



PROGRAMME OF STUDY HANDBOOK

MA in Theology

LEVEL 7

NEWBOLD COLLEGE OF HIGHER EDUCATION

2026–2027

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INTRODUCTION

This handbook provides you with detailed information about MA in Theology Programme, 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: college) has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. **NOTE: Since University of Wales publish their Academic Quality Handbook for 2026–27 by mid – September 2025, there might be later changes introduced in the MA Student Handbook 2026–27 in order to harmonise its stipulations with the University of Wales Academic Quality Handbook 2026–27.**

FEEDBACK AND STUDENT ENGAGEMENT

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

Newbold College 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.

At Newbold College we expect from the students to provide feedback, because we:

- 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 Department of Theology and Mission (formerly Centre for Ministry and Mission) 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 DTM aims to create an inspiring

environment in which the students can gain in-depth knowledge, be challenged to think creatively and innovatively, develop pastoral skills, so they can reach the highest level of their personal potential. The students also participate in the life of the local churches around the Newbold area, where they are part of worshiping communities and are involved in outreach projects. This complements their academic education with developing practical and relational skills. We aim to help our students to discover their passion and calling preparing them for serving in the Church and in the wider community as spiritual leaders.

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 Ms Serena Santona, Academic Registrar.

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.

CURRENT MEMBERS OF STAFF

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

Names and Contact Details

Department of Theology and Mission at Newbold College of Higher Education

Programme Director	Telephone No	Email Address
Dr Ivan Milanov	01344407480	imilanov@newbold.ac.uk
Tutors of MA Pathways	Telephone No	Email Address
Dr Gifford Rhamie (Biblical Studies)	01344407407	lgallusz@newbold.ac.uk
Dr Jan Barna (Systematic Theology)	01344407407	jbarna@newbold.ac.uk
Dr Julian Thompson (Practical Theology – autumn)	01344407407	jthompson@newbold.ac.uk
Pr Adrian Peck (Practical Theology – spring)	01344407407	jthompson@newbold.ac.uk

Lecturers

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

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

Principal Lecturer in Biblical and Systematic Theology; Head of Research

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 (Karoli Gaspar University of the Reformed Church, Hungary)

Head of DTM; 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, New Testament eschatology and Johannine writings. He is also the Head of the Department of Theology and Ministry.

Tihomir Lazic, DPhil (University of Oxford)

Principal 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)

Postgraduate Programme Director; Senior Lecturer in Old Testament

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

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

Lecturer in Pastoral Studies; Field Placement Director

Pastor Peck joined 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.

Gifford Rhamie, PhD (Canterbury Christ University)

Senior Lecturer in Biblical and Cultural Studies

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

Julian Thompson, DPhil (University of Oxford)

Undergraduate Programme Director; Senior Lecturer in Biblical and 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.

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

Principal Newbold College of Higher Education; Lecturer in Pastoral Studies

During over 25 years of ministry, Dr Serb has worked as a guest lecturer, researcher, missionary and minister of religion. Before moving to Newbold College, he served as the president of the Seventh-day Adventist Church in Ireland and Northern Ireland (Irish Mission) for over eight 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.

Contact

Jan Barna
Laszlo Gallusz
Tihomir Lazic
Ivan Milanov
Adrian Peck
Gifford Rhamie
Julian Thompson
Dan Serb

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Emeritus Professors

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.

Visiting Academic Staff

Daniel Duda, DMin (Andrews University, USA)

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

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

Dr Johnson has been a pastor in the SDA church for over 30 years, serving both in Norway and UK. He also served as the Ministerial Association Director at the Trans-European Division. The focus of his doctoral dissertation was on disability and the SDA church.

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

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

John Peckham, PhD (Andrews University)

Dr Peckham is J. N. Andrews Professor of Systematic Theology and Philosophy at the Seventh-day Adventist Theological Seminary of Andrews University in Berrien Springs, Michigan. He is one of the leading Adventist theologians in the field of systematic theology. He published more than ten monographs and over fifty articles in different journals.

