



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



PROGRAMME OF STUDY HANDBOOK

PG Certificate in Mission

LEVEL 7

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 in the academic year 2025–26.

University of Wales Trinity St David, in partnership with Newbold College of Higher Education (in the following text: the 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 Trinity St David publish their Academic Quality Handbook for 2025–26 by mid – September 2025, there might be later changes introduced in the MA Student Handbook 2025–26 in order to harmonise its stipulations with the University of Wales Academic Quality Handbook 2025–26.**

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 student 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 worshipping 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.

MODE OF DELIVERY

During the 2025–26 academic year the PG Certificate programme will be delivered online via Zoom as synchronic delivery. ‘Synchronic delivery’ means that the classes will be broadcasted live and the student must attend the online class in real time. Lecturers will be available for Zoom tutorials by appointment.

PROGRAMME LEADER

Dr Ivan Milanov

Office Tel No:

01344407480

Email:

imilanov@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 a Master's degree in Leadership from Andrews University. His areas of expertise include systematic and biblical theology, ordination of women and hermeneutics.

Laszlo Gallusz, PhD (Károli Gáspár University of the Reformed Church, Hungary)

Head of CMM; Principal Lecturer in New Testament

Dr Gallusz was 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 and the current Undergraduate programme director.

Tihomir Lazić, DPhil (University of Oxford) 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; Postgraduate Programme Director

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 Manager; 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 joins Newbold College 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.

Dan Serb, DMin (Andrews University, USA), PhD (University of South Africa)

Vice-Principal Newbold College of Higher Education; Lecturer in Pastoral Studies

During over 25 years of ministry, Dr Serb has worked as a contract lecturer, researcher, missionary and minister of religion. Before moving to Newbold this year, he served as president of the Seventh-day Adventist Church in Ireland and Northern Ireland (Irish Mission) for over 8 years. Dr Serb is also the founding director of the Centre for Conflict Resolution Europe and his main areas of interest are youth and media ministries, human rights and religious freedom as well as addressing the often convoluted relationship between religion and science.

Julian Thompson, DPhil (University of Oxford)

Lecturer in Pastoral Studies

Dr Thompson has served as a pastor in the South England Conference and as Messenger Editor for the British Union Conference before joining Newbold College of Higher Education. His research interests include interdisciplinary approaches to the Hebrew Bible.

Contact

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VISITING STAFF

Sorin Petrof, PhD (Université de Montpellier Paul-Valéry 3, France)

Dr. Sorin Petrof is the Communication and Media Director at the South England Conference and a researcher in media studies. With over two decades of experience in media and leadership, he specialises in communication strategy and digital transformation. He has completed "Strategic Communications in Society: Power, Ethics and Practice" at The London School of Economics and Political Science. Dr

Petrof combines academic rigour with practical expertise to help students navigate the evolving media landscape.

Anthony WagenerSmith, DMin (Fuller Theological Seminary, USA)

Dr WagenerSmith served as the director of TED Centre for Secular and Post-Christian Mission from 2021–2025. Before moving to the United Kingdom, he had served as associate director at the North American Division Evangelism Institute, as well as assistant professor of Practical and Applied Theology in the Seventh-day Adventist Theological Seminary at Andrews University.

ADMINISTRATIVE STAFF

Ivana Godina, Academic Programmes Administrator, CMM, igodina@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 Leader.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2025/2026	External Examiner for 2024/2025
MA in Theology and PG Cert in Ministry and Mission	Rev. Dr Ernest Lucas , Bristol Baptist College	Prof. Eryl W. Davies , Bangor University
<i>MA in Theology and PG Cert in Ministry and Mission</i>	TBA	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 2025–26

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

Autumn Semester 2025

28 Aug	Programme Board
1–5 Sept	Induction Week
2 Sept	Classes begin
8–12 Sept	MA Research Skills Seminar
12 Sept	Last day to complete enrolment
30 Sept	PG Research Seminar
7 Oct	Programme Board
21 Oct	PG Research Seminar
27 – 31 Oct	Mid-semester Break
6 Nov	MA Dissertation Writing Boot Camp
11 Nov	Programme Board/Exam Board
18 Nov	PG Research Seminar
1–5 Dec	Revision Week
2 Dec	Programme Board
4 Dec	Field Placement Advisory
8–11 Dec	Exams
14 Jan	MA dissertation submission (for students enrolling in PGCert)

