Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

NEWBOLD COLLEGE
OF HIGHER EDUCATION

PROGRAMME OF STUDY HANDBOOK

Bachelor of Arts in Biblical and Pastoral Studies (BAPS)

LEVEL 4–6

Certificate of Higher Education (CertHE)

LEVEL 4

Newbold College of Higher Education

2025–2026

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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 at Levels 4-6 in the academic year 2025–2026.

The University 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.

FEEDBACK AND STUDENT ENGAGEMENT

The educational experience is a collaborative approach in which students and faculty engage with mutual respect. Constructive 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 student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your teaching staff, or your programme director. If there are issues of concern, 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 at Newbold College of Higher Education is widely recognised as an excellent education provider in biblical, theological and pastoral studies by both Adventist and non-Adventist regulatory bodies. The intentional focus of the department is to develop academic competences and pastoral skills in our students. Thus, the staff at the Centre for Ministry and Mission attempts to create an environment where the students can gain in-depth knowledge, be challenged to think deeply and develop pastoral skills, so they can reach the highest levels of their personal potential. Besides the academic training in the classroom and library,

students also serve local churches around the Newbold area, where they can be part of worshiping communities and be involved in outreach projects. This complements their academic education with practical, pastoral relational skills and professional competencies. We aim to help our students to discover their passion and calling and prepare them to serve the Church and the wider community as spiritual leaders.

THE IMPLICATIONS OF COVID-19 PANDEMIC FOR YOUR PROGRAMME OF STUDY

During the 2025–26 academic year the BA programme will be delivered in-person. To continue to accommodate different personal situations, some students will follow lectures online. The tutorials will take place primarily face-to-face, but the lecturers will be available also for video tutorials. In such cases, you will be provided with relevant information including hyperlinks to the video session.

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching in your programme:

Names and Contact Details

Dr Eike Mueller (emueller@newbold.ac.uk)
UG Programme Director

The lecturing staff in the Centre for Ministry and Mission come from a wide variety of backgrounds. We believe that the international nature of the department is one of its strengths and enhances the learning experience of those who are preparing for pastoral ministry in an increasingly diverse world.

Permanent Academic Staff

Jan Barna, PhD (Trinity College/University of Bristol)
Principal Lecturer in Biblical and Systematic Theology
Dr Barna worked as a pastor in Slovakia. He holds a Master's degree in Leadership from Andrews University and a PhD from Trinity College. His areas of expertise include systematic and biblical theology, ordination of women and hermeneutics.

Laszlo Gallusz, PhD (Karoli Gaspar University of the Reformed Church, Hungary)
Principal Lecturer in New Testament Studies
Dr Gallusz served as a pastor, academic dean and lecturer 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 also the Head of the CMM Department.

Tihomir Lazic, DPhil (University of Oxford)
Principal Lecturer in Systematic Theology
Dr Lazic 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.

Ivana Mendez, MA (Newbold College of Higher Education/Friedensau Adventist University)
Lecturer in Biblical Languages
Pastor Ivana Mendez has a rich pastoral experience. She holds an MA degree in New Testament from Newbold College and also an MA degree in Linguistics from Matej Bel University (Slovakia). Before joining Newbold academic staff she served as a guest lecturer in New Testament Greek.

Rory Mendez, MA (Newbold College of Higher Education/Friedensau Adventist University)
Lecturer in Systematic Theology
Pastor Rory Mendez worked number of years as a pastor. He holds an MA degree in Systematic Theology from Newbold College. He also pursues doctoral studies at the University of Wales. Pastor Mendez serves also as the director of the Ellen G. White Research Centre on Newbold campus.

Ivan Milanov, PhD (University of Wales Trinity St David)
Senior Lecturer in Old Testament
Dr Milanov served for several years as a pastor in Macedonia and Serbia, and as a lecturer at Belgrade Theological Seminary. His research interests include the Book of Daniel and Old Testament prophetic literature. He is the Postgraduate Programme Director.

Eike Mueller, ThD (Andrews University, USA)
Senior Lecturer in New Testament
Dr Mueller served for several years as a pastor in Germany and the United States of America. After completing his doctoral studies, he served as senior lecturer and assistant seminary dean at Adventist International Institute of Advanced Studies (Philippines). His primary research interests are the Gospels and he is currently the Undergraduate Programme Director.

Adrian Peck, MA (Newbold College/Friedensau Adventist University)
Lecturer in Pastoral Studies
Pastor Peck joins Newbold College with a rich pastoral experience. He has been involved in church planting and disciple making in South England Conference. His area of interest is missiology. Pastor Peck is pursuing his doctoral studies at University of Roehampton London and is the Field Placement Director at the CMM.

Dan Serb, DMin (Andrews University, USA) & PhD (University of South Africa)
Dr Serb served as a pastor, missionary, and church administrator in various regions around the world. Before joining Newbold, he was President of the Seventh-day Adventist Church in Ireland and Northern Ireland (Irish Mission). Dan holds a Doctorate in Ministry and a PhD in Religious Studies (with special focus on Human Rights). His interest areas are practical theology and conflict resolution.

Julian Thompson, DPhil (University of Oxford)
Lecturer in Pastoral Studies
Dr Thompson served as a pastor in the South England Conference and as Editor in Chief for Stanborough Press before joining Newbold College of Higher Education. His research interests include interdisciplinary approaches to the Hebrew Bible.

