



PROGRAMME OF STUDY HANDBOOK

Master of Arts in Theology

LEVEL 7

**NEWBOLD COLLEGE OF HIGHER
EDUCATION**

2023-2024

CONTENTS PAGE

	Page No
INTRODUCTION.....	1
FEEDBACK AND STUDENT ENGAGEMENT.....	1
WELCOME MESSAGE	2
CURRENT MEMBERS OF STAFF.....	2
Names and Contact Details	2
EXTERNAL EXAMINERS	6
ACADEMIC YEAR	7
MODULAR TERMINOLOGY	10
ASSESSMENT.....	10
Extenuating Circumstances	10
Additional needs in terms of assessment.....	11
Academic Appeals.....	11
Assessment Regulations	11
Responsibilities of students in relation to the assessment process	11
VIRTUAL LEARNING ENVIRONMENT (VLE).....	12
PROGRAMME OF STUDY – MA in Theology	13
Modules	13
ASSESSMENT OF PART I (TAUGHT MODULES).....	15
COURSEWORK DEADLINES.....	15
DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT	17
DISSERTATION.....	17
Master’s Dissertation Repository	17
Eligibility	17
Contacts	18
POLICIES	20
ABOUT ACADEMIC INTEGRITY	21
STATEMENT ABOUT THE USE OF ARTIFICIAL INTELLIGENCE.....	25
LIBRARY AND LEARNING RESOURCES.....	26

STUDENT SERVICES	26
COMPLAINTS.....	27
STUDENTS' UNION.....	27

INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study in the academic year 2023/24.

University of Wales Trinity St David, in partnership with Newbold College of Higher Education (in the following text: college) has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. **NOTE: Since University of Wales publish their Academic Quality Handbook for 2023–24 by mid – September 2023, there might be later changes introduced in the MA Student Handbook 2023–24 in order to harmonise its stipulation with the University of Wales Academic Quality Handbook 2023–24.**

FEEDBACK AND STUDENT ENGAGEMENT

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways, including: through the academic representative for your programme of study, through module evaluation questionnaires, or through informal meetings with your teaching staff. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

The University works to engage all students individually and collectively in the assurance and enhancement of their educational experience. The University has a strong commitment to students as partners in their educational experience.

It is recognised that student engagement, representation, feedback and support at collaborative partner institutions may take a different format to that at the University. For example, not all collaborative partner institutions have a Students' Union. However, all collaborative partner institutions are expected to:

- Value student engagement and the student voice.
- Have a comparable set of systems and procedures in place which reflect the requirements of the specific delivery location.
- Meet the University's principles of student engagement, representation and support.
- Meet the expectations of the UK Quality Code for Higher Education.
- Clearly articulate to students any variations to the principles.
- Have good communication mechanisms in place to let students know what has been done in response to feedback.

WELCOME MESSAGE

The Centre for Ministry and Mission (formerly Department of Theological Studies) at Newbold College of Higher Education is widely recognised as an educational institution of excellence in biblical, theological and pastoral studies. The focus of the department is on the development of academic competencies and pastoral skills of our students. As a Seventh-Day Adventist institution, we stand for integrating faith in learning in our academic activities. Thus, the staff at the Centre for Ministry and Mission aims to create an inspiring environment in which the students can gain in-depth knowledge, be challenged to think creatively and innovatively, develop pastoral skills, so they can reach the highest level of their personal potential. The students also participate in the life of the local churches around the Newbold area, where they are part of worshiping communities and are involved in outreach projects. This complements their academic education with developing practical and relational skills. We aim to help our students to discover their passion and calling preparing them for serving in the Church and in the wider community as spiritual leaders.

Programme Directors	Office No	Email Address
Dr Laszlo Gallusz (Autumn)	16A	lgallusz@newbold.ac.uk
Dr Tihomir Lazić (Spring)	16B	tlazic@newbold.ac.uk

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Jan Barna, PhD (Trinity College/University of Bristol)

Head of Research; Principal Lecturer in Biblical and Systematic Theology

Dr Barna worked as a pastor in Slovakia. He also holds an MA degree in Leadership from Andrews University. His areas of expertise include systematic and biblical theology, ordination of women and hermeneutics.

