



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



NEWBOLD
COLLEGE
OF HIGHER EDUCATION

PROGRAMME OF STUDY HANDBOOK

**Graduate Diploma of
Biblical and Pastoral Studies
(GradDip BAPS)**

**Graduate Diploma of
Theology and Religion
(GradDip TAR)**

Newbold College of Higher Education

2026-2027

CONTENTS PAGE

Page No

INTRODUCTION	1
FEEDBACK AND STUDENT ENGAGEMENT	1
WELCOME	1
DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED.....	2
CURRENT MEMBERS OF STAFF	3
Permanent Academic Staff	3
Emeritus Staff	5
Visiting Academic Staff	5
Administrative Staff.....	6
EXTERNAL EXAMINERS	7
ACADEMIC CALENDAR	8
MODULAR TERMINOLOGY	9
ASSESSMENT	9
Extenuating Circumstances	9
Additional needs in terms of assessment	9
Academic Appeals	10
Assessment Regulations	10
Responsibilities of students in relation to the assessment process	10
Late submission and Resubmission Principles.....	10
VIRTUAL LEARNING ENVIRONMENT (VLE)	11
PROGRAMME OF STUDY – Graduate Diploma of Biblical and Pastoral Studies	12
SELECT POLICIES & PROCEDURES	16
Artificial Intelligence in Academic Research and Writing Policy	16
Engagement Policy.....	20
International Students with a Student Visa	24
Keeping your student information up to date	24
ACADEMIC INTEGRITY	25
Plagiarism	25
Self-plagiarism	25
False authorship	26

Collusion	26
Cheating in examinations	26
Using a third-party Proofreading Service.....	27
STUDENT SUPPORT, ACADEMIC GUIDANCE, AND COHORT TUTORS	28
LEARNING, LIBRARY, AND RESOURCES.....	29
STUDENT SERVICES	30
COMPLAINTS	30
STUDENTS' UNION.....	30
APPENDIX A	31
Assessment Examiners, Patterns and Deadlines	31
APPENDIX B	32
Sample Assignment Front Page	32

INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 6 in the academic year 2026/27.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning 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.

FEEDBACK AND STUDENT ENGAGEMENT

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

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

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

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

WELCOME

The Department of Theology and Ministry at Newbold College of Higher Education is widely recognised as an excellent provider of education in biblical, theological, and pastoral studies by both Adventist and non-Adventist regulatory bodies. The department's intentional focus is to develop the academic competencies and pastoral skills of its students. To this end, the staff of the Department of Theology and Ministry seek to create an environment in which students can gain in-depth knowledge, be challenged to think critically, and develop pastoral skills, enabling them to reach their fullest potential. In addition to their academic training in the classroom and the library, students serve in local churches in the Newbold area, where they participate in worshipping communities and engage in outreach projects. This experience

complements their academic education by developing practical pastoral, relational, and professional competencies. We aim to help our students discover their passion and calling and to prepare them to serve the Church and 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 the Field Placement Director.

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

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept by the relevant Newbold College's Administrative Officer with responsibility for DBS checks.

CURRENT MEMBERS OF STAFF

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

Names and Contact Details

Newbold College of Higher Education

Contact	Telephone No.	Email Address
Dr Julian Thompson Undergraduate Programme Director	01344 407 407	jthompson@newbold.ac.uk

The lecturing staff in the Department of Theology and Ministry come from a wide variety of backgrounds. We believe that the department's international character is one of its strengths and enhances the learning experience of those preparing for pastoral ministry in an increasingly diverse world.

Permanent Academic Staff

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

Principal Lecturer in Biblical and Systematic Theology

Dr Barna worked as a pastor in Slovakia. He holds a Master's degree in Leadership from Andrews University and a PhD from Trinity College. His areas of expertise include systematic and biblical theology, ordination of women and hermeneutics.

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

Principal Lecturer in New Testament Studies

Dr Gallusz served as a pastor, academic dean and lecturer at Belgrade Theological Seminary, and departmental director at South-East European Union Conference. His areas of interests are New Testament exegesis and theology, particularly the Book of Revelation and New Testament eschatology. He is also the Head of the Department of Theology and Ministry.