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Julian Thompson	jthompson@newbold.ac.uk

Emeritus Staff

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)
Dr Turner has been a pastor in Great Britain and spent a number of 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 also spent a number of years as principal lecturer at Newbold College. His scholarly interests are in the New Testament, Hermeneutics, and Second Temple Judaism.

Radisa Antic, PhD (Andrews University)
Dr Antic is a former president of the South-East European Union and a former director of the Ellen G. White Research Centre on the Newbold campus. His areas of interests are philosophy and systematic theology.

Visiting Academic Staff

Kayle B. de Waal, PhD (University of Auckland, New Zealand)
Dr de Waal is the director of Trans-European Division Adventist Disciple-Making Institute. He has a rich experience both in pastoral and academic setting. Before moving to United Kingdom, he worked in South Korea, South Africa, New Zealand, and Australia.

Jonathan Holder, MA (Newbold College)
Pastor Holder is a former Newbold student and currently works as a pastor in British Union Conference. He is pursuing doctoral studies in homiletics at Baylor University (USA).

Pilira Zapita, MA (Newbold College)
Mrs Zapita is a former graduate of Newbold College who is pursuing doctoral studies at King's College London in systematic theology. Her research interest is pneumatology.

Karen Holford, MA MSc MA (Andrews University, University of Luton)
Mrs Holford holds masters degrees in Systemic Psychotherapy, Educational and Developmental Psychology and Leadership and is a registered Family and Systemic Psychotherapist. She has written a wide range of books dealing with subjects such as relationships and spirituality. She currently serves in the Trans-European Division as Women's, Children's and Family Ministries director.

Augustus Lawrence, DMin (Andrews University)
Dr. Lawrence is a former Newbold student and he is a Family Practitioner, Licenced Counsellor and the Family Life Director of SEC.

Laszlo Szabo

Administrative Staff

TBD – Departmental Assistant, CMM

Serena Santona, BSW, MSA – Academic Registrar

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 Director.

The current External Examiners for the Programmes of Study are:

	External Examiners for 2024–2025	**External Examiner for 2025–2026**
BA in Biblical and Pastoral Studies (BAPS)	*Rev Dr Ernest Lucas* (Bristol Baptist College) *Dr Katie Cross*	*Rev Dr Ernest Lucas* (Bristol Baptist College) *TBD*

	(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 YEAR

The academic year for your programme will be divided up as follows:

Autumn Semester 2025

1–5 Sept	Induction Week
1–5 Sept	Residential Week
12 Sept	Last day to complete enrolment
23 Sept	UG Colloquium
7 Oct	Programme Board
27–31 Oct	**Mid-semester Break**
4 Nov	UG Colloquium
5 Nov	BA dissertations – deadline for submitting the proposals
11 Nov	Programme Board/Exam Board
1–5 Dec	Revision Week
2 Dec	Programme Board
5 Dec	Field Placement Advisory
8–11 Dec	**Exams**

Spring Semester 2026

21 Jan	Programme Board/Exam Board
26 Jan	**Classes begin**
6 Feb	First Semester Language Resits
11 Feb	External Exam Board (UWTSD)
10 Feb	UG Colloquium
24 Feb	Programme Board
2–5 March	Residential Week for All Students
3 March	UG Colloquium
9–13 March	**Mid-semester break**
17 March	BA dissertations – oral presentations
20–21 March	Newbold Bible Conference
31 March	Exam Board/Programme Board
7 April	UG Colloquium
27 Apr–1 May	Revision Week
1 May	BA dissertation submission deadline
5–8 May	**Exams**
20 May	Internal Exam Board
10 June	External Exam Board (UWTSD)
12 July	**Newbold Award Ceremony**
11 July	Graduation at Lampeter
13–15 July	Resits
13 July	Resubmission deadline
12 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 in the correct Programme of Study and the correct modules. Failure to inform Newbold College of any changes in this respect is likely to cause some or all of the following problems:

- delay in obtaining your student loan;
- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- 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.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director 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. This declaration will be kept by the relevant Newbold College's Administrative Officer with responsibility for DBS checks.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. 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

ASSESSMENT

At the start of each module, lecturers 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 Director for any forms of coursework that cannot be submitted via Turnitin.

You will receive confirmation of your assessment marks at the end of each year. 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:
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 communicate your needs with the Programme Director at the start of the academic year. A Statement of Compensatory Measures will be drafted in line with the College'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 Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 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 carefully note the grounds on which appeals may be made and submit your appeal on the appropriate form. 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/academic-quality-handbook/

Responsibilities of Students in Relation to the Assessment Process

As noted in Chapter 7 of the Academic Quality Handbook, students 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 Director of any disability or long-term impairment which might require special provisions for assessment.
vii) You familiarise yourself with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
viii) You follow the prescribed procedures if 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 and for archiving.

Late Submission and Resubmission Principles

There are three major principles guiding the rules of submission, late submission, resubmission and penalties for **essay/papers**.

(1) The published deadline submission principle

Assessment should be submitted by the published deadline. There is no provision for extension provision.

(2) The 1 week cut off principle

Students who have not submitted by the deadline will have another one week to submit their work. If no work is submitted within this one-week after the published deadline, the college will record such as 'non-attempt' and it will result in a failure of the module. Work submitted within the one-week period after the deadline will be penalised by a maximum grade of 40%.

