Adviser. Efforts are made to make the physical environment accessible to students with disabilities, and the College is proud to share the achievements of its disabled students.

### **Equal Opportunities**

The College is committed to a policy of equal opportunities, enshrined in its Equality Policy. This policy includes Equality and Diversity, Equal Opportunities, Harassment, and Disability.

Newbold College is fully committed to the values of equality and diversity for a number of reasons:

Discrimination in any form can have seriously destructive effects on the lives and achievements of individuals. When this happens the wider community is deprived of great human resource.

- The College has long been a multi-cultural community. It is deeply embedded in its Christian ethos that individuals should be treated with dignity, respect and fairness regardless of any category to which they may belong
- The College wishes to fulfil all its statutory obligations under the Equality Act 2010
- It is vital for the well-being and prospering of the College that it provide a safe, supportive and welcoming environment for all students, staff, visitors and members of its wider constituencies.

The College will not tolerate discrimination against individuals on the basis of the protected characteristics of the Equality Act 2010:

- Gender including gender reassignment
- Race, colour, ethnic or national origin
- Religion or equivalent belief system
- Disability
- Sexual orientation
- Social class
- Age
- Marital status including civil partnership
- Family responsibilities including pregnancy and maternity

- As a result of any condition that does not accord with the principles of fairness and natural justice.

It seeks to ensure that there is no discrimination against any candidate based on their social and/or ethnic background, gender, sexuality, religious belief or disability provided they accept and subscribe to the ethos of the College; and are willing to be part of and contribute to the intellectual, religious and cultural life of the College.

In an attempt to further foster equal opportunities, for the past decade the College has held regular seminars and lectures through its Diversity Centre.

### **Ethics**

Founded on Christian ethical principles, Newbold College owns a detailed Research Ethics Policy which dovetails with the ethos of ThHF. This policy concentrates on respect for the person, respect for confidentiality, and the integrity of knowledge.

In common with ThHF, Newbold College expects that all research undertaken by its staff and students is conducted in a wholly ethical manner. In planning a study, researchers and supervisors must carefully evaluate its ethical acceptability. Researchers must not falsify or distort research findings, nor plagiarise the work of others. Particular care should be taken to ensure full and appropriate citation of the work of others. Copyright laws should be adhered to.

Researchers should show a sympathetic awareness of the research community within which they are working. Where criticism of others' results or methods is deemed necessary, this should always be informed and carefully considered. Due credit should be given to the contribution made by all of the researchers involved in a project. Authorship should be credited to those who had a substantive input into the research output in question, with the appropriate relative weighting being accorded to authors (for example, in terms of the order of authorship) irrespective of professional position or seniority.

### **Foundation**

Newbold College operates within a Christian ethical context, and is a member of the Council for Christian Colleges & Universities. The College's ethos articulates closely with the strategic priorities and key objectives as portrayed in ThHF's Strategy. Newbold College's own mission and values statements demonstrate this:

### **Mission Statement**

To foster a Christ-centred and diverse learning community that prepares students for service in an ever-changing world.

### **Values**

#### **(i) Spirituality**

We invite all members of our learning community to develop a personal relationship with Jesus Christ; to demonstrate personal integrity at all times; and to apply understanding of and respect for cultural differences in diverse environments.

#### **(ii) Service**

We encourage all members of our learning community to engage in generous service to meet human needs and to participate in activities consistent with the worldwide mission of the Seventh-day Adventist Church.

#### **(iii) Quality learning & teaching**

We challenge all members of our learning community to seek to discover, to inquire, to think, to communicate clearly and to understand life, learning, teaching and civic responsibility from a Christian point of view.

#### **(iv) Nurture**

We encourage all members of our learning community to realise their full potential; to live full and joyful lives; and to embrace a balanced lifestyle, including time for intellectual development, physical activity, social and cultural enrichment and spiritual growth.

### **Internationalisation**

The international culture which Newbold College encourages fits well with ThHF's Strategy. The College is the senior college for the Trans-European Division of the Seventh-day Adventist Church and it is a member of the Accrediting Association of Seventh-day

Adventist Schools, Colleges and Universities, which caters for over 1.5 million students in 145 countries in nearly 7,500 educational institutions, more than 100 of which are higher education institutions. The College therefore has informal links through the Seventh-day Adventist Church with many secondary schools and higher education institutions around the world, typically attracting students from at least 60 different countries each year. This helps to create a vibrant and broad student body. Furthermore, it has long enjoyed formal affiliations with Andrews University, Michigan, USA (since 1983), and Washington Adventist University, Maryland, USA (1956 – 1983, and 1998 – present).