Stephen Currow, DMin (Fuller Theological Seminary, USA)

Principal of Newbold College; Principal Lecturer in Pastoral Studies

While Dr Currow was trained as a pastor and spent number of years in pastoral/evangelistic ministry and church administration, most of his ministry has been as a lecturer in theological education and administrator. He has lived and ministered in five countries: Australia, New Zealand, Fiji, Papua New Guinea and the UK, and travelled widely. His research interests are in the areas of congregational life, youth ministry, religious liberty and history of Adventist mission.

Laszlo Gallusz, PhD (Karoli Gaspar University of the Reformed Church, Hungary)

Head of CMM; Principal Lecturer in New Testament

Dr Gallusz was academic dean at Belgrade Theological Seminary, and departmental director at South-East European Union Conference. His areas of interests are New Testament exegesis and theology, particularly the Book of Revelation and New Testament eschatology. He is author of number of books and scholarly articles in these areas. He is also the Head of the CMM Department and the current Undergraduate programme director.

Tihomir Lazic, DPhil (University of Oxford)

PG Programme Director; Senior Lecturer in Systematic Theology

Dr Lazic has completed his doctoral studies at University of Oxford where he has researched ecclesiology. He also worked for the Trans-European Division as the director of Student Ministry and is an accomplished musician. Dr Lazic's primary research interest is ecclesiology.

Ivan Milanov, PhD (University of Wales Trinity St David)

Senior Lecturer in Old Testament

Dr Milanov has served for several years as pastor in Macedonia and Serbia and as lecturer at Belgrade Theological Seminary. His research interests include the book of Daniel and Old Testament prophetic literature.

Eike Mueller, PhD (Andrews University, USA)

Undergraduate Programme Director; Senior Lecturer in New Testament

Dr Mueller has served for several years as pastor in Germany and the United States of America. After completing his doctoral studies, he served as lecturer and assistant seminary dean at Adventist International Institute of Advanced Studies (Philippines). His primary research interests are the Gospels.

Adrian Peck, MA (Newbold College of Higher Education/Friedensau Adventist University)

Lecturer in Pastoral Studies; Field Placement Director

Pastor Peck joined Newbold College a year ago with a rich pastoral experience. He was involved in church planting and disciple making in South England Conference. His area of interest is missiology. Pastor Peck pursues his doctoral studies at University of Roehampton London.

Julian Thompson, DPhil (University of Oxford)

Lecturer in Pastoral Studies and Old Testament Studies

Dr Thompson has completed his doctoral studies at University of Oxford in 2023. He has a rich pastoral experience having worked at South-England Conference for number of years. Until recently, he held the position of editor at Stanborough Press.

Contact

Jan Barna
Steve Currow
Laszlo Gallusz
Tihomir Lazic
Ivan Milanov
Eike Mueller
Adrian Peck
Julian Thompson

Email Address

jbarna@newbold.ac.uk
scurrow@newbold.ac.uk
lgallusz@newbold.ac.uk
tlazic@newbold.ac.uk
imilanov@newbold.ac.uk
emueller@newbold.ac.uk
apeck@newbold.ac.uk
jthompson@newbold.ac.uk

EMERITUS STAFF

Antic, Radisa (Andrews University, USA)

Until his retirement, Dr Antic worked at Newbold College as a director of Ellen G. White research centre and lecturer in systematic theology. His interest is in correlating philosophy and theology.

Michael Pearson, DPhil (University of Oxford)

Dr Pearson has spent a career of almost forty years at Newbold College. He teaches and researches in the area of Christian ethics and spirituality.

Gunnar Pedersen, ThD (Andrews University, USA)

A former president of the Danish Union and a former Head of the Department of Theological Studies at Newbold, Dr Pedersen's main area of expertise is biblical theology, especially the doctrine of salvation.