(3) The resubmission deadline principle

Work submitted before the deadline and/or within one week after the deadline which received a mark lower than 40% (below pass level) might be given two resubmission attempts. It is at the discretion of the Exam Board to allow the resubmission attempts. The deadline for such attempt for 2025–2026 academic year is **13 July 2026**. All work for resubmission must be handed in. If students do not resubmit by this deadline, then they will automatically fail the module. If the work is submitted late but is of a passing standard, it will receive a maximum grade of 40%.

There are two major principles guiding the rules for **exams and exam re-sits**.

(1) *The Exam Principle*
Exam fails are handled the same way as essay submissions. If the student does not attend the exam during the exam week, the college will record a 'non-attempt' and it will result in a failure of the module.

(2) *The Resit Principle*
Exams which do not meet the passing standard of 40% shall be **resat** in **13–15 July 2026**. If passed, they will receive a maximum grade of 40%. If an exam is not passed at the resit exam, an additional opportunity will be given in September 2026. Please note that there are only **2 (two) exam resit attempts allowed** in the undergraduate programme for each module. The resubmission deadline is **13 July 2026**. If the resubmitted written assignment is passed, the maximum grade will be 40%.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Newbold College of Higher Education has its own Virtual Learning Environment. Further details will be given to you by your Programme Director.

PROGRAMME OF STUDY – BA in Biblical and Pastoral Studies (BAPS)

Programme Learning Outcomes

(i) Knowledge and understanding:

The Degree is awarded to students who have demonstrated:

LO1 sound knowledge and understanding of the core grammar, syntax and vocabulary of two biblical languages and related language resources, and critical comprehension of the literary, cultural and theological backgrounds of a range of biblical and extra-biblical texts (biblical studies).

LO2 a critical comprehension of a range of theological ideas and their subsequent articulations by interpreters in different historical periods and contexts, including those specific to Seventh-day Adventism (theological studies).

LO3 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).

(ii) Intellectual and cognitive skills:

Holders of the qualification will be able to:

LO4 demonstrate a critical understanding of the similarities and differences between concept patterns of two biblical languages and languages

familiar to the students and use a number of complementary methods of study – for example, philosophical, historical, systematic, phenomenological, linguistic and literary (biblical studies).

LO5 demonstrate a 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).

LO6 demonstrate 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).

(iii) Practical skills:

Holders of this qualification will be able to:

LO7 demonstrate critical and intelligent engagement with 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).

LO8 critically analyse biblical and theological ideas and concepts within various ministry contexts and identify appropriate pastoral responses to different ministry situations (theological and pastoral studies).

(iv) Generic Key skills:

Holders of this qualification will be able to:

LO9 communicate information, develop an argument demonstrating critical awareness, and present analysis clearly and effectively, organising the materials as appropriate for the intended audience.

LO10 identify, gather and analyse information from primary and secondary sources in a critical and reflective manner.

LO11 undertake independent/self-directed study/learning, demonstrate effective time-management skills, and reflect on one's strengths and weaknesses as a learner.

LO12 use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations.

LO13 show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.

Levels

The undergraduate programmes comprise different levels of study. To qualify for the

Bachelor of Arts (Hons.) in Biblical and Pastoral Studies, students need to complete the equivalent of 120 UK Level 4 credits, 120 Level 5 credits and 120 Level 6 credits.

PROGRAMME STRUCTURE AND MODULES

A list of all available modules, including optional modules, is provided below:

Level 4			
Module Code	**Title**	**Module type (core, compulsory or optional)**	**Credits**
Autumn			
NCTR4007	*Introduction to Greek*	Compulsory	20
NCTR4013	*Historical and Cultural Background of the Bible*	Compulsory	20
NCTR4018	*Foundations of Christian Theology*	Compulsory	10
NCTR4019	*Foundations of Pastoral Studies*	Compulsory	10
Spring			
NCTR4012	*Intermediate Greek*	Compulsory	10
NCTR4011	*Gospels*	Compulsory	10
NCTR4017	*Pentateuch*	Compulsory	10
NCTR4020	*Adventist Theology & Ellen White Writings*	Compulsory	10
NCTR4021	*Ministry in the Diverse World*	Compulsory	20

Level 5			
Module Code	**Title**	**Module type (core, compulsory or optional)**	**Credits**
Autumn			
NCTR5009	*Introduction to Hebrew*	Compulsory	20
NCTR5012	*Epistles*	Compulsory	10
NCTR5020	*Development of Western & Reformation Thought*	Compulsory	20
NCTR5021	*Pastoral Ministry*	Compulsory	10
Spring			
NCTR5013	*Intermediate Hebrew*	Optional	10
NCTR5025	*Old Testament Writings*	Compulsory	10
NCTR5022	*Christian Ethics*	Compulsory	10
NCTR5023	*Homiletics*	Compulsory	10
NCTR5024	*Apologetics, Evangelism & Discipleship*	Compulsory	20
NCTR5019	*Independent Research Project*	Optional	10

Level 6			
Module Code	**Title**	**Module type (core, compulsory or optional)**	**Credits**
Autumn			
NCTR6023	*Acts*	Compulsory	10
NCTR6025	*Old Testament Prophets*	Compulsory	10
NCTR6029	*Seventh-day Adventist Theology in Context*	Compulsory	20
NCTR6051	*Pastoral Psychology & Counselling*	Compulsory	10
Autumn and Spring			
NCTR 6028	Dissertation	Core	20
Spring			
NCTR6024	*Daniel & Revelation*	Compulsory	20
NCTR6022	*Themes in Biblical Theology*	Compulsory	20
NCTR6050	*Ministry Placement*	Compulsory	10

Module details are correct on 1 September 2025, and will not normally be changed during the year. In the unlikely event of the College having to make changes to these details during the year, you will be notified in writing.