Newbold College can demonstrate that students come from a very wide cultural and social background. The College has a dedicated Recruitment Officer who works internationally to attract students and ensure that geography is not a barrier to coming to the College, provided students are able to obtain a visa.

#### **Sustainable Development**

Although Newbold College has yet to develop its own policy on environmental sustainability, it is informed in every aspect of its activities by the ethical and moral principles that are at the core of a Christian lifestyle. Members of the College community believe that as human beings we are custodians of the earth's resources.

Comprising 80 acres of land, the College seeks to maintain the beautiful grounds in which students live and study. The College seeks to promulgate Christian principles of environmentalism and sustainability. It endeavours to practise sound environmental management, and to equip its students with a sound knowledge of issues relating to human impact on the environment. The College is well represented in the local village protection society, and it is proud to oversee the

conservation of its several listed buildings and gardens of national importance.

#### **Collaborative Provision**

Newbold College is seeking validation for its own programmes through ThHF, and as such it will be ThHF as 'the awarding institution (which) is responsible for the academic standards of all awards granted in its name' (Chapter B10 of the Quality Code, Indicator 1). However, Newbold College will seek to ensure that the academic standards of all awards meet the Expectations of ThHF's Quality Code, noting that its educational objectives are compatible with those of ThHF.

Newbold College has a proven track-record in its management of academic standards and learning opportunities, and endeavours to adhere to the Precepts of the Code of Practice (now the Expectations and Indicators of the Quality Code), as evidenced in its regular mapping against these benchmarks.

#### **Work-based Learning and Placement**

Observing the relevant sections of the Code of Practice/Quality Code, Newbold College recognises the importance of such learning and for many years it has generally required its Theology graduates to have undergone several placements throughout their programme. Exceptions have been made where on grounds of disability students have opted not to pursue placement within a church context and the College has enabled them to take credits in other areas.

Students are able to earn credit by means of field education reports and reflections within the areas of pastoral ministry, psychology in ministry, and pastoral evangelism & discipleship. Full details are provided in the relevant module descriptors. Students are also provided with a field placement handbook. Thus although students graduate with an academic rather than a vocational qualification, they enjoy work-based learning and placement as part of their studies.

## APPENDIX G – UK AND US GRADING SCALES COMPARISON CHART

US MARK (RAW %) Used for objective testing	US LETTER GRADE	UK MARK (RAW %) Used for objective testing	UK LETTER GRADE
100	A	100	A
94+	A	70+	A
93	A-	69	A-
92	A-	68	A-
91	A-	67	A-
90	A-	66	A-
89	B+	65	B+
88	B+	64	B+
87	B+	63	B+
86	B	62	B+
85	B	61	B+
84	B	60	B+
83	B	59	B
82	B-	58	B
81	B-	57	B
80	B-	56	B
79	C+	55	B
78	C+	54	B-
77	C+	53	B-
76	C	52	B-
75	C	51	B-
74	C	50	B-
73	C	49	C+
72	C-	48	C+
71	C-	47	C+
70	C-	46	C+
69	D	45	C+
68	D	44	C
67	D	43	C
66	D	42	C
65	D	41	C
64	D	40	C
63	D	39	C-
62	D	38	C-
61	D	37	C-
60	D	36	C-
59-	F	35	C-
		34	D
		33	D
		32	D
		31	D
		30	D
		29-	F
<ul style="list-style-type: none"> <li>• <b>Used for quantitative work (e.g. algebra, statistics, multiple choice tests)</b></li> <li>• <b>Consistent grade bands of 10%</b></li> <li>• <b>More accurately aligned with the US scale used by AU and WAU</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Used for qualitative work (e.g. essays)</b></li> <li>• <b>Based on British scale</b></li> <li>• <b>More constant grade bands</b></li> </ul>	