Spring Semester 2025

21 Jan	Programme Board/Exam Board
26 Jan	Classes begin
6 Feb	Last day to complete enrolment
11 Feb	External Exam Board (UWTSD)
17 Feb	PG Research Seminar
24 Feb	Programme Board
2–5 March	Residential Week for All Students
3 March	PG Research Seminar
9–13 March	Mid-semester break
20–21 March	Newbold Bible Conference
31 March	Exam/Programme Board
3–6 April	Easter Break
7 April	PG Research Seminar
27 Apr – 1 May	Revision Week
28 April	Programme Board

5–8 May	Exams
6 May	MA Dissertation submissions (graduation in July 2026)
19 May	Internal Exam Board
2 June	External Exam Board (UWTSD)
10 July	Graduation at Lampeter
12 July	Newbold Award Ceremony
13–15 July	Resits
13 July	Resubmission deadline
12 August	Progression Exam Board (UWTSD)

It is vitally important that the Newbold College of Higher Education 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. 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 the Newbold College of Higher Education 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 Postgraduate Programme Leader.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Leader 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.

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 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 Annet Johnston in the Administrative Office 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.

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 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 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 and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Newbold College of Higher Education has its own Virtual Learning Environment (Moodle) and its own processes for introducing you to, and advising you about, VLE access. Further details will be given to you by your Programme Director.

PROGRAMME OF STUDY – PG Certificate in Ministry and Mission

Programme Learning Outcomes

The Degree is awarded to students who have demonstrated:

- A deep comprehension of the concepts that have shaped the historical, theological, philosophical, and scientific aspects of various worldviews evident in contemporary Europe;

- and can articulate a well-developed theology of Christian communication based on a critical analysis of the biblical text;
- critical contextualization of the gospel for meaningful understanding of neighborhood communities in their differing cultural/sub-cultural groups and creatively apply missiological principles to the mission and ministry of diverse European congregations.

Holders of this qualification will be able to demonstrate the following subject-specific and intellectual skills:

- Demonstrate the ability to deal with complex issues of theology and practice of ministry both systematically and creatively.
- Demonstrate a high degree of skill and understanding of the various factors that contribute to effective contemporary communication, with an emphasis on digital communication both within and without a church setting.
- Demonstrate the ability to continue to advance their knowledge and understanding of theology and ministry to high degree.
- demonstrate a high degree of independence and self-direction in learning and taking responsibility for their own learning experience.
- demonstrate critical reflection on their own particular standpoint and a good understanding of methodological issues that are raised;

Holders of this qualification will be able to:

- communicate information, ideas, arguments, principles and theories and develop an argument by essays, presentation and/or verbally.
- demonstrate an in-depth understanding of ethical issues raised by their research, and compliance with relevant codes of practice.
- 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 an advanced ability to identify, gather and analyse relevant/primary sources as well as secondary literature.
- show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.

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			
NCTR7058	Engaging in Contemporary European Culture	Compulsory	20
Semester 2			
NCTR7057	Healthy Churches: Planting & Revitalising	Compulsory	20

NCTR7059	Digital Discipleship	Compulsory	20
NCTR70	Engaging in Contemporary European Youth Culture	Compulsory	20

PROGRAMME STRUCTURE

Full-time students will take 3 modules. Part-time students will typically take one or two modules during the Autumn semester respectively Spring semester.

The tables below show the current composition of the programme. In academic year 2025–26 the programme will be offered in both semesters in the following way:

Code	Title	Credits
Semester 1		
NCTR7059	Digital Discipleship	20

Code	Title	Credits
Semester 2		
NCTR7057	Healthy Churches: Planting & Revitalising	20
NCTR70XX	Engaging in Contemporary European Youth Culture	20
NCTR7059	Digital Discipleship	20

Module details are correct on 1 September 2025 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.

ASSESSMENT OF THE MODULES

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:

- xi) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
- xii) 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.
- xiii) You attempt every assessment component of a module.
- xiv) 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.
- xv) You submit work for assessment as required and in accordance with the required format and deadline.
- xvi) You inform your Programme Manager of any disability or long-term impairment which might require special provisions for assessment.
- xvii) 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.

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

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 capped by a maximum grade of 50%.

(3) The resubmission deadline principle

Work submitted before the deadline and/or within one week after the deadline which received a mark lower than 50% (below pass level) might be given ONE resubmission attempt. 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 50%.

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) (2) The Resit Principle

Exams which do not meet the passing standard of 50% shall be **resat** in **13–15 July 2026**. If passed, they will receive a maximum grade of 50%. If an exam is not passed at the resit exam, the student will fail the module. Please note that there is only **ONE exam resit attempt allowed** in the postgraduate programme for each module. The resubmission deadline is **13 July 2026**. If the resubmitted written assignment is passed, the maximum grade will be 50%.