How are the Programmes Managed?

The programmes, under the leadership of the Programme Leader is managed by the Programme Board at Newbold College.

Programme Director
The Academic Board appoints a Director for the Undergraduate Programme. Dr Eike Mueller is the current Programme Director.

Programme Board
The in-house Programme Board, chaired by the Head of Department, comprises all lecturers in the Centre for Ministry and Mission and elected student representatives. The Academic Registrar is *ex-officio* on the Programme Board. The Programme Team convenes at regular intervals throughout the Academic year.

Every year the Programme Director works with the Programme Board to produce an annual report setting out plans for the enhancement of the programme and analysis on the implementation on previously set goals. The report responds to feedback from students, external examiners, and potential employers. External Examiner's Reports are included in the appendices. The report can be accessed on the Undergraduate Theology webpage.

Who decides on my final grades?
The University of Wales Examination Board decides on the final grades. Provisional grades are decided by the Examination Board of the Centre for Ministry and Mission. Members of the Examination Board are:

- The External Examiner (for 2025–26):
    - Dr Ernest Lucas (Bristol Baptist College)

- Newbold College CMM lecturers; and
- UWTSD representatives.

The Board will:

- set examinations;
- ensure that scripts are double-marked internally;
- ensure that graded assignments and examination scripts are available for external examiners to scrutinise; and
- assess students according to approved course requirements and regulations.

NB: Until external examiners have had opportunity to scrutinise graded assignments, all marks received during the semester are provisional.

Reassessment

A student may be allowed to be reassessed in any failed module, except where:

- such provision is contrary to the regulations of any party to the award; and
- the failure is the result of serious academic malpractice.

In the last case, the Exam Board at UWTSD shall exercise discretion on whether to allow the reassessment, based on the recommendations of an Academic Malpractice Panel. A student who requires to be reassessed in a module must pay a reassessment fee.

POLICIES

The Student Engagement and other Policies of Newbold College of Higher Education are also available from Newbold College's webpage www.newbold.ac.uk.

Engagement Policy

Overview

Engagement with lectures, tutorials, is essential to learning. This policy sets forth principles and practices to create a constructive learning environment for all participants. This includes basic rules of conduct for video and in-person lectures, as well as attendance regulations. Students that have unauthorized absences for five (5) academic contacts or drop below 75% attendance in any given month must improve their attendance. Continued absence may result in removal from the programme of study.

1. Attendance

1.1. Authorised absence

Students who have a legitimate reason for absence must produce evidence to explain reason. If this involves travel abroad, permission must be secured as early as possible, ideally in the semester prior to the departure. Authorised absences will not be included when a student's attendance is assessed for disciplinary action. Authorised absences include:

- long-term and critical illness;
- having to return to one's home country unexpectedly, for example as a result of a close personal bereavement or serious illness (first circle of family);
- to leave the UK for a programme-sponsored educational trip.

1.1.1 Authorised absence and UK Visa

Under the UK Visa and Immigration regulations if a student has a visa to study at Newbold College of Higher Education, he/she must be present on the premises for

the purpose of their studies during semester time unless he/she applies for, and is granted, an 'authorised absence' from his/her studies. Proper documentation might be necessary (see below).

Outside of the semester tourist travel off campus for international students does not require any special approval.

1.1.2 Procedure to obtain an authorised absence

Students must follow the following steps if they are unable to attend the College during semester time.

1.1.2.1 Absence due to illness or accident

If a student is unable to attend lectures or sessions on their academic programme, for example because of ill health or accident, he/she (or, in an emergency, a friend) must contact their lecturers and the Administrative Officer (Records) via phone or email before lecture sessions take place. Students are required to meet with the Administrative Officer (Records) on the first day that they return to classes, bringing acceptable supporting documents that evidence the reasons for their absence.

1.1.2.2 Leaving the UK during semester time

Students must obtain written permission for short periods of absence (maximum of one week) in semester time, for example to return home due to bereavement or an illness or for programme-sponsored educational trips. If this is approved and an international student needs to travel outside the UK, the College will provide a letter which should be carried in their hand luggage when leaving and returning to the UK. This can be shown to an Immigration Officer(s) should they ask for proof that a student is studying on an academic programme and has permission to travel outside the UK.

Longer absences during semester time require more detailed guidance, and may require the suspension of a student's studies to the subsequent semester. In such cases it is a requirement that students book an appointment to speak to the Academic Registrar.

1.2. Unauthorised absence

Unauthorised absences include any absences that have not been approved (see above). Two criteria are used to assess whether an accumulation of unauthorised absences is negatively impacting the learning experience requiring intervention: The number of continuous days missed (beginning at 5 consecutive days) and the percentage of unauthorised absences across all academic engagements in a given month (dropping below 75% attendance).