Band	Weighting		Form		Content			
	Structuring	Citations	Clarity/Style	Argument	Evidence	Sources	Historiography?	Analysis
<b>A</b>	The essay contains an introduction with argument, the main body, and a conclusion that contextualizes the essay	Correctly cites all materials in the appropriate style with no formatting issues. All bibliographic information is present and correctly	All sentences are grammatically correct, and there are no misspelled words, punctuation errors, or other syntax errors. All language is appropriately sophisticated for the content and is	Answers the question directly and in an exceptional, insightful, or unique fashion, and/or presents a clearly articulated argument to the reader. Counter-arguments will be in an excellent but not necessarily unique or insightful fashion, and/or presents a clearly articulated argument to the reader. Counter-arguments may be dealt with but in a limited fashion.	Provides compelling evidence directly linked to answering the question/supporting the thesis. There are no gaps in reasoning, and all facts are correctly stated. Where evidence is dealt with appropriately and refuted.	Draws on and directly cites a wide variety of primary and secondary sources as applicable, and consults a wide range of academic secondary materials such as	Is aware of the different approaches to the subject, is capable of critiquing relevant schools, and employing specific historiographical approaches to	Analyses all primary and secondary materials in an advanced manner that goes above and beyond material presented in class.
<b>A-</b>	As the above levels, but will contain a minor lapse in one of the above section.					Draws on and directly cites a wide variety of primary and secondary sources as applicable, and consults a wide range of academic secondary materials such as journals and books if applicable to the level.	Is aware of the different approaches to the subject, is capable of critiquing relevant schools, and employing specific historiographical approaches to the essay.	Analyses all primary and secondary materials in an advanced manner that goes above and beyond material presented in class but with the occasional lapse.
<b>B+</b>	The essay contains an introduction with argument, the main body, and a conclusion that cogently summarizes the points. Most paragraphs transition coherently. The paper length is within the 10% variance allowed.	Cites most materials in the appropriate style with minor formatting issues. Bibliographic information is all present and mostly correctly formatted. Any front page will have all the requisite information.	Most sentences are grammatically correct, and there are a few misspelled words, punctuation errors, or other syntax errors. All language is appropriately sophisticated for the content and is defined correctly when required.	Answers the question in nearly all aspects, and may show signs of original thought, but doesn't add much new insight. The argument will be mostly articulate and clear, but will show signs of a lack of focus and may wander at points.	Provides evidence directly linked to answering the question/supporting the thesis, and provides evidence for most of the points made in the paper. There are some gaps in reasoning which need further clarification, and most facts are correctly stated. Counter-evidence may be dealt with adequately.	Draws on and directly cites some primary and secondary sources as applicable, and consults very limited range of academic secondary materials such as journals and books if applicable to the level, but dependencies on particular sources will be evident, especially secondary.	Will be aware of some different approaches to the subject, and may be capable of critiquing relevant schools, and may employ specific historiographical approaches to the essay, but will do so in a limited fashion.	Analyses some primary and some secondary materials in a competent fashion that shows some originality and sophistication.
<b>B</b>	The essay contains an introduction with argument, the main body, and a conclusion that competently summarizes the points. Most paragraphs will transition coherently but there may be some structuring problems. The paper length is within the 10% variance allowed.	Cites most materials in the appropriate style with some major formatting issues. Bibliographic information is not all present but mostly correctly formatted. Any front page will have all the requisite information.	Most sentences are grammatically correct, but there are a number of misspelled words, punctuation errors, or other syntax errors. The language will be mostly appropriate for the content and is defined correctly when required, but will there will be lapses in sophistication.	Answers the question in most all aspects, and does not show signs of original thought or add new insight. The argument will be mostly articulate and clear, but will show signs of a lack of focus and may wander at points.	Provides evidence that sometimes is directly linked to answering the question/supporting the thesis, and sometimes provides evidence for most of the points made in the paper. There are some gaps in reasoning which need further clarification, and most facts are correctly stated. Counter-evidence may be referenced but not dealt with adequately.	Draws on and directly cites some primary and secondary sources as applicable, and consults very limited range of academic secondary materials such as journals and books if applicable to the level, but dependencies on particular sources will be evident, especially secondary.	Will passingly be aware of some different approaches to the subject, and may be capable of critiquing relevant schools, and may employ specific historiographical approaches to the essay, but will do so in a limited fashion.	Analyses limited primary and some secondary materials in a competent fashion that shows competency, but little originality or sophistication.