Laurence Turner, PhD (University of Sheffield)

A former Head of the Department of Theological Studies at Newbold College, Dr Turner has been a pastor in Great Britain and spent several years as a lecturer in Australia and Newbold College. His teaching and research interests are in the Old Testament and biblical preaching.

Jean-Claude Verrecchia, Doctorat ès sciences religieuses (Strasbourg, France)

Dr Verrecchia has served as missionary, pastor, principal, and head of department of the Campus Adventiste du Salève (Collonges, France). He spent also number of years as principal lecturer at Newbold College. His specialisations are in the New Testament, hermeneutics and Second Temple Judaism.

VISITING ACADEMIC STAFF

Daniel Duda, DMin (Andrews University, USA)

Dr Duda, the current President of the Trans-European Division, has served as a pastor in Slovakia, also as an Academic dean and Head of Theology at Zaosky Adventist University, Sazava Theological Seminary and Newbold College. Between 2005–2022 he was Education Director at TED serving also as a Field secretary. During the period of January 2021–June 2022, Dr Duda also served as the Transitional Head of CMM. His primary interests are biblical theology and pastoral counselling.

Patrick Johnson, DThMin (King's College, London)

Dr Johnson has been a pastor in the SDA church for over 30 years, serving both in Norway and UK. He is currently serving as the Ministerial Association Secretary and Discipleship Coordinator at the Trans-European Division. The focus of his doctoral thesis was on disability and the SDA church.

Gabor Mihalec, PhD (Karoli Gaspar University of the Reformed Church, Hungary)

Dr Mihalec is a pastor and qualified family therapist. He is author of more than ten books. He is a leading expert who is involved in some significant research projects in his field. Dr Mihalec runs his own counselling centre for couples and features often in media.

Gifford Rhamie, PhD (Canterbury Christ Church University)

Dr Rhamie's focused research interest lies in exploring how cultural studies could aid with interrogating and displacing Eurocentrism and Anti-blackness in biblical and pastoral studies. This involves drawing on postcolonial theory, whiteness theory, diaspora and pilgrimage studies, and critical conviviality to explore 'racialised' discourse and interpretation in Second Temple Afroasiatic Judaism, Early Christianity and pastoral ministry in the 21st century.

Administrative Staff

Mylena Chiapero – Departmental Assistant, CMM (mchiapero@newbold.ac.uk)

Serena Santona, BSW, MSA – Academic Registrar (ssantona@newbold.ac.uk)

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to a Higher Education award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- The standard of each award is maintained at the appropriate level.
- The standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar.
- The processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2023/24	External Examiner for 2022/23
<i>MA in Theology</i>	Professor Eryl W. Davies, Bangor University	Professor Eryl W. Davies, Bangor University
<i>MA in Theology</i>	Dr Katie Cross, Aberdeen University	Dr Katie Cross, Aberdeen University

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC CALENDAR 2023/24

Autumn Semester 2023

31 Aug	Programme Board
4–8 Sept	Induction Week
15 Sept	Last day to complete enrolment
3 Oct	Programme Board
10 Oct	PG Research Seminar
23–27 Oct	Mid-semester Break
2 Nov	Field Placement Advisory
7 Nov	Programme Board/Exam Board
21 Nov	PG Research Seminar
4–8 Dec	Revision Week
5 Dec	Programme Board
11–13 Dec	Exams

Spring Semester 2024

10 Jan	MA dissertation submission (for students enrolling PGCert)
10 Jan	Internal Exam Board
17 Jan	Programme Board/Exam Board
22 Jan	Classes begin
26 Jan	External Exam Board (UWTSD)
29–31 Jan	First Semester Resits
2 Feb	Last day to complete enrolment
13 Feb	PG Research Seminar
27 Feb	Programme Board
26 March	PG Research Seminar

2–5 April	Mid-semester break
9 April	Programme Board/Exam Board
18 April	Field Placement Advisory
19–21 April	Ellen G. White Symposium
22–26 April	Revision Week
29 Apr – 1 May	Exams
1 May	MA Dissertation submissions (graduation in July 2024)
8 May	Internal Exam Board
15 May	Internal Exam Board
12 June	External Exam Board (UWTSD)
5 July	Graduation at Lampeter
7 July	Newbold Award Ceremony
9–10 July	Resits
10 July	Resubmission deadline
14 August	Progression Exam Board (UWTSD)