Falling below either one of these two metrics begins a process of disciplinary action that seeks to assist the student to reengage with the academic programme.

1.2.1. Consecutive periods of absence

1.2.1.1. A student's expected academic contact is defined as any one day in which there are timetabled academic sessions.

For this policy, 'contacts' includes any of the following:

a. Lecture sessions;
b. Examinations;
c. Tutorials;
d. Pre-arranged meetings;
e. Workshops;
f. Placement activities;
g. Designated events (f.e. College's assemblies, Diversity Lectures)

In addition, for Taught Masters students working on their dissertations 'contacts' will also include some or all of the following forms of communication:

h. Face to face meetings;
i. One-to-one or group video-conference meetings;
j. Pre-arranged face-to-face review meetings.

1.2.1.2 After missing five (5) consecutive academic contacts (for Taught Masters students 2 consecutive academic contacts), the student will be contacted by email and asked to explain why they have been absent and when they expect to return.

1.2.1.3 After missing eight (8) consecutive academic contacts (for Taught Masters students 4 consecutive academic contacts), the student will be contacted by email and advised to return to their studies immediately.

1.2.1.4 After missing ten (10) consecutive academic contacts (for Taught Masters students 6 consecutive academic contacts), their respective Programme Board will review the case and will decide on disciplinary action, including the possibility of withdrawing a student from their programme. Additionally, international students will be reported to the UKVI and the sponsorship of their TIER4 visa will be withdrawn.

1.2.2. Module Engagement in Percentage

Attendance is also assessed as a percentage of missed appointments within each calendar month. A minimum threshold of 75% attendance is required. The counter resets every month.

1.2.2.1 A student who has an attendance of less than 75% monthly will be issued with a first warning by email. The student will be required to meet with their Programme Director and establish a plan to reengage fully with their academic programme.

1.2.2.2 If at the next monitoring point the student has an interval attendance of less than 75%, a second (and final) warning is issued. The Programme Board will review the case and will decide on disciplinary action, including the possibility of withdrawing a student from their programme. This can also have implications for international students as they will be reported to the UKVI and the sponsorship of their TIER4 visa will be withdrawn.

1.2.2.3 All students more than ten minutes late for a single period will be marked as absent from that period. Students more than ten minutes late for a double or third period will be marked as absent from the first period but as present for the second and third period. Joining class after the ten minute late period can be very distractive to the teaching environment and it is therefore up to the discretion of the lecturer whether students are allowed to participate for the remainder of the single class period.

1.2.2.4 Late arrivals to class (within the first ten minutes of class) will be marked as late for that period. This also applies to the resumption of class after a break for a second or third hour. Three late markings are equivalent to one absent mark.

2. Engagement

2.1 Physical Engagement Lecture Room Etiquette

To enhance the educational atmosphere of learning, participation, and classroom interaction it is expected that all students follow the engagement rules for any academic contacts below:

- Mobile phones must be switched off during lectures.
- Recording a lecture is only permitted after arrangement with the lecturer.
- Visitors are generally welcome, but this must be approved by the lecturer beforehand. We recognise that occasionally, but not on a regular basis, children might need to accompany a parent to class. This also needs to be with the lecturer's permission beforehand.
- Eating and drinking should be confined to the breaks between academic appointments.
- Use of laptops is permitted in class provided their use is restricted to matters relating to the lecture.
- Use of internet is restricted to use authorised by the lecturer.

2.2 Virtual Engagement

The virtual study space requires additional engagement rules to those listed above:

- To ensure a consistent and stable learning environment students enrolled in an in-person programme are expected to be present in person at all times. The virtual learning space should only be accessed if the student is experiencing a contagious illness or by prior agreement (at least three day notice) of the lecturer.
- Students may not be in other concurrent meetings.
- Students need to have their camera on at all times. If a student turns off their camera, it is up to the discretion of the lecturer to consider this student absent from the class period.
- Students should engage and interact with the classroom in a manner similar to physical presence.
- Chatting (writing text in the virtual platform itself or another platform) should be restricted to the class activities and enhancing the learning of all module members.
- Students should not be driving while in class.
- Students should be in a quiet environment conducive to a learning environment.
- Other individuals should not be at the room at the same time.

2.3 Recordings

Newbold College has the ability to record and share class lectures. These are provided to the students to enhance the learning environment by means of reviewing course content. They are not an adequate replacement to the classroom experience. Watching class recordings does not qualify as being present in class.

The lecturer and the College reserve the right to make these lectures available or to remove access at any point in time.

3. Review and Appeal Process

3.1 The process of recording attendance is a joint responsibility of lecturers and students and will be administered at the beginning of each class period. A variety of tools can be used for record keeping.

3.2 Attendance records are reviewed by the Engagement Review Committee that reports to the Programme Board. The Engagement Review Committee consists of the registrar, an academic records assistant, and the Programme Directors. The first review occurs after the first two weeks and subsequently at regular intervals (at the end of each calendar month). All members of a Programme Board have access to the attendance record.

3.3 Students will receive notification of their progress. Students below the consecutive academic contact or percentage threshold will receive warning emails directing them to contact their Programme Director immediately to avoid further disciplinary actions.