COURSEWORK DEADLINES

First/Second Marker	Module	Assessment	Deadlines
Semester 1			
JT/SP	Digital Discipleship	5-min video presentation (25%) 2 blogs (25%) 2,500-word placement report (50%)	Scheduled throughout semester 6-Nov-25 27-Nov-25
Semester 2			
AWS/LG	Healthy Churches: Planting & Revitalising	5,000-word essay (100%)	29-April-26
TL/LG	Engaging in Contemporary European Youth Culture	Four elements portfolio (50%) 15-minute individual class presentation (50%)	Scheduled throughout semester 5–8-May-26
SP/JT	Digital Discipleship	5-min video presentation (25%) 2 blogs (25%) 2,500-word placement report (50%)	Scheduled throughout semester 8-April-26 22-April-26

POLICIES

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 80% attendance in any given month must improve their attendance. Continued absence may result in removal from the programme of study.

1.1. AUTHORISED ABSENCE

UKVI defines “Authorised Absence” an acceptable reason for absence. Students who have the need to apply for authorised absence need to provide verifiable documentary evidence to support their request. Authorised absences will not be included when a student’s attendance is assessed for disciplinary action. Authorised absences include:

- a. long-term and critical illness
- b. 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)
- c. 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 the College, they must be present on the premises for the purpose of their studies during semester time unless they apply for, and is granted, an ‘authorised absence’ from their studies. Proper documentation might be necessary

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, they (or, in an emergency, a friend) must contact their lecturers and the CMM Departmental Assistant via phone or email before lecture sessions take place. Students are required to meet with the CMM Departmental Assistant 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 explaining the reasons of the student's travel. 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 interruption of a student's studies for a given period. In such cases it is a requirement that students book an appointment to speak to the Academic Registrar.

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 80% 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

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 (e.g. College's assemblies, Week of Spiritual Emphasis, Residential Weeks)

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 recommendation to the Exam Board held by the University of Wales Trinity Saint David (UWTSD) to withdraw the student from their programme. Additionally, international students will be reported to the UKVI, and the sponsorship of their Student 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 80% attendance is required. The counter resets every month.

- 1.2.2.1 A student who has an attendance of less than 80% monthly will be issued with a first warning by email. The student will be required to meet with their Programme Leader 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 80%, a second (and final) warning is issued. The Programme Board will review the case and will decide on disciplinary action, including the recommendation to the Exam Board held by the University of Wales Trinity Saint David (UWTSD) to withdraw the 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 Student 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.

ENGAGEMENT

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:

- a. Mobile phones must be switched off during lectures.
- b. 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.
- c. Eating and drinking should be confined to the breaks between academic appointments.
- d. Use of laptops is permitted in class provided their use is restricted to matters relating to the lecture.

Virtual Engagement

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

- a. 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.
- b. Students may not be in other concurrent meetings.
- c. **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.
- d. Students should engage and interact with the classroom in a manner similar to physical presence.
- e. 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.
- f. Students should not be driving while attending synchronous online classes.
- g. Students should be in a quiet environment conducive to a learning environment.
- h. It is recommended that other individuals should not be at the room at the same time.

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.

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 Academic Registrar, the CMM Departmental Assistant, and the Programme Leaders. The first review occurs after the first two weeks and subsequently at regular intervals (at the end of each calendar month). All teaching staff 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:
 - a. The arrangement of a personalized educational plan for the student.
 - b. The strong recommendation to transition to a part-time mode.
 - c. The recommendation to the Exam Board held by the University of Wales Trinity Saint David (UWTSD) to withdraw the 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 Student Complaints Policy.

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:
 - o Identify punctuation, spelling and typographical errors
 - o Identify grammatical and syntactical errors and anomalies
 - o Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers)
 - o Identify errors in labelling of diagrams, charts or figures
 - o Highlight overly-long or complex sentences or paragraphs, especially where meaning is ambiguous
 - o Draw attention to repeated phrases or omitted words
 - o Draw attention to inaccurate or inconsistent referencing
- A proof-reader may not:
 - o Add content in any way
 - o Rewrite passages of text to clarify the meaning
 - o Rearrange or re-order paragraphs to enhance structure or argument
 - o Change any words or figures, except to correct spelling
 - o Check or correct facts, data, calculations, formulae, equations or computer code
 - o Implement or alter the referencing system
 - o Re-label diagrams, charts or figures
 - o Reduce content so as to comply with a specified word limit
 - o Make grammatical, syntactical or stylistic corrections
 - o 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

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

All students have access to digital and information literacy and research skills support to assist them in their studies. The primary provision is from the Newbold College of Higher Education 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/>

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.