Administrative Staff

Ivana Godina – Programme Administrator, DTM (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 Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2026/27 (forename/surname)	External Examiner for 2025/26 (if different to current)
<i>MA in Theology</i>	Rev Dr Ernest C. Lucas , Bristol Baptist College	
<i>MA in Theology</i>	Dr Marina N. Behera , Oxford Centre for Mission Studies	

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 2026/27**Autumn Semester**

2 Sept	Programme Board
7–11 Sept	Induction and Residential Week
8 Sept	Classes Begin

11–12 Sept	EGW Youth Symposium
17 Sept	Learning Support Review and Consultation
18 Sept	Last Day to Complete Enrolment
22 Sept	PG Research Seminar
30 Sept	MA Dissertation Proposal Submission Deadline
6 Oct	Programme Board
13 Oct	PG Research Seminar
26–30 Oct	Mid-semester Break
3 Nov	PG Research Seminar
10 Nov	Exam Board / Programme Board
7–11 Dec	Revision Week
8 Dec	Programme Board
14–18	Exam Week
21 Dec	Exam Board
13 Jan	MA Dissertation Submission Deadline

Spring Semester

20 Jan	Exam Board / Programme Board
25 Jan	Classes Begin
27 Jan	Pre-Board (UWTSD)
27 Jan	Learning Support Review and Consultation
4 Feb	Main Board (UWTSD)
5 Feb	Last Day to Complete Enrolment
9 Feb	PG Research Seminar
23 Feb	Programme Board
1–4 March	Residential Week for All Students

2 March	PG Research Seminar
15–19 March	Mid-semester break
17–21 March	European Theological Teachers' Convention
30 March	Exam Board / Programme Board
6 April	PG Research Seminar
26–30 Apr	Revision Week
27 April	Programme Board
4–7 May	Exam Week
5 May	MA Dissertation Submission Deadline (Graduation in July)
19 May	Internal Exam Board
2 June	Pre-Board (UWTSD)
8 June	Main Board (UWTSD)
4 July	Newbold Award Ceremony
TBC	Graduation at Swansea
12 July	Resubmission Deadline
12–14 July	Resits (second attempt)
3 Aug	Progression Pre-Board (UWTSD)
10 Aug	Progression Main Board (UWTSD)

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 Government and available on their website:

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

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

ASSESSMENT

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

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

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

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

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

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website and forms part of the *Mitigating Circumstances Policy* associated with Chapter 12 of the Academic Quality Handbook:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

There is also a guide on how partner students can submit an application for Extenuating Circumstances to be considered, available at:

<https://www.uwtsd.ac.uk/collaborative-partnerships>

Additional Needs in Terms of Assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Ms Serena Santona, Academic Registrar, 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 Dr Ivan Milanov, Programme Director.

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:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

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:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

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 Dr Milanov, 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 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 copies of all drafts of work presented or submitted for assessment wherever feasible.
- x) You make your work available for sampling for external examining purposes.
- xi)

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 12 July 2027. 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) *The Resit Principle*

Exams which do not meet the passing standard of 50% shall be resat in 12–14 July 2027. 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 12 July 2027. If the resubmitted written assignment is passed, the maximum grade will be 50%.

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

PROGRAMME OF STUDY – MA in Theology

Programme Learning Outcomes

The Degree is awarded to students who have demonstrated:

- a deep comprehension of Adventist tradition and a critical engagement with a range of themes; debates and methods within theology;
- knowledge of appropriate research methods and adoption of adequate research skills, with good use of academic journals as well as books;
- critical comprehension of the hermeneutical, textual, philosophical, theological and practical expressions of Christian theology.

Holders of this qualification will be able to:

- demonstrate the ability to deal with complex issues of theology and practice of ministry both systematically and creatively;
- demonstrate intellectual flexibility through the practice of exegetical, dogmatic and pastoral methods of study;
- demonstrate the ability to continue to advance their knowledge and understanding of theology and ministry to high degree;
- demonstrate an in-depth understanding of ethical issues raised by their research, and compliance with relevant codes of practice;
- show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices;
- exhibit skills necessary for the production of original research with an ability to adopt a critical distance from their source material and to evaluate it critically, reaching their own independent conclusions;
- demonstrate critical reflection on their own particular standpoint and a good understanding of methodological and hermeneutical issues that are raised
- effectively communicate information, ideas, arguments, principles and theories and effectively develop an argument by essays, dissertation and/or verbally;
- demonstrate an advanced ability to identify, gather and analyse relevant/primary sources as well as secondary literature;
- demonstrate a high degree of independence and self-direction in learning and taking responsibility for their own learning experience.