<b>B-</b>	As the above levels, but will contain a number of lapses in any of the above B section.							
<b>C+</b>	The essay contains the main parts of an essay: an introduction with argument, the main body, and a conclusion that simply repeats the main points. Not all paragraphs will transition correctly. The paper length is within the 10% variance allowed.	Will generally not cite appropriately or adequately for the paper. Bibliographic information will be missing and/or incorrectly cited. The frontpage will be present, but missing information.	Will contain numerous syntax, spelling, punctuation, and grammar errors but not enough to obscure the meaning. Language will be simple but adequate.	Generally answers or attempts to the question, but will omit several important aspects and stray from the topic. Will be generally descriptive in the argument. Will not articulate a clear position in the paper.	Provides some evidence linked to answering the question/supporting the thesis if present, and sometimes evidence for other points made in the paper. There are multiple gaps in reasoning which need further clarification, and facts will often be incorrect. Counter-evidence will not be considered.	Will draw mostly on secondary materials, including web pages and class notes. Citations if they exist, will not be direct and may be vaguely referenced. There will be heavy dependencies on particular sources. Reading will be skeletal.	Will not be aware of some different approaches to the subject, and not be capable of critiquing relevant schools, and not employ specific historiographical approaches to the essay. Will not be aware of the complexities of the source material.	May analyse some primary and/or secondary material, but will generally be reliant on secondary material to carry the argument rather than their own analysis. Arguments will be unoriginal but satisfactory
<b>C</b>	The essay is missing 1 of the main parts of an essay (an introduction with argument, the main body, and a conclusion). Not all paragraphs will transition correctly. The paper length is within the 10% variance allowed.	Will generally not cite appropriately or adequately for the paper. Bibliographic information will be missing and/or incorrectly cited. The frontpage will be present, but missing information.	Will contain numerous syntax, spelling, punctuation, and grammar errors but not enough to obscure the meaning. Language will be simple but adequate.	Generally answers or attempts to the question, but will omit many important aspects and stray from the topic. Will be descriptive in the argument. Will not articulate a specific and/or clear position in the paper.	Provides some limited evidence linked to answering the question/supporting the thesis if present, and sometimes evidence for other points made in the paper. There will be multiple gaps in reasoning which need further clarification, and facts will very often be incorrect. Counter-evidence will not be considered.	Will draw mostly on secondary materials, including web pages and class notes. Citations if they exist, will not be direct and may be vaguely referenced. There will be heavy dependencies on particular sources. Reading will be skeletal.	Will not be aware of some different approaches to the subject, and not be capable of critiquing relevant schools, and not employ specific historiographical approaches to the essay. Will not be aware of the complexities of the source material.	May analyse some secondary material, but will generally be reliant on them to carry the argument rather than their own analysis. There will be little to no originality.
<b>C-</b>	As above, but will contain numerous lapses in any of the above sections							
<b>D</b>	The essay not contain any of three main parts of an essay. There will be few if any transitions, and paragraphs will be incorrectly formatted. The paper length will be outside the 10% variance.	Does not cite appropriately. Bibliographic information will be missing and/or incorrectly cited. There will be no frontpage.	Contains numerous linguistic errors that obscure the meaning of the paper. Language will be poor and inappropriately levelled.	Fails to answer the question in an adequate fashion.	Provides only occasional evidence for any point made in the paper. There will be numerous gaps in reasoning and no attempts at clarification. There will be no counter-evidence considered.	Will mostly draw on inappropriate sources, such as web sources. Citations if at all present, will not be direct.	Will not be aware of any of different approaches to the subject, will not be capable of critiquing relevant schools, and will not employ specific historiographical approaches to the essay. Will not be aware of the complexities of the source material.	There will be almost no analysis in the paper of either primary or secondary material.
<b>F</b>	Fails to structure the essay coherently	Fails to cite any primary or secondary material	Paper fails a comprehension test.	Fails to answer the question	Fails to provide evidence or facts	Fails to produce any sources, or substantially plagiarises	Fails in displaying any knowledge of the field	Fails to analyse any material