Tihomir Lazic, DPhil (University of Oxford)

Principal Lecturer in Systematic Theology

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

Ivana Mendez, MA (Newbold College of Higher Education/Friedensau Adventist University)

Lecturer in Biblical Languages

Pastor Ivana Mendez has a rich pastoral experience. She holds an MA degree in New Testament from Newbold College and also an MA degree in Linguistics from Matej Bel University (Slovakia). Before joining Newbold academic staff she served as a guest lecturer in New Testament Greek.

Rory Mendez, MA (Newbold College of Higher Education/Friedensau Adventist University)

Lecturer in Systematic Theology

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

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

Senior Lecturer in Old Testament

Dr Milanov served for several years as a pastor in Macedonia and Serbia, and as a lecturer at Belgrade Theological Seminary. His research interests include the Book of Daniel and Old Testament prophetic literature. He is the Postgraduate Programme Director.

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

Lecturer in Pastoral Studies

Pastor Peck joins Newbold College with a rich pastoral experience. He has been involved in church planting and disciple making in South England Conference. His area of interest is missiology. Pastor Peck is pursuing his doctoral studies at University of Roehampton London and is the Field Placement Director at the DTM.

Gifford Rhamie, PhD (Canterbury Christ University)

Senior Lecturer in Biblical and Cultural Studies

Dr Rhamie is an ordained pastor who has taught at Newbold College since 1999 and has also held teaching and research roles in several British universities. Alongside his academic work, he founded a leadership consultancy, specialising in inclusion, belonging, and organisational development. His research brings biblical studies into dialogue with postcolonial theory, race and justice studies, and diaspora and pilgrimage studies to investigate Second Temple Afroasiatic Judaism and Early Christianity, challenging Eurocentric reception histories and contributing to more inclusive approaches to biblical interpretation and theological education.

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

Newbold College Principal

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

Julian Thompson, DPhil (University of Oxford)

Senior Lecturer in Biblical Studies and Practical Theology

Dr Thompson has served as a pastor in the South England Conference, as Religion Editor for Adventist Radio London, and as Director and Editor-in-Chief of Stanborough Press. His research interests include orality, food anthropology, and interdisciplinary approaches to the Hebrew Bible. He is currently the Undergraduate Programme Director.

Contact

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Emeritus Staff

Michael Pearson, DPhil (University of Oxford)

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

Gunnar Pedersen, ThD (Andrews University, USA)

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

Laurence Turner, PhD (University of Sheffield)

Dr Turner has been a pastor in Great Britain and spent a number of years as a lecturer in Australia and Newbold College. His teaching and research interests are in the Old Testament and biblical preaching.

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

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

Radisa Antic, PhD (Andrews University)

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

Visiting Academic Staff

Kayle B. de Waal, PhD (University of Auckland, New Zealand)

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

Jonathan Holder, MA (Newbold College)

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

Pilira Zapita, MA (Newbold College)

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

Karen Holford, MA MSc MA (Andrews University, University of Luton)

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

Augustus Lawrence, DMin (Andrews University)

Dr. Lawrence is a former Newbold student, and he is a Family Practitioner, Licensed Counsellor and the Family Life Director of SEC.

Administrative Staff

Ivana Godina – Departmental Administrator, DTM

Serena Santona, BSW, MSA – Academic Registrar

EXTERNAL EXAMINERS

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

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

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

The current External Examiner(s) for our Programmes of Study are:

Programme of Study	External Examiner for 2026/27	External Examiner for 2025/26
Graduate Diploma in Biblical and Pastoral Studies (BAPS)	<i>Rev Dr Ernest Lucas</i> (Bristol Baptist College)	<i>Rev Dr Ernest Lucas</i> (Bristol Baptist College) TBC

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

The academic year is as follows:

Autumn Semester 2026

2 Sept	Programme Board
4 Sept	UG Resits (second attempt)
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
4 Nov	BA Dissertations Proposal Submission Deadline
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 2027