Modules

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

Programme Structure

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

The table below shows the current composition of the programme:

Biblical Studies	Pastoral Studies	Systematic Theology
Year 1 Level 7 Semester 1		
NCTR7062 Biblical Theology & Praxis of Ministry and Mission		
NCTR7054 Principles of Biblical Hermeneutics	NCTR7032 Church Leadership and Administration	NCTR7008 Principles and Methods of Theology
NCTR7061 Hope, Future and Eschaton	NCTR7066 Emerging Perspectives in Ecclesiology	
Year 1 Level 7 Semester 2		
NCTR7043 Race, Identity and Nation	NCTR7053 Pastoral Care and Counselling	NCTR7050 Emerging Perspectives in Soteriology & Eschatology
NCTR7078 Bible and Human Sexuality	NCTR7052 Methods for Pastoral Studies	NCTR7009 Leading Motifs in Adventist Theology
NCTR7045 Christian Apologetics	NCTR Reconciliation, Peace-Making and Justice	NCTR7045 Christian Apologetics
Year 2 Level 7 Semester 1		
NCTR7031 Dissertation		
Year 2 Level 7 Semester 2		
NCTR7031 Dissertation		

Module details are correct on 2 September 2026 and will not normally be changed during the year. In the unlikely event of the school having to make changes to these details during the year, you will be notified in writing. The modules that are delivered each academic year will depend on several factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

ASSESSMENT OF PART I (TAUGHT MODULES)

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

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

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

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

COURSEWORK DEADLINES

First/Second Marker	Module	Assessment	Deadlines
Semester 1			
GR/JT	Biblical Theology and Praxis of Ministry and Mission	2,500 – word essay (50%) 15-min presentation (50%)	11-Nov-26 Exam week
IM/LG	Principles of Biblical Hermeneutics	5,000-words essay (100%)	16-Dec-26
LG/JT	Hope, Future and Eschaton	3,000-word essay (50%) 15-min presentation (50%)	9-Dec-2026 Exam Week
TL/JB	Emerging Perspectives in Ecclesiology	1 blog (40%) Academic Interview (60%)	18-Nov 26 Exam Week
JB/TL	Principles and Methods of Theology	3,000-word essay (50%) 15-min presentation (50%)	9-Dec-26 Scheduled throughout semester
JT/GR	Church Leadership and Administration	15-min presentation (40%) 3,000-word essay (60%)	12-Nov-26 25-Nov-26
Semester 2			
IM/GR	Race, Identity and Nation	3 blogs (50%) 30-minute academic interview (50%)	Scheduled throughout the semester; Exam week
TL/JB	Christian Apologetics	2,500-word essay 17-min presentation	30-Apr-2027; Scheduled throughout the semester
GR/PJ	Bible and Human Sexuality	3,000-word essay 25-min academic interview	23-Apr-27 Exam Week
GM/LG	Pastoral Care & Counselling	Practical Performance Project (50%) Written Assessment (50%)	Exam Week; Scheduled throughout the semester

AP/GR	Theological Methods for Pastoral Studies	3,000-word research project (50%) 15-min presentation (50%)	21-Apr-27 Scheduled throughout semester
AP/GR	Reconciliation, Peace-Making and Justice	2,500-word written assessment 15-min individual practical performance project	21-Apr-27 Scheduled throughout semester
JB/RM	Emerging Perspectives in Soteriology & Eschatology	5,000-word essay (100%)	7-May-27
GP/JB	Leading Motifs in Adventist Theology	1,250-word book review (25%) 17-min video presentation (75%)	13-April-27 Scheduled throughout semester
Various	Dissertation	15,000-word essay (100%)	13-Jan-27 / 5-May-27

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

DISSERTATION PREPARATION AND ASSESSMENT

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

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

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

Dissertation

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

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

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

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

Nature and Demands of Tutorial Supervision for This Programme of Study

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

Dissertation Deadline

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

However, for students who wish to be enrolled into PG Cert in Ministry and Mission in the spring semester and march in the Award/Graduation Ceremony in June/July 2027, the last day of submission is 13 January 2027. For students who wish to march in the Award/Graduation Ceremony in July 2027, the last day of submission is 5 May 2027.