It is vitally important that Newbold College has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Partner Enrolment Agreement. Each academic year, you will need to enrol as a student **and** you will need to enrol on the modules that you will be studying during the academic year. Failure to enrol properly or to inform Newbold College of any changes to your personal details is likely to cause some or all of the following problems:

- Failure to keep you generally informed.
- Not being able to borrow materials from the Library and Learning Resources.
- Not being able to use the Information Technology services.
- Failure to contact you in an emergency.
- Delay in progressing from Part I to Part II where applicable.
- Delay in graduation as a result of not completing sufficient credits at the correct level.
- General inefficiencies in administrative processes resulting in delays for other students.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the Programme Director, Dr Laszlo Gallusz.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Manager immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status.

MODULAR TERMINOLOGY

Programme of Study (Course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. Study at Master's level is called Level 7 in the National Qualifications Framework. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

Newbold College offers programmes in English. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered.

You will be assessed in the same language in which the programme or modules are delivered.

Any marks released prior to formal approval by the Progression / Award Examining Board are **PROVISIONAL**.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which

can be found on the Academic Office section on the University's website and forms part of the *Mitigating Circumstances Policy*:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with the Centre for Ministry and Mission regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Manager.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the *Academic Quality Handbook*, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/>

Responsibilities of students in relation to the assessment process

You are responsible for ensuring that:

- i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
- ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
- iii) You attempt every assessment component of a module.
- iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.
- v) You submit work for assessment as required and in accordance with the required format and deadline.
- vi) You inform your Programme Manager of any disability or long-term impairment which might require special provisions for assessment.
- vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.

- viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- ix) You keep a copy of work presented for assessment wherever feasible.
- x) You make your work available for sampling for external examining purposes.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Newbold College has its own Virtual Learning Environment and its own processes for introducing you to, and advising you about, VLE access. Further details will be given to you by your Postgraduate Programme Manager.

PROGRAMME OF STUDY – MA in Theology

Programme Learning Outcomes

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.

Holders of this 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 high degree;
- 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;
- Demonstrate critical reflection on their own particular standpoint and a good understanding of methodological and hermeneutical issues that are raised
- Effectively communicate information, ideas, arguments, principles and theories and effectively 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 a high degree of independence and self-direction in learning and taking responsibility for their own learning experience.

Modules

Module descriptors for all modules are available via the postgraduate theology website, accessible via newbold.ac.uk or the Theology Students Sharepoint.

Module Code	Module Title	Module Type	Credits
Semester 1			
NCTR7062	Biblical Theology and Praxis of Ministry and Mission	Core	20
NCTR7054	Principles of Biblical Hermeneutics	Optional	20
NCTR7008	Principles and Methods of Theology	Optional	20

NCTR7061	Hope, Future and Eschaton	Optional	20
NCTR7053	Pastoral Care and Counselling	Optional	20
NCTR7045	Christian Apologetics	Optional	20
Semester 2			
NCTR7019	Preaching Biblical Narratives	Optional	20
NCTR7009	Leading Motifs in Adventist Theology	Optional	20
NCTR7043	Race, Identity and Nation	Optional	20
NCTR7052	Theological Methods for Pastoral Studies	Optional	20
NCTR7035	Emerging Perspectives in Ecclesiology	Optional	20
NCTR7042	Ableism and Disability	Optional	20
NCTR7032	Church Leadership and Administration	Optional	20
NCTR7050	Emerging Perspectives in Soteriology and Eschatology	Optional	20
Semester 3			
NCTR7031	MA Dissertation	Core	60

PROGRAMME STRUCTURE

Students should choose a pathway: Biblical Studies, Pastoral Studies or Systematic Theology. Each pathway has a unique structure.