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.

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 of Higher Education student services / learner support department. For further details please contact the Newbold College of Higher Education student services / learner support department.

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. The complaint process is available from the Student Portal on www.newbold.ac.uk. If you remain dissatisfied, you are then entitled to submit a formal complaint to the University,

described in Chapter 13 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.tsdsu.co.uk/>.

ADDENDUM TO PROGRAMME OF STUDY HANDBOOK

PERSONAL TUTORS

A personal tutor is assigned to the cohort:

Name - Pastor Adrian Peck (Autumn 2025)
Dr Ivan Milanov (Spring 2025)

[apeck@newbold.ac.uk](mailto:apeek@newbold.ac.uk)
imilanov@newbold.ac.uk

The tutor will advise students on academic matters and study strategies. The students may also take to their tutor any other matter that concerns them. Students should aim to have at least one tutorial per semester. Of course, all teaching staff are available for consultation.

LIBRARY

The library holds approximately 65,000 volumes and has collections of material in biblical, pastoral and theological studies. There are 95 print journals and 6,000 titles in electronic form. The library homepage (**newbold.ac.uk/library**) provides access to much of the information students need, such as links to the library catalogue, to the academic electronic resources including e-books, and to print and electronic periodicals. The homepage also includes opening hours, the library regulations including borrowing limits, information about off-campus authentication, copyright information, reservations and study skills tips etc.

Document delivery

Students have access to interlibrary loan services. Follow the link to Document Delivery and the online Document Request form on the library homepage.

Information Technology

The library provides computers and printing. There is wireless Internet access throughout the library building for enrolled students.

Library Tutorials

Appointments are available for:

- library and information literacy
- academic electronic resources
- *SBL* style
- *Zotero* bibliographical software

Details of individual and group tutorials will be advertised by the library and students can request appointments themselves by email (library@newbold.ac.uk)

E.G. White - SDA Research Centre

The centre houses a significant collection of books and other materials including primary sources for extensive research into the history of Seventh-day Adventism.

ATTENDANCE AND ENGAGEMENT IN CLASS

All students are expected to attend all academic appointments, across all programme modules as well as within each individual module.

Students are expected to engage in class discussions. Poor attendance and low level of class engagement are recorded and may prevent the students of the right to resubmit failed assessments or exams.

Modules taught as intensives cannot be attended online, there is no online provision for intensives. Therefore, students must attend all classes on campus.

Exceptions can be made under extraordinary circumstances after an agreement for online provision has been made with the lecturer and PG programme leader with a 24 hours' notice. This will be at the discretion of the lecturer and should not go beyond 25% of the total contact hours.

LECTURE ROOM ETIQUETTE

Common courtesies enhance the atmosphere we wish to maintain in CMM. The expectations can be summarised as follows:

- Punctuality at all appointments;
- Recording a lecture is only permitted AFTER arrangement with the lecturer concerned;
- Mobile phones are to be turned off at the beginning of class. Computers may be used for attendance and note-taking only: use of the internet during class is unacceptable unless required by the lecturer;
- Visitors are often welcome, discuss their attendance with the lecturer before the class begins, and introduce them to the lecturer at the start of the period; and
- Eating and drinking are confined to the breaks between academic appointments.
- Students attending class online should keep their camera turned on for the entire duration of the class. Students for whom this creates a legitimate issue should negotiate an exception with the lecturer.

STUDENT INPUT AND FEEDBACK

CMM strives for openness with students and encourages input and feedback. This usually comes through one of three methods:

- Personally to your tutor;
- To one of the student representatives elected to the Programme Board; and
- Through the module questionnaires distributed midway and towards the end of each semester. This questionnaire invites students to assess the module and express any general comments to the members of staff, and if necessary discuss ways of improving the delivery of the module.

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 can 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 improves significantly the delivery of the modules. Students are expected to log into Moodle daily.

APPENDIX A

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

APPENDIX B

[Sample] Statement of Authorship

I certify that this document fully reflects my own work and does not contain plagiarized or AI-generated material in whole or in part.

The following consists of a complete list of electronic tools or apps that were used to assist in the writing of this document:

1. Microsoft Word
2. Zotero

[Sample] Statement of Proofreading

I certify that this document has not been proofread by a third-party or a software.

OR

This document has been proofread. The proofreading has been completed in the accordance with the policies outlined above and in compliance with UWTSD.

[Name/Signature of Proofreader]