SELECTED POLICIES AND PROCEDURES

Policy on Artificial Intelligence in Academic Research and Writing

Recent developments in artificial intelligence (AI) have fundamentally impacted humanity in almost all aspects of life. AI presents new opportunities and challenges in education, ministry, and research, and in many ways, we are only just beginning to understand its full implications.

As a Christian Seventh-day Adventist College of Higher Education, we are guided by theological convictions rooted in Scripture and operate within the UK Higher Education academic and quality assurance frameworks. As such, we are committed to upholding the values and principles of our discipline, and to supporting our students in developing their full potential.

The Purpose of This Policy

This policy governs the ethical use of AI in academic settings at Newbold College of Higher Education. It promotes academic integrity, honesty, spiritual and moral formation, and cultivates critical and reflexive thinking. It upholds academic standards, strengthens quality assurance, and safeguards fair assessment. It also protects the intellectual property, confidentiality, and data protection rights of students, staff, and third parties whose work or personal data may be affected by the use of AI tools, including unpublished and unshared material. Furthermore, it encourages human agency, formation and discernment of technological stewardship, while simultaneously being at the leading edge of contemporary Higher Education (HE) practice.

Theological Foundation

The need to engage responsibly with AI in academic research is grounded in several foundational theological principles:

Created in God's Image. The creation of the heavens and 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, including the capacity for creativity. Human creativity is therefore a divine gift to be nurtured and developed, not diminished, delegated to or replaced by AI.

Developing and Using Our God-given Faculties. Humans created in the image of God are entrusted with giftedness, capacities, and creativity. Throughout human history, various means have been used to develop our God-given potential for realising our God-given vocation. AI, when used responsibly, is a contemporary tool that can play an important part in helping us realise these goals.

Integrity and Accountability. Honesty and truthfulness are important aspects of the divine-human relationship (Gen 4:7). Deception is diabolic in its nature and originates in the activities of the ancient serpent in the garden of Eden. As Christians, reflecting the values of the Creator, we are committed to transparency, honesty, and integrity, recognising genuine learning as integral to our human nature. Our use of AI ought to reflect these enabling values.

Human Vocation. As humans, we are called to an unreserved giving of ourselves to God (Rom 12:1). Essential to Christian education is the renewal of the image of God. The purpose of true education is to train us for this life and the life to come (Ellen G. White, *Education*, 13). This is reflected in our understanding of the dignity of work – both mental and physical – and its formative impact on our being. The unethical use of AI risks undermining our formation by diminishing the effort that is necessary for the exercise of our God-given capacities, responsibility and humanity.

Discernment and Wisdom. Biblically speaking, discernment and wisdom are God-given human capacities. Delegating these gifts uncritically to others, including AI, brings inherent dangers. Despite its analytical capacity and potential to be of benefit to humanity, AI cannot be treated as an infallible authority. As humans, we must be intentional in cultivating discernment and critical thinking, rather than developing technological dependence.

The Limitations of AI

The human researcher is responsible for all aspects of their research, writing and editing. AI research tools can be used as part of the process but with awareness of their limitations, which include:

- Superficial and descriptive analysis
- Introducing mistakes into its presentation of facts and conclusions
- Loss of the individuality and voice of the researcher
- Loss of innovation and creativity, particularly in humanities research
- 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
- Fabrication, hallucination, false attribution, misattribution, and not attributing the original source material
- Using intellectual property without permission (e.g., graphics and literature)

- Privacy and data protection concerns

Ethical Use of AI

While recognising that the core processes of analytical critical thinking cannot be replaced by AI, the following limited uses are permitted as exceptions to the general prohibition on AI-generated content, provided they do not substitute for the student's own analysis, argument, or interpretation:

1. Learning Processes
 - a. To brainstorm and build initial, general ideas about a topic, before independent research and analysis.
 - b. To aid those with documented learning and writing needs in their studies (e.g., speech recognition and language processing) where recommended by the Special Educational Needs Coordinator.
2. Writing Processes
 - a. To assist with proofreading. Consistent with UWTSD's Academic Misconduct Policy (Section 30.2), AI tools used for proofreading may identify and flag errors (e.g., spelling, grammar, punctuation). However, these must not correct, rewrite, or restructure the student's ideas, arguments, or sentence structure. Doing so compromises authorship and falls outside permitted use.
 - b. To aid the formatting of references, citation-management software or AI tools may be used. All references must be verified against the original source, and the tool used must be declared.
3. Research Assistance
 - a. To help locate potentially relevant sources. Every source must be independently verified by the student before use.
 - b. To translate non-English source material into English (excluding biblical texts in their original languages). AI-translated passages must be clearly marked, and original-language source files made available on request. Students should be aware that AI translation may not preserve nuance and remain responsible for the accuracy of any translated material they rely on.
 - c. To assist with the mechanics of data analysis (e.g., operating statistical or qualitative analysis software). AI must not be used to interpret results or draw conclusions from data; that remains the student's responsibility.

Prohibited Uses of AI

AI-generated content must not form part of a student's submitted work; this includes wording, structure, arguments, or analysis, even where later edited by the student. This applies regardless of how limited or preliminary the AI's contribution was. The following always constitute academic misconduct:

- fabricating or manipulating texts, citations, or sources
- failing to declare AI tool use where required
- disguising or masking AI involvement

Reflective assessments, or components requiring the student's own reflexive personal perspective or voice, must be entirely the student's own work.

Procedures for Handling the Suspected Unethical Use of AI Tools

Where there is a reasonable concern regarding the unethical use of AI tools, by which the policy is breached, Newbold College of Higher Education will follow a clearly outlined process in dealing with the matter. The process should be fair, consistent, transparent and documented. The following steps should be adhered to:

1. The first marker will discuss the case with the second marker.
2. If the first and second markers agree that academic misconduct may have taken place, the student will be invited for a viva (oral interview).
3. Any allegations of AI misconduct will normally be reported to the Academic Misconduct Coordinator within 20 working days of the assessment deadline.
4. If academic misconduct is still suspected after the viva, and it is not a first-time offence, the case will be reported to UWTSD by the Academic Misconduct Coordinator.
5. If academic misconduct is confirmed by UWTSD, then their direction will be communicated by the Academic Misconduct Coordinator to the module lecturer(s) and the Programme Director within 3 working days. The direction of UWTSD is to be followed.
6. The outcome of the UWTSD investigation into academic misconduct will be communicated directly to the student by UWTSD.
7. The case of academic misconduct will be recorded in the student's file.

Where AI misuse is established, and it is a first-time offence, it will be recorded by the Programme Board. A written warning will normally be issued by the Academic Misconduct Coordinator without a report being sent to UWTSD, and noted on the student's file.

Conducting a Viva

A viva is an oral interview based on the submitted assessment, focused on authorship, academic integrity and the process of research and writing. The viva is not disciplinary action, but it is an investigative and pedagogical tool for clarifying the facts and relevant circumstances under which the written work was produced. A viva must adhere to the following principles:

- It is called by the Academic Misconduct Coordinator, who reports it to the student.
- Notice of the viva is not shorter than 2 working days. Students must attend when invited.
- The viva will normally be conducted by the first and second markers in the presence of the Academic Misconduct Coordinator.
- The viva will normally last no longer than 45 minutes.
- The viva can take place in-person or online and will be recorded for quality assurance purposes.
- The outcome of the viva is determined by the first and second markers and may include: (a) no evidence of academic misconduct; (b) poor academic practice identified but concerns resolved; (c) suspected misconduct.
- If academic misconduct is still suspected after the viva, and it is not a first-time offence, it will be reported to UWTSD by the Academic Misconduct Coordinator.
- The outcome of the viva should be communicated to the student and to the Programme Director by the Academic Misconduct Coordinator within 2 working days.