The tables below show the current composition of the programme:

Biblical Studies

Code	Title	Credits
PART I		
NCTR7062	Biblical Theology and Praxis of Ministry and Mission	20
NCTR7054	Principles of Biblical Hermeneutics	20
NCTR7061	Hope, Future, Eschaton	20
NCTR7043	Race, Identity and Nation	20
NCTR7042	Ableism and Disability	20
NCTR7019	Preaching Biblical Narratives	20
PART II		
NCTR7031	Dissertation	60

Pastoral Studies

Code	Title	Credits
PART I		
NCTR7062	Biblical Theology and Praxis of Ministry and Mission	20
NCTR7053	Pastoral Care and Counselling	20
NCTR7045	Christian Apologetics	20
NCTR7052	Theological Methods for Pastoral Studies	20
NCTR7032	Church Leadership and Administration	20
NCTR7019	Preaching Biblical Narratives	20
PART II		
NCTR7031	Dissertation	60

Systematic Theology

Code	Title	Credits
PART I		
NCTR7062	Biblical Theology and Praxis of Ministry and Mission	20
NCTR7008	Principles and Methods of Theology	20
NCTR7045	Christian Apologetics	20
NCTR7009	Leading Motifs in Adventist Theology	20
NCTR7050	Emerging Perspectives in Soteriology and Eschatology	20
NCTR7035	Emerging Perspectives in Ecclesiology	20
PART II		
NCTR7031	Dissertation	60

Module details are correct on 1 September 2023 and will not normally be changed during the year. In the unlikely event of the school having to make changes to these details during the year, you will be notified in writing. The modules that are delivered each academic year will depend on several factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

ASSESSMENT OF PART I (TAUGHT MODULES)

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

All work in Part I will normally be marked within the University's agreed 20 clear term-time working days turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

COURSEWORK DEADLINES

First/Second Marker	Module	Assessment	Deadlines
Semester 1			
JT/SC	Biblical Theology and Praxis of Ministry and Mission	3,000 – word essay (50%)	6/12/23
		15-min presentation (50%)	Exam week (11–13/12/23)

JCV/EM	Principles of Biblical Hermeneutics	5,000-words essay (100%)	13/12/23
TL/JB	Christian Apologetics	3 blogs (60%)	Scheduled throughout the semester
		Oral presentation (40%)	Exam week (11–13/12/23)
JB/TL	Principles and Methods of Theology	3,000-word essay (50%)	13/12/23
		15-min presentation (50%)	Scheduled throughout the semester
LG/JT	Hope, Future and Eschaton	3,000-word essay (50%)	29/11/2023
		Individual presentation in class (50%)	Exam week (11–13/12/23)
GM/LG	Pastoral Care & Counselling	5,000-word essay (100%)	13/12/23
Semester 2			
GR/AP	Theological Methods for Pastoral Studies	3,000-word research project (50%)	01/5/24
		15-min presentation (50%)	Exam week (29/4-1/5/24)
IM/GR	Race, Identity and Nation	4 blogs (50%)	Scheduled throughout the semester;
		30-minute academic interview	Exam week (29/4-1/5/24)
TL/JB	Emerging Perspectives in Ecclesiology	30-min academic interview (60%)	Exam week (29/4-1/5/24)
		1,500-words academic blog (40%)	17/4/2024
EM/PJ	Ableism and Disability	4 – element portfolio (40%)	Scheduled throughout the semester;
		3,000 – word essay (60%)	01/5/24
LT/IM	Preaching Biblical Narratives	2,500-word essay (50%)	20/3/24
		2,500-word manuscript (50%)	17/4/24

GP/JB	Leading Motifs in Adventist Theology	1,250-word book review (25%)	10/4/24
		17-min video presentation (75%)	24/4/24
SC/JT	Church Leadership and Administration	3,000-word essay (60%)	24/4/24
		15-min presentation (40%)	Exam week (29/4-1/5/24)
JB/TL	Emerging Perspectives in Soteriology & Eschatology	5,000-word essay (100%)	01/5/24
Various	Dissertation	15,000-word essay (100%)	10/1/24 and 01/5/24

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

DISSERTATION PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation not exceeding 15,000 words. The word limit does not include appendices (if any), essential footnotes, the formal declarations and statements or the bibliography and index. The appendices can act as a repository of raw data. It should be noted that examiners are not obliged to read the appendices when examining a piece of work.