3.4 After a second warning email the case will be brought to the Programme Board for disciplinary action. The disciplinary process in the Programme Board explores each case individually. Based on the student's overall academic achievements, attendance during previous levels/periods of study, recent developments and/or the impact of severe domestic circumstances, the Programme Board will decide what disciplinary action should be initiated. Some of the options, but not limited to these, include:

- The arrangement of a personalized educational plan for the student.
- The strong recommendation to transition to a part-time mode.
- The withdrawal of a student from their programme. Withdrawal from the programme will also entail a report to the UKVI (international students), Student Finance England (EU/Home students) as appropriate, and, if applicable, a sponsoring institution or entity (f.e. the Trans-European Division (TED) of Seventh-day Adventist for TED sponsored students).

Students will be formally notified of the decision of the action of the Programme Board.

3.5 Students may, regardless of attendance levels, also be excluded by the exam/progression board for lack of academic progress.

3.6 Appeals Process: If a student wishes to appeal the decision of the Programme Board, they can appeal by following the process outlined in the Complaint and Appeals Policy.

Newbold email account and use of Moodle

On enrolment, students are supplied with their own Newbold email address and password for ease of communication. Students can set their own password and can redirect this email address to any email address of their choice. *Please note that CMM will only use the Newbold address to communicate with students*. Communication to students via this Newbold email address will be deemed by the College to be official notification**.**

CMM makes extensive use of *Moodle*, a web-based programme facilitating distance learning, and further communication between staff and students. Students are given special access to each of the modules they are enrolled in. This facility significantly improves the delivery of the modules. Students are expected to use it.

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

About academic misconduct and plagiarism

The University defines academic misconduct as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. 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).

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.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

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 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.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 12 of the *Academic Quality Handbook* and the associated *Academic Misconduct Policy*, which can be seen on the University website: https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will include the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always

to **acknowledge your sources**. For your programme of study at Newbold College you should be using SBL Style Guide. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *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.*

- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*

- *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.*

- *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.*

The golden rule is; `*if in doubt, provide references.'* Your referencing handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other Types of Academic Misconduct

There are other types of academic misconduct, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of academic misconduct.

Statement on Artificial Intelligence in Academic Research and Writing

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 Newbold College's 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/

HOW WILL I LEARN?

SUPPORT AVAILABLE DURING YOUR NEWBOLD EXPERIENCE

Newbold College values a wholistic approach to education that encompasses body, mind and spirit (1Thess 5:23). The academic curriculum itself is designed to engage students in intellectual, spiritual and practical components, but Newbold College's commitment to quality education extends beyond the classroom and includes each student's personal, professional and spiritual journey. Every member of the staff cares deeply about the students and, in both formal and informal ways, contributes to the network of support designed to enable their development and success in all areas of life.

As an institution of higher education in the British educational system, Newbold is bound by a process of accountability and quality assurance for its academic offerings. This is reflected in the academic processes outlined in the Student Handbook and other documents. To assist students in navigating these academic processes students can engage with their Programme Director.

Besides the Programme Director, who lends support primarily in relation to students' academic journey, the CMM assigns to every year group a tutor selected from among the teaching staff. Tutors focus on students' wholistic welfare. They invite their year group for regular meetings throughout a semester and are also available to meet with students individually.

Role of the Tutor

The role includes:

- Supporting the student's personal, academic and spiritual development;
- Working with the student in partnership;
- Serving as an additional means of internal communication;
- Liaising, as appropriate, with other staff that support the student;
- Providing an additional channel for students to give feedback and raise queries.

Tutors' Code of Conduct and Engagement
Tutors:

- Treat all students with respect;
- Are aware of the principles of equality and diversity;
- Respect confidentiality–within legal requirements;
- Act as mentors to tutees in both group or one-to-one setting;
- Offer advice and guidance where needed or requested;
- Provide appropriate support within their ability and expertise;
- Signpost to expert support or initiate processes for the expert support to be arranged through Newbold College (e.g., counselling, on campus chaplain support, etc.).
- Follow up on student's particular matters as necessary.

A personal tutor is assigned to each student cohort. This year the tutors are as follows:

- BAPS1 Pastor Ivana Mendez
- BAPS2 Pastor Tihomir Lazic
- BAPS3 Pastor Adrian Peck/Eike Mueller

Aids to Study
The following activities and resources are provided for students:

Induction and Orientation
As part of the initial enrolment process, students are introduced their tutor and the other lecturers in the Centre. They are also provided with an orientation and induction to the programme, which includes the distribution of the *CMM Undergraduate Programme Handbook*, the *CMM Field Experience Handbook* and the UWTSD *Handbook of Academic Policies and Programmes*. The Centre also arranges for Study and Research Skills sessions in which the lecturers and the librarians provide an orientation of the learning resources and processes available to students.

Library
The Roy Graham Library provides access to academic resources and services for study and research via the College's Library Portal.

The Roy Graham Library Portal contains the Keyword Search (of the Library Catalogue) and the EBSCOhost Ebooks and Ejournals link to the Library's econtent (at the centre and top of the page). The Portal directs students to the Library's resources, links and information:
EBSCO Remote Access
Document Delivery
Regulations (includes information about borrower limits etc.)
Opening hours
Carousel with cover shots of recent acquisitions (See screenshot)

Electronic resources via EBSCO include Academic Search Premier, eBook Collection and ATLA Religion Database with ATLA Serials.

The Library's reference collection has reference copies of dictionaries, lexicons, commentaries, etc. and hard copy of journals including local and international Seventh-day Adventist journals.