# ACADEMIC CALENDAR 2017 - 2018

AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH		APRIL		MAY		JUNE		JULY	
1 T		1 F		1 S		1 W		1 F		1 M		1 T		1 T		1 S		1 T		1 F		1 S	
2 W		2 S		2 M/Week 6		2 T		2 S		2 T		2 F	Last day to enroll 2	2 F	Last Day to change audit/credit 3	2 M		2 W		2 S		2 M	
3 T		3 S		3 T		3 F		3 S		3 W		3 S		3 S		3 T		3 T		3 S		3 T	
4 F		4 M/Week 1	Enrollment day 1	4 W		4 S		4 M/Week 14		4 T		4 S		4 S		4 W		4 F		4 M		4 W	
5 S		5 T	Classes begin	5 T		5 S		5 T		5 F		5 M/Week 3		5 M/Week 7		5 T		5 S		5 T		5 T	Summer School in English 5-30 July
6 S		6 W		6 F	Last Day to change audit/credit 3	6 M/Week 10		6 W		6 S		6 T		6 T		6 F		6 S		6 W		6 F	
7 M		7 T		7 S		7 T		7 T		7 S		7 M		7 M		7 S		7 M	Early May Bank Holiday	7 T		7 T	
8 T		8 F		8 S		8 W		8 F		8 M		8 F		8 F		8 S		8 F		8 F		8 S	
9 W		9 S		9 M/Week 7		9 T		9 S		9 T		9 F		9 F		9 M/Week 10		9 S		9 S		9 M	
10 T		10 S		10 T		10 F		10 S		10 F	Final Grades	10 S		10 S		10 T		10 S		10 S		10 T	
11 F		11 M/Week 2		11 W		11 S		11 M/Week 15		11 T		11 S		11 S		11 W		11 F		11 M		11 W	
12 S		12 W		12 T		12 T		12 W	EXAMINATIONS	12 F		12 S		12 M/Week 4	Mid-semester Vacation	12 T		12 S		12 W		12 T	
13 S		13 T		13 F		13 M/Week 11		13 T		13 S		13 T		13 T		13 F		13 S		13 T		13 F	
14 M		14 F		14 S		14 W		14 F		14 S		14 W		14 W		14 S		14 M	Halls of Residence close midday	14 F		14 S	
15 T		15 F	Last day to enroll 2	15 S		15 T		15 F		15 M		15 T		15 T		15 S		15 T		15 F		15 S	
16 W		16 S		16 M/Week 8		16 F		16 S		16 T		16 F		16 F		16 M/Week 11		16 W		16 S		16 M	
17 T		17 S		17 T		17 F		17 S		17 W		17 S		17 S		17 T		17 T		17 S		17 T	
18 F		18 M/Week 3		18 W		18 S		18 M/Week 18	Halls of Residence close midday	18 T		18 S		18 S		18 W		18 F		18 M		18 W	
19 S		19 T		19 T		19 T		19 T		19 F		19 M/Week 5		19 M/Week 8		19 T		19 S		19 T		19 T	
20 S		20 W		20 F		20 F		20 W		20 S		20 T		20 T		20 F		20 S		20 W		20 F	
21 M		21 T		21 S		21 T		21 T		21 S		21 W		21 W		21 S		21 M		21 T		21 S	
22 T		22 F		22 S		22 W		22 F		22 W	Week 12 Earliest day to	22 T		22 T		22 S		22 T		22 F		22 S	
23 W		23 S		23 M/Week 23-27 Oct		23 T		23 S		23 T	Week 13 Last day to withdraw 5	23 F		23 F		23 M/Week 9		23 M/Week 4	Final Grades	23 W/ACA/UVAU/ELC		23 M	
24 T		24 S		24 T		24 F		24 S		24 W		24 S		24 S		24 T		24 T		24 S		24 T	
25 F		25 M/Week 4		25 W		25 S		25 M		25 T		25 S		25 S		25 W		25 F		25 M		25 W	
26 S		26 T		26 T		26 S		26 T		26 F		26 F		26 M/Week 6		26 T		26 T		26 S		26 T	
27 S		27 W		27 F		27 F		27 W		27 S		27 T		27 T		27 F		27 F		27 W		27 F	
28 M/Summer Bank Holiday		28 T		28 S		28 T		28 T		28 S		28 W		28 W	Easter Break 28 March - W/2 April	28 S		28 M	Spring Bank Holiday	28 T		28 S	
29 T		29 F		29 S		29 W		29 F		29 W	Week 2	29 T		29 T		29 S		29 T		29 F		29 S	
30 W		30 S		30 M/Week 9		30 T		30 S		30 T		30 T		30 F		30 M/Week 5		30 M/Week 5		30 S		30 M	
31 T		31 M/Week 5		31 T		31 F		31 S		31 W		31 W		31 S		31 T		31 T		31 T		31 T	