If a piece of work is clearly above the indicated word limit, then the student should discuss editorial action with their supervisors before submission.

The module code for the dissertation: ***NCTR7031 MA Dissertation***

DISSERTATION

It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

Dissertations must be submitted in accordance with the University's requirements.

Master's dissertations will normally be marked within the University's agreed 30 clear working days turn-around time.

Details of the responsibilities of the student and dissertation support entitlement can be found in the Supervision Policy for Taught Master's Students (Appendix GA30).
<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Nature and demands of tutorial supervision for this Programme of Study

More detailed information about the MA dissertation could be found in the MA Dissertation Student Handbook. For a copy of the student handbook, please contact Dr Laszlo Gallusz via lgallusz@newbold.ac.uk

Dissertation Deadline

The very last day of submission of the MA dissertation is the last day of matriculation (please double check the date with the Academic Registrar). Attempts to submit an MA dissertation after this date will be unsuccessful and the student will fail the dissertation module by default.

However, for students who wish to be enrolled into PG Cert in Ministry and Mission in the spring semester and march in the Award/Graduation Ceremony in July 2024, the last day of submission is 10 January 2024. For students who wish to march in the Award/Graduation Ceremony in July 2024, the last day of submission is 1 May 2024.

OVERVIEW OF THE PROGRAMME

Biblical Studies	Pastoral Studies	Systematic Theology
Year 1 Level 7 Semester 1		
NCTR7062 Biblical Theology & Praxis of Ministry and Mission		
NCTR7054 Principles of Biblical Hermeneutics	NCTR7053 Pastoral Care & Counselling	NCTR7008 Principles and Methods of Theology
NCTR7061 Hope, Future and Eschaton	NCTR7045 Christian Apologetics	
Year 1 Level 7 Semester 2		
NCTR7043 Race, Identity and Nation	NCTR7032 Church Leadership and Administration	NCTR7050 Emerging Perspectives in Soteriology & Eschatology
NCTR7042 Ableism and Disability	NCTR7052 Methods for Pastoral Studies	NCTR7035 Emerging Perspectives in Ecclesiology
NCTR7019 Preaching Biblical Narratives		NCTR7009 Leading Motifs in Adventist Theology
Year 2 Level 7 Semester 1		
NCTR7031 Dissertation		
Year 2 Level 7 Semester 2		
NCTR7031 Dissertation		

POLICIES

The Attendance and other Policies of Newbold College are available from the PG Programme Manager.

International Students with a Student Visa

In addition to the attendance requirements Newbold College international students must comply with the Partner Institution's attendance policies for such students. Further details are available from the PG Programme Manager.

WORD LIMITS

Different assessments have different word lengths specified for them; it is important that the student keep to the word length specified for each assessment at all times on the following grounds:

- To encourage succinct and clear writing by students.
- To ensure equity between all the students doing that particular assessment

If the specified word limit for an assessment has been exceeded, the following penalties would normally apply:

- Up to 10% above the word limit – No deduction off final mark
- Between 10% and 25% above the word limit – Deduction of 5 marks off final mark (or reduce the mark to the capped mark, whichever is greater)
- Between 25% and 50% above the word limit – Deduction of 10 marks off final mark (or reduce the mark to the capped mark, whichever is greater)
- 50% or more over length – Maximum mark of capped mark

The penalty cannot take the work into the fail category.

Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because they may not have included the necessary information required for the assessment and met the stated learning outcomes.

ABOUT ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- Writing your own answers in unseen exams without consulting with others or using online or printed materials;
- Formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- Ensuring that you get ethical approval for your research where necessary;
- And many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as ‘– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research’. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the [UWTSD Academic Misconduct Policy](#).

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else’s work or ideas as one’s own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

Plagiarism is one type of academic misconduct. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. It is expected that your work will be submitted electronically via VLE.