The Short Loan (SL) collection is kept at the Information Desk. It provides access to heavy use titles chosen and updated by lecturers for different modules. Short Loan deliberately provides daily loans and weekend loans to aid maximum use. Digitised copies of chapters/essays/pages, within copyright, requested by lecturers for Moodle, are supplied by the Library.

The Library runs a Document Delivery Service (for books or articles). Students can request additional material via the online on the portal.

For non-resident and off-campus students EBSCO Remote Access log in information is required. Although this provides access to eBooks, digitised material on Moodle, EBSCO resources and the Document Delivery Service students, will still need to purchase some material for themselves. The Library does not supply one book for each student for any modules.

Library Staff assist with general and specific information, resourcing, study and research queries and are available for one-on-one sessions on request. The Library Team provide assistance in using software like Zotero for collecting, managing, citing and storing students' research. The Library has a variety of study space options and the possibility of requesting individual study desks and lockers.

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 you 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.

Information Technology
The library provides computers and printers which enables you to prepare assignments in word-processed form. Most computers have a full suite of software including internet access, but some are configured for the use of internet-based resources only. A few are configured for specific uses like printing or have specialist software like Accordance Bible Software. There is wireless internet access throughout the College and also library building.
The CMM encourages each student to purchase of Bible Software for personal research. Bible Software is as critical to the success in research as textbooks. A variety of products are commercially available. After carefully evaluation the CMM encourages the Accordance Bible Software. Additional information will be provided during the Induction week and tutorials will be provided throughout the school year.

Writing and Research Skills
Research Methods for each discipline are incorporated into the foundation modules. Additional workshops for style and tutorials on research software are also scheduled during the Study and Research Skills seminar.

Referencing and Style

Referencing and documentation are an important part of good research. The Centre for Ministry and Mission uses the *SBL Style Guide.* Your work is expected to comply with the format set out in this book. It can be accessed http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=970822&site=ehost-live&scope=site.
Newbold College of Higher Education recommends the use of bibliographical software such as Zotero or similar products. Students are expected to develop good research skills. The software can assist in producing good style outcomes.

Word Count Limits
The purpose of a word limit is to give all students, across the College, a clear indication of the maximum length of a piece of assessed written work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. Writing to set word limits is a skill required within some professions, as well as an academic skill. Word limits are set appropriate to the assessment outcomes.

- If an executive summary or abstract is required, then a separate word count for this should be specified. Word count includes everything in the main body of the text (including headings, tables, citations, quotes, lists, etc.).

- The list of references, appendices and footnotes are NOT included in the word count unless it is clearly stated in the coursework instructions that the module is an exception to this rule.

- Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other materials included in appendices, except where specifically requested in the coursework instructions, will not be marked.

- UWTSD policy guiding the word count is as follows:

  (i) Different assessments have different word lengths specified for them; it is important that the student keep to the word length specified for each assessment on the following grounds:
  - To encourage succinct and clear writing by students.
  - To ensure equity between all the students doing that particular assessment

  (ii) If the specified word limit for an assessment has been exceeded, the following penalties would normally apply (the penalty cannot take the work into the fail category).
  - 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

  (iii) Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because the document may not contain the necessary information required for the assessment and meet the stated learning outcomes.

- The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

- The word count needs to be clearly and correctly stated on the title page of the assignment. Incorrectly understating the word count constitutes an assessment offence and may result in further action.

Oral Presentation Skills
Throughout the degree programme attention is given to oral presentation skills. These skills are particularly emphasised in the Pastoral Studies modules and placement requirements where, for instance, modules include preaching and seminar presentations. Presentations in other modules will also ensure that you get plenty of practice and constructive criticism.

Module Information
At the beginning of each semester, you will be given a module descriptor which sets out in detail all that is necessary to know about each module, e.g. content, procedures, assignments, modes of assessment, required reading, indicative bibliography etc. Assessment deadlines are published on the programme website and at the end of this handbook.

Teaching and Learning
Teaching Methods and Contact Hours
You will experience a variety of teaching methods, including lectures, tutorials and seminars. Contact hours will normally range between 18-24 hours for every 10 CATS / 5 ECTS credits. Normally, students in a 10 CATS credit module will have one two-hour lecture block per week.

Formative and Summative Work
The work that counts towards your final grade is called summative work. In some modules you are also required to submit formative work. This work is assessed in the same way as your summative work, but does not count towards your final grade. It must nevertheless still be completed. The purpose of your formative work is to fulfil the learning outcomes of the module and prepare you for successful completion of your summative work.

Course Work and Examinations
Depending on the nature of the module, the final grade will be decided by course work, an examination, or a combination of both. The duration of exams is listed in the module descriptor and Appendix A, though generally written examinations last two hours.

Study Load
The contact hours for a full-time student will normally be 10-14 hours per week, including lectures, seminars and tutorials. Based on a 40-hour week, this you are expected to fill the remaining 26 hours per week with class preparation, reading, reflection, research and writing.

STUDENT SERVICES

The primary source of student support is from the Newbold College student services / learner support department. For further details, please contact the Newbold College student services / learner support department.

Further details for UWTSD Student Services can be found at: http://www.uwtsd.ac.uk/student-services/

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 partner institution's complaints procedures. If you remain dissatisfied, you may ask for your complaint to be reviewed by the University, as described in Chapter 13 of the 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 Unfair Practice, https://www.tsdsu.co.uk/.