1) Enrollment, induction and English Language tests  
 2) Last day for all students to enroll (including postgraduate and part-time students). Last day for Adventist Colleges Abroad/Andrews University/Washington Adventist University students to withdraw from a module without a WP or WF appearing on a transcript, unless it can be documented that students were inappropriately advised during the enrollment period by the College. After this date, students may add a module only with written permission to the Academic Registrar from the lecturer concerned, and provided the additional class does not result in an unsanctioned overload. Any module so added is charged at the full rate for the semester. There is no refund for any module from which students withdraw after the published deadline.  
 3) Last day for all Adventist Colleges Abroad/Andrews University/Washington Adventist University students to change from audit to credit or credit to audit.  
 4) Earliest day for all Adventist Colleges Abroad/Andrews University/Washington Adventist University students to withdraw from any module which would reduce their load to an unacceptable level for full-time student purposes (e.g. 15 US undergraduate credits for visa nationals and 12 for EEA nationals).  
 5) Last day for all Adventist Colleges Abroad/Andrews University/Washington Adventist University students to withdraw from a module. Up to this date a WP or WF is assigned when a module is dropped.  
**DISCLAIMER**  
 The College reserves the right to change any of the indicated dates in the light of unforeseen circumstances. Any changes will be communicated via the College email addresses of current students. In the event applicants are affected by changes they will be contacted via the email address they have provided in their application.