Practical Implications

To ensure the ethical use of AI, students should be guided by the principle of transparency. The practical implications of this are as follows:

- Students must include signed statements of authorship and proofreading outlining their use of AI in their submissions. This must be done for each assessment. The statement must be inserted after the title page as a separate page (see Programme Handbook). Not only should the statement list the specific AI tools used, but it must specify **how exactly** they were used in **the research, writing and editing processes**. Failure to disclose AI use in the statements of authorship and proofreading at the beginning of assignments may result in a capped grade.
- Students should retain drafts, notes, or other process materials, as these can be a useful way to demonstrate originality if questions arise.
- If invited, students must make themselves available for viva as soon as possible; otherwise, grades cannot be determined.
- If unfair practice is detected in a submission, even years after a degree has been awarded, the degree may be revoked.

AI tools may be used only within the boundaries set out under Ethical Use of AI above. Any use falling under Prohibited Uses of AI is not authorised and may constitute academic misconduct.

The Engagement Policy

ABSTRACT

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.

RATIONALE

The Engagement Policy has been developed as part of the Newbold College of Higher Education (the College)'s commitment to providing a supportive learning environment which assists all students to achieve their full potential. As an institution of higher education, the College has a duty to monitor attendance, and to act on non-attendance, so that students can be supported to complete their programmes of study. The College may then offer timely assistance and guidance before the student's situation deteriorates, and/or they leave their programme of study. Attendance is a key component in student retention, progression, achievement and employability. Regular attendance and academic achievement are closely linked. Students who actively participate in their learning by attending academic interactions regularly are more likely to enjoy a rewarding experience in which their knowledge, skills and abilities are developed; to complete their programme successfully; and to achieve better results.

To retain its UK Visa and Immigration Service (UKVI) sponsor license, which enables the College to recruit international students, the College has attendance monitoring and reporting obligations in respect of students who require a visa to study in the UK, and for whom the College has issued a Confirmation of Acceptance for Studies (CAS) number.

On the basis of fairness to all students, all students regardless of their residency status in the UK, are required to abide by the same engagement policies. Disciplinary action will be taken for excessive levels of unauthorised absences which are assessed as consecutive/regular periods of absence or as percentage of attendance. Whether students were absent for authorised or non-authorised reasons, they are responsible to complete all formative and summative assessments and fulfil the notional learning hours.

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 distracting 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 THE 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 DTM 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.

DTM 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.

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.

Other Types of Academic Misconduct

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

How to avoid self-plagiarism:

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

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

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

How to avoid false authorship:

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

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

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

How to avoid collusion:

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

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

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

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

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

Using A Third-Party Proofreading Service

The student must declare on the front page of any written assignment submitted via Turnitin whether their assignment has been proofread or not. If the assignment has been proofread, then it must meet the proofreading regulations stipulated in the University of Wales Trinity St David Academic Misconduct Policy (section 30): <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Academic-Misconduct-Policy-02-2020.pdf>.

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

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

must take responsibility for choosing what advice to accept, and must make the changes to the master copy of the work him/herself.

- Furthermore, it is the student's responsibility to prove that a proofreader has adhered to these third party proofreading guidelines. Students are therefore advised to keep the original copy of their written work as well as the copy they have submitted for assessment.

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

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

LIBRARY AND LEARNING RESOURCES

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

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

The following points will help you become an independent learner.

Tutors

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

- Biblical Studies – Dr Gifford Rhamie
- Systematic Theology – Dr Jan Barna
- Practical Theology – Dr Julian Thompson (autumn) / Adrian Peck (spring)

Your personal tutor will advise you on academic matters and study strategies. You may take to your tutor any other matter that concerns you. Please keep a record of your interactions with your tutor. The Personal Tutorial Report form is available on the Undergraduate Theology website. Please note the College's *Tutorial and Personal Development Planning Policy* that requires you to meet at least once a semester with your tutor for a discussion of your progress. Our Pastoral Studies colleagues will collaborate with you on your *Personal Development Portfolio* in those modules for which it is a formative requirement.

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 *DTM Undergraduate Programme Handbook*, the *DTM 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 DTM encourages each student to purchase a Bible Software for personal research. Bible Software is as critical to the success in research as textbooks. A variety of products are commercially available. DTM 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 with Mrs Kärt Lazic.

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 tutors, Programme Managers, Head of DTM and Academic Registrar at Newbold College. For further details please contact one of the above.

COMPLAINTS

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

STUDENTS' UNION

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

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]