USING A THIRD-PARTY PROOFREADING SERVICE

Please note, the *Academic Misconduct Policy* of the University of Wales in section 30, defines the main principles for using a third-party proofreading service:

- 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 proof-reader 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 proof-reader 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. You can locate the Wales's *Academic Misconduct Policy* at: https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

APPENDIX A

Assessment Examiners, Patterns and Deadlines

BA Biblical and Pastoral Studies (UWTSD) Autumn Semester 2025–26				
Level	Module	Examiners	Summative Assessment	Date
4	*Introduction to Greek (20)*	IMendez & LGallusz	1. Weekly tests (40%) 2. 2-hour exam (60%)	1. Scheduled throughout the semester 2. Exam week
	Historical & Cultural Background of the Bible (20)	IMendez & IMilanov	1. 10-min presentation (50%) 2. 2000-word essay (50%)	1. 15-16 October 2025 2. 30 November 2025
	Foundations of Christian Theology (10)	RMendez & TLazic	15-min academic interview (100%)	Exam week
	Foundations of Pastoral Studies (10)	APeck & JThompson	1. 800-word spiritual journey (40%) 2. 1200-word placement reflection (60%)	1. 22 October 2025 2. 29 April 2026
5	*Introduction to Hebrew (20)*	IMendez & JThompson	1. Weekly tests (40%) 2. 2-hour exam (60%)	1. Scheduled throughout the semester 2. Exam week
	Epistles (10)	LGallusz & KdeWaal	1. Weekly written assignments (50%) 2. 2-hour exam (50%)	1. Scheduled throughout the semester 2. Exam week
	Development of Western & Reformation Thought (20)	RAntic & TLazic	1. 2,000-word essay (50%) 2. 15-min oral presentation (50%)	1. 25 November 2025 2. Exam week
	Pastoral Ministry (10)	APeck & IMendez	2000-word fieldwork critiques (4 elements) (100%)	Scheduled throughout the semester
6	*Acts (10)*	KdeWaal & LGallusz	Portfolio (4 elements) (100%)	Scheduled throughout the semester
	Old Testament Prophets (10)	IMilanov & JThompson	1. 1250-word book critique (50%) 2. 1-hour exam (50%)	1. 5 November 2025 2. Exam week
	Seventh-day Adventist Theology in Context (20)	RMendez & JBarna	5,000-word essay (100%)	30 November 2025
	Pastoral Psychology & Counselling (10)	ALawrence & KHolford	1. 10-min Academic Interview (50%) 2. 1200-word Reflection (50%)	1. 18 November 2025 2. 4 December 2025

BA Biblical and Pastoral Studies (UWTSD) Spring Semester 2025–26				
Level	**Module (credits)**		**Summative Assessment**	**Date**
4	*Intermediate Greek (10)*	IMendez & EMueller	1. Weekly tests (30%) 2. 1.5-hour exam (70%)	1. Scheduled throughout the semester 2. Exam week
	Gospels (10)	EMueller & LGallusz	Portfolio (4 elements) (100%)	Scheduled throughout the semester
	Pentateuch (10)	JThompson & IMilanov	1,500-word essay (100%)	15 April 2026
	Adventist Theology and Ellen White Writings (10)	RMendez & JBarna	1,500-word essay (100%)	26 April 2026
	Ministry in the Diverse World (20)	JThompson & DSerb	1. 15-min presentation (50%) 2. 2-hour exam (50%)	1. Scheduled throughout the semester 2. Exam week
5	*Intermediate Hebrew (10)*	IMendez & JThompson	1. Weekly tests (40%) 2. 2-hour exam (60%)	1. Scheduled throughout the semester 2. Exam week
	OT Writings (10)	IMilanov & EMueller	2,500-word essay (100%)	22 April 2026
	Christian Ethics (10)	TLazic & IMilanov	2,500-word essay (100%)	15 April 2026
	Homiletics (10)	JHolder & JThompson	1. 10-min sermon (50%) 2. 10-min sermon (50%)	1. Scheduled throughout the semester 2. Scheduled throughout the semester
	Apologetics, Evangelism & Discipleship (20)	PZapita, LSzabo; JBarna	1. Portfolio (50%) 2. 20-min academic interview (50%)	1. Scheduled throughout the semester 2. Exam week
	Independent Research Project (optional) (10)	Varies	2,000-word essay (100%)	26 April 2026
6	*Daniel & Revelation (20)*	IMilanov & LGallusz	1. 2,500-word essay (50%) 2. 25-min academic Interview	1. 29 April 2026 2. Exam week
	Themes in Biblical Theology (20)	JBarna & RMendez	1. 1,250-word book critique (25%) 2. 7.5-min recorded video (75%)	1. 29 March 2026 2. 3 May 2026
	Ministry Placement (10)	JThompson & EMueller	Journal (2,400 words)	10 April 2026
	Dissertation (20)		5,000-word essay (100%)	1 May 2026 (oral presentation 17 March)

APPENDIX B

Sample Assignment Front Page

(TITLE)

(STUDENT)

Submitted to (Lecturer)
in partial fulfilment of the requirements for the module
(Module)

Word Count:

(Date)

Newbold College of Higher Education
in partnership with University of Wales Trinity Saint David

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