# ACADEMIC CALENDAR 2018 - 2019

May 2016

AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH		APRIL		MAY		JUNE		JULY	
1 W		1 M		1 T	1 S	1 T	1 T	1 S	1 S	1 T	1 T	1 F	1 F	1 M	1 M	1 W	1 W	1 S	1 S	1 S	1 M		
2 T		2 T		2 F	2 S	2 F	2 F	2 S	2 S	2 W	2 W	2 S	2 S	2 T	2 S	2 T	2 T	2 M	2 M	2 M	2 T		
3 F		3 W		3 S	3 M	3 S	3 S	3 M	3 M	3 T	3 T	3 S	3 S	3 W	3 S	3 W	3 T	3 T	3 F	3 F	3 T		
4 S		4 T		4 S	4 T	4 S	4 S	4 T	4 T	4 F	4 F	4 M	4 M	4 T	4 M	4 T	4 W	4 W	4 S	4 S	4 W		
5 S		5 W		5 M	5 W	5 M	5 M	5 W	5 W	5 S	5 S	5 T	5 T	5 F	5 T	5 F	5 T	5 T	5 S	5 S	5 T		
6 M		6 T		6 T	6 T	6 T	6 T	6 T	6 T	6 S	6 S	6 W	6 W	6 W	6 W	6 S	6 S	6 F	6 F	6 F	6 S		
7 T		7 F		7 M	7 F	7 M	7 M	7 F	7 F	7 M	7 M	7 T	7 T	7 T	7 S	7 S	7 T	7 T	7 S	7 S	7 S		
8 W		8 S		8 M	8 S	8 F	8 F	8 S	8 S	8 T	8 T	8 F	8 F	8 F	8 F	8 M	8 M	8 S	8 S	8 S	8 M		
9 T		9 S		9 T	9 S	9 F	9 F	9 S	9 S	9 T	9 T	9 S	9 S	9 S	9 S	9 T	9 T	9 M	9 M	9 M	9 T		
10 F		10 M		10 W	10 T	10 S	10 S	10 M	10 M	10 T	10 T	10 S	10 S	10 S	10 S	10 W	10 W	10 T	10 T	10 T	10 W		
11 S		11 W		11 T	11 S	11 T	11 S	11 W	11 W	11 F	11 F	11 M	11 M	11 T	11 M	11 T	11 W	11 W	11 S	11 S	11 T		
12 S		12 T		12 F	12 T	12 F	12 M	12 T	12 T	12 S	12 S	12 W	12 W	12 W	12 W	12 F	12 T	12 T	12 S	12 S	12 F		
13 M		13 F		13 S	13 F	13 T	13 T	13 F	13 F	13 S	13 S	13 T	13 T	13 T	13 T	13 S	13 F	13 F	13 F	13 F	13 S		
14 W		14 S		14 W	14 F	14 W	14 W	14 F	14 F	14 M	14 M	14 F	14 F	14 F	14 F	14 S	14 S	14 S	14 S	14 S	14 S		
15 T		15 M		15 T	15 S	15 T	15 T	15 S	15 S	15 T	15 T	15 F	15 F	15 F	15 F	15 M	15 M	15 S	15 S	15 S	15 M		
16 F		16 S		16 T	16 S	16 F	16 F	16 S	16 S	16 W	16 W	16 S	16 S	16 S	16 S	16 T	16 T	16 F	16 F	16 F	16 T		
17 F		17 W		17 W	17 M	17 S	17 S	17 M	17 M	17 T	17 T	17 S	17 S	17 S	17 S	17 W	17 T	17 T	17 T	17 T	17 W		
18 S		18 T		18 T	18 T	18 S	18 S	18 T	18 T	18 F	18 F	18 M	18 M	18 T	18 M	18 W	18 W	18 S	18 S	18 S	18 T		
19 S		19 W		19 F	19 W	19 M	19 M	19 W	19 W	19 S	19 S	19 T	19 T	19 T	19 T	19 F	19 T	19 T	19 T	19 T	19 F		
20 M		20 T		20 S	20 T	20 T	20 T	20 T	20 T	20 T	20 T	20 W	20 W	20 W	20 S	20 S	20 M	20 M	20 M	20 F	20 S		
21 T		21 F		21 W	21 F	21 W	21 W	21 F	21 F	21 M	21 M	21 T	21 T	21 T	21 T	21 S	21 T	21 T	21 T	21 S	21 S		
22 W		22 S		22 T	22 S	22 T	22 T	22 S	22 S	22 M	22 M	22 F	22 F	22 F	22 F	22 M	22 M	22 S	22 S	22 S	22 M		
23 T		23 S		23 F	23 S	23 T	23 T	23 S	23 S	23 W	23 W	23 S	23 S	23 S	23 S	23 T	23 T	23 M	23 M	23 M	23 T		
24 F		24 M		24 W	24 M	24 S	24 S	24 M	24 M	24 T	24 T	24 S	24 S	24 S	24 S	24 W	24 T	24 T	24 T	24 T	24 W		
25 S		25 T		25 W	25 T	25 S	25 S	25 T	25 T	25 F	25 F	25 M	25 M	25 M	25 M	25 T	25 T	25 W	25 S	25 S	25 T		
26 S		26 W		26 F	26 W	26 T	26 T	26 S	26 S	26 M	26 M	26 T	26 T	26 T	26 T	26 F	26 T	26 S	26 S	26 F	26 F		
27 M		27 T		27 S	27 T	27 S	27 T	27 S	27 T	27 M	27 M	27 W	27 W	27 W	27 W	27 S	27 S	27 M	27 M	27 F	27 S		
28 T		28 S		28 W	28 S	28 T	28 T	28 S	28 S	28 W	28 W	28 S	28 S	28 T	28 T	28 S	28 T	28 T	28 T	28 S	28 S		
29 W		29 S		29 T	29 S	29 T	29 T	29 S	29 S	29 T	29 T	29 F	29 F	29 F	29 F	29 M	29 W	29 S	29 S	29 M	29 M		
30 T		30 M		30 F	30 M	30 T	30 T	30 M	30 M	30 W	30 W	30 S	30 S	30 S	30 T	30 T	30 M	30 M	30 M	30 T	30 T		
31 F		31 W		31 T	31 W	31 T	31 T	31 M	31 M	31 T	31 T	31 S	31 S	31 S	31 S	31 W	31 T	31 F	31 F	31 F	31 W		

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# ACADEMIC CALENDAR 2019 - 2020