For submissions outside of the VLE platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.
3. Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.
4. Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.
5. Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.
6. Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.

Referencing is essentially acknowledging the sources of information and ideas that you have used. The golden rule is; **'if in doubt, provide references'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Librarian.

Newbold College recognises only SBL style for writing written assignments. The handbook could be found via the following link:

If you are uncertain which handbook is for your subject, do ask your Programme Manager or Academic Tutor.

Self-plagiarism is when you are reusing material that you have created yourself.

How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software or Artificial Intelligence Generators, unless you have been allowed to do so by the module tutor.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Using A Third-Party Proofreading Service

The student must declare on the front page of any written assignment submitted via Turnitin whether their assignment has been proofread or not. If the assignment has been proofread, then it must meet the proofreading regulations stipulated in the University of Wales Trinity St David Academic Misconduct Policy (section 30):

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Academic-Misconduct-Policy-02-2020.pdf>.

Please note, the *Academic Misconduct Policy* of the University of Wales Trinity St David in section 30, defines the main principles for using a third-party proofreading service. Here is the section reproduced for your convenience.

- Third-party proofreading is allowed for any piece of academic writing unless stated otherwise. If proofreading is not permitted, information about this will be included in the module handbook.
- A proof-reader may check for, identify and suggest corrections for errors in the text. In no circumstances should a proof-reader edit a student's writing (for example, amend ideas, arguments or structure) as this will compromise the authorship of the work.
- A third-party proof-reader may:
 - Identify punctuation, spelling and typographical errors
 - Identify grammatical and syntactical errors and anomalies
 - Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers)
 - Identify errors in labelling of diagrams, charts or figures
 - Highlight overly-long or complex sentences or paragraphs, especially where meaning is ambiguous
 - Draw attention to repeated phrases or omitted words
 - Draw attention to inaccurate or inconsistent referencing
- A proof-reader may not:
 - Add content in any way
 - Rewrite passages of text to clarify the meaning
 - Rearrange or re-order paragraphs to enhance structure or argument
 - Change any words or figures, except to correct spelling
 - Check or correct facts, data, calculations, formulae, equations or computer code
 - Implement or alter the referencing system
 - Re-label diagrams, charts or figures
 - Reduce content so as to comply with a specified word limit
 - Make grammatical, syntactical or stylistic corrections
 - Translate any part of the work into English
- Failure to adhere to the above requirements may result in an investigation under the Academic Misconduct Policy.
- Students have overall responsibility for their work. The third-party proofreader shall give advice by means of tracked changes on an electronic copy or handwritten annotations on a paper copy or other similar devices. The student must take responsibility for choosing what advice to accept, and must make the changes to the master copy of the work him/herself.
- Furthermore, it is the student's responsibility to prove that a proofreader has adhered to these third party proofreading guidelines. Students are therefore advised to keep the original copy of their written work as well as the copy they have submitted for assessment.

Please remember that your dissertation must be submitted to Turnitin in order to insure its originality.

Turnitin may be used as part of an investigation into an alleged case of plagiarism. Refer to the *Academic Honesty Policy* available at: <http://www.newbold.ac.uk> (current students/Academic Policies). You can locate the Wales's *Academic Misconduct Policy* at: <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

STATEMENT ON ARTIFICIAL INTELLIGENCE IN ACADEMIC RESEARCH AND WRITING – NEWBOLD COLLEGE OF HIGHER EDUCATION (2023/24)

Theological Foundation

The need to relate responsibly to the use of Artificial Intelligence (AI) in academic research is grounded in a number of foundational theological principles:

Created in God's Image. The creation of the earth and particularly humanity is illustrative of God's creative power. Being created in the image of God (Gen 1:26) human beings reflect God's character. Therefore, human creativity is a gift from God which is to be developed and which cannot be replaced by the use of any AI.

Stewardship and Accountability. Honesty and truthfulness are important aspects of the divine-human relationship (Gen 4:7) in the interaction between employer and employee. The same is true in the educational space. Every student that submits an academic document makes a claim that their work is authentic and original. All material that does not originate from the student is someone else's intellectual property and as such it must be properly referenced.