April 2017

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
1 T	1 S	1 T	1 F	1 S	1 W	1 S	1 S	1 W	1 F	1 M	1 W
2 F	2 M	2 W	2 S	2 M Week 13	2 T	2 S	2 M	2 T	2 S	2 T	2 T
3 S	3 T	3 T	3 S	3 T	3 F	3 M Week 3	3 T	3 F	3 S	3 W	3 F
4 S	4 W	4 F	4 M Week 9	4 W	4 S	4 T	4 W	4 S	4 M	4 T	4 S
5 M	Halls of Residence open 5 T midday	5 S	5 T	5 T	5 S	5 W	5 T	5 S	5 T	5 F	5 S
6 T	6 F	6 S	6 W	6 F	6 M	6 T	Last Day to change 6 F audit credits	6 M Week 10	6 W	6 S	6 M
7 M	7 S	7 M Week 5	7 T	7 S	7 T	7 F	7 S	7 T	7 T	7 S	7 T
8 F	8 S	8 T	8 F	8 S	Final Grades 8 W ACAU/WAU/ELC	8 S	8 S	8 W Easter Break 8-13 April	8 F	8 M	8 W
9 F	9 M Week 1 Enrolment day 1	9 W	9 S	9 M Week 14 EXAMINATIONS	9 T	9 S	9 S	9 T	9 S	9 T	SSE 9 July - 1 August
10 S	10 T	Last Day to change 10 F audit credits	10 S	10 T EXAMINATIONS	10 F	10 M Week 4	10 T	10 F Good Friday	10 S	10 W	10 F
11 S	11 W	11 F	11 M Week 10	11 W EXAMINATIONS	11 S	11 T	11 W	11 S	11 M Week 14 EXAMINATIONS	11 T	11 S
12 M	12 T	12 S	12 W	12 T	12 S	12 W	12 T	12 S Easter Sunday	12 W EXAMINATIONS	12 F	12 S AWARDS CEREMONY
13 T	13 F	13 S	13 T	13 F	13 M	13 T	13 F	13 M	13 T EXAMINATIONS	13 S	13 M
14 W	14 S	14 M Week 6	14 F	14 S	14 W	14 F	14 S	14 T	14 F	14 S	14 W
15 T	15 S	15 T	15 F	15 S	Halls of Residence open 15 T Midday	15 S	15 S	15 W	15 F	15 M	15 T
16 F	16 M Week 2	16 W	16 S	16 M	16 F	16 S	16 M Mid-semester Vacation 16	16 T	16 S	16 T	16 F
17 S	17 T	17 T	17 F	17 T	17 F	17 M Week 5	17 T	17 F	17 S	17 W	17 F
18 S	18 W	18 F	Week 11 Earliest day to 18 M withdraw 1	18 W	18 S	18 T	18 W	18 S	Halls of Residence close 18 M Midday	18 T	18 S
19 M	19 T	19 T	19 T	19 T	19 S	19 W	19 T	19 S	19 T	19 F	19 S
20 T	20 F	20 S	20 W	20 F	20 M Week 1 Enrolment day 1	20 T	20 F	20 M Week 11	20 W	20 S	20 M
21 W	21 S	21 M Week 7	21 T	21 S	21 T	21 F	21 S	21 T	21 T	21 S	21 T
22 T	22 S	22 T	22 F	22 S	22 W	22 S	22 S	22 W	22 F	22 M	22 W
23 F	23 M Week 3	23 W	23 S	23 M	23 T	23 S	23 M Week 8	23 T	23 S	23 T	23 T
24 S	24 T	24 T	24 S	24 T	24 F	24 F	24 T	24 F	24 S	24 W	24 F
25 S	25 W	25 F	Week 12 Last day to 25 M withdraw 1	25 W	25 S	25 T	25 W	25 S	25 M Spring Bank Holiday	25 T	25 S
26 M	26 T	26 S	26 T	26 T	26 S	26 W	26 T	26 S	26 T	26 F	26 S
27 T	27 F	27 F	27 W	27 F	27 M Week 2	27 T	27 F	Week 12 Earliest day to 27 M withdraw 1	27 W ACAU/WAU/ELC	27 S	27 M
28 W	28 S	Mid-semester Vacation 28 28 M Oct-1 Nov	28 T	28 S	28 T	28 F	28 S	28 T	28 T	28 S	28 T
29 T	29 S	29 T	29 F	29 S	29 W	29 S	29 S	29 W	29 F	29 M	29 W
30 F	30 M Week 4	30 W	30 S	30 M	30 T	30 S	30 M Week 9	30 T	30 S	30 T	30 T
31 S		31 T	31 T	31 T	31 F	31 T	31 T	31 F	31 S	31 T	31 F

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