Educational Training. An integral part of education includes the development of the student's mental capabilities as well as their written and oral communication. Studying biblical and theological sources and presenting research in various contexts requires advanced analysis and knowledge of the interplay and construction of words, phrases, and arguments. When undertaking advanced critical work and engaging in effective communication of personal research, different sources are to be used but one cannot rely fully on the analysis of others, including AI.

Statement on AI

The unethical use of ChatGPT or similar AI writing tools to generate content for written, oral or other assessment points is considered plagiarism which results in academic misconduct. Technological progress should be seen as aiding, rather than hindering research, but it is essential that all tools are used within a sound ethical framework. Thus, there are a number of limited areas in which AI writing tools can enhance the research and editing process if used responsibly.

Limitations of AI

The human researcher is responsible for all aspects of the research, writing and editing process. They can use AI research tools in the process, but need to be aware of the limitations of AI, which include:

- Reflecting bias in a variety of areas of human existence
- Drawing from and reconstituting material from existing sources only, and thus not expressing true creativity
- Not attributing the original source material
- Introducing mistakes into its presentation of facts and conclusions
- Disregarding privacy concerns
- Using intellectual property without permission (e.g., graphics and literature)

Ethical Use of AI

While recognizing that the core processes of analytical critical thinking cannot be replaced by AI, there are some aspects in the research and editing process in where AI can be employed ethically. AI can be used ethically at Newbold College:

- To aid in the identification of relevant and credible sources for research.

- To gain a cursory understanding of an area of study (e.g., Wikipedia occupies a similar space in the online arena).
- To translate foreign original source material into English (e.g., a French scholarly article). This does not include translation from biblical languages though.
- To assist ESL (English as a Second Language) students in translating small sections of a personally written document from a native language (e.g., Portuguese) into English.
- To assist in the data analysis in specific research formats or computer programs particularly in the areas of quantitative and qualitative research.
- To assist with proof-reading (e.g., Grammarly).
- To aid those with documented learning and writing challenges in their studies, pending Programme Director approval (e.g., speech recognition and language processing).

Practical Implications

To ensure the ethical use of AI in research, students should be guided by the principle of transparency. The practical implications of this include:

- Students should include a signed statement outlining their use of AI in their research process. This should be done for each submission. The statement should be inserted after the title page as a separate page. Not only should the statement list the specific AI tools used, but it should specify how they were used in both the research and editing process.
- Maintain and submit a copy of your pre-edited original version, prior to any – even ethical – use of AI writing tools.
- Lecturers may invite students to an oral viva to clarify arising issues.
- If unfair practice is detected in a submission, even years after the degree has been awarded, the possibility of revoking the degree exists.

While AI has the potential for positive contributions, it should be used responsibly, with careful consideration, and within the ethical framework endorsed by Newbold College of Higher Education.

LIBRARY AND LEARNING RESOURCES

The primary provision is from the Roy Graham (Newbold College) library services; further details are available from the institution. In addition, students may be able to access some of the University's electronic resources, where licensing allows. For further details please go to the Library and Learning Resources web page for partner students at:

<http://www.uwtsd.ac.uk/library/services/services-for-partner-students/>

STUDENT SERVICES

The primary source of student support is from the tutors, Programme Managers, Head of CMM and Academic Registrar at Newbold College. For further details please contact one of the above.

COMPLAINTS

If you are dissatisfied with an aspect of your experience as a student on a UWTSD programme, you have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If you wish to make a formal complaint, you should in the first instance pursue it through the Newbold College complaints procedures. The complaint process is available from the Newbold College website. If you remain dissatisfied, you are then entitled to submit a formal complaint to the University, described in Chapter 12 of the *Academic Quality Handbook* and the associated *Student Complaint Policy*. <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

STUDENTS' UNION

The Students' Union is recognised as the voice of students within the University. It also offers support to students from collaborative partner institutions when their cases are considered centrally as outlined in the relevant policies, such as Academic Appeals and Academic Misconduct, <https://www.tdsu.co.uk/>.