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
5 Feb	Language Resits (second attempt)
9 Feb	PG Research Seminar
19 Feb	Language Resits (third attempt)
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
23 March	BA Dissertations – Oral Presentations
30 March	Exam Board / Programme Board
6 April	PG Research Seminar
26–30 Apr	Revision Week
27 April	Programme Board
30 April	BA Dissertation Submission Deadline
4–7 May	Exam Week
5 May	MA Dissertation Submission Deadline (Graduation in July 2027)
19 May	Internal Exam Board
2 June	Pre-Board (UWTSD)
8 June	Main Board (UWTSD)
TBC	Graduation at Swansea
4 July	Newbold Award Ceremony
12 July	Resubmission Deadline

12–14 July	Resits
3 Aug	Progression Pre-Board (UWTSD)
10 Aug	Progression Main Board (UWTSD)
1–3 Sep	UG Resits (third attempt)

MODULAR TERMINOLOGY

Level (of Study):

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

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Government and available on their website:

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

ASSESSMENT

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

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

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

<https://www.uwttd.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.uwttd.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 the Programme Director regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the College'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 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 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 a copy of work presented for assessment wherever feasible.
- x) 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 penalised by a maximum grade of 40%.

(3) The resubmission deadline principle

Work submitted before the deadline and/or within one week after the deadline which received a mark lower than 40% (below pass level) might be given two resubmission attempts. It is at the discretion of the Exam Board to allow the resubmission attempts. The deadline for such attempt for 2023/24 academic year is **13 July 2026**, by which day 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 of a passing standard, it will receive a maximum grade of 40%.

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

(1) The Exam Principle

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

(2) The Resit Principle

Exams which do not meet the passing standard of 40% shall be **resat** in **12–14 July 2027**. If passed they will receive a maximum grade of 40%. If an exam is not passed at the resit exam, an additional opportunity will be given in September 2026. Please note that there are only **2 (two) exam resit attempts allowed** in the undergraduate programme for each module. The resubmission deadline is **14 July 2026**. If the resubmitted written assignment is passed, the maximum grade will be 40%.

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

PROGRAMME OF STUDY – Graduate Diploma of Biblical and Pastoral Studies

Programme Learning Outcomes

(i) Knowledge and understanding:

The Degree is awarded to students who have demonstrated:

LO1 sound knowledge and understanding of one biblical language and related language resources, and articulate the backgrounds of a range of biblical and extra-biblical texts.

LO2 the ability to synthesize and critique Christian theology in general and Seventh-day Adventist theology in particular.

LO3 sound knowledge of tasks and methods of pastoral duties in a variety of contexts.

(ii) Intellectual and cognitive skills:

Holders of the qualification will be able to:

LO4 demonstrate a systematic understanding of one or more biblical languages and languages familiar to the student.

LO5 demonstrate critical awareness of the multi-faceted complexity of Seventh-day Adventism.

LO6 demonstrate the ability to critically evaluate various theological and cultural assumptions and constructions on personal and communal identities.

(iii) Practical skills:

Holders of this qualification will be able to:

LO7 read biblical texts demonstrating sound awareness of appropriate critical approaches.

LO8 communicate appropriate biblical and theological ideas within different ministry situations.

LO9 use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations.

(iv) Generic Key skills:

Holders of this qualification will be able to:

L10 Communicate information, develop an argument, and present analysis clearly and effectively, organising the materials as appropriate for the intended audience.

LO11 Identify, gather and analyse information from primary and secondary sources in a critical and reflective manner.

LO12 Undertake independent/self-directed study/learning and demonstrate effective time-management skills.

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

Levels

At Graduate Diploma level students need to complete 120 Level 6 credits

PROGRAMME STRUCTURE AND MODULES

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

Indicative Programme for Full-Time Students (Old Testament Emphasis)

Autumn

Module Code	Title	Module type (core, compulsory or optional)	Credits
NCTR6032	Introduction to Hebrew for Grad Dip	Compulsory	20
NCTR6031	Old Testament Prophets for Grad Dip	Compulsory	10
NCTR6013	Development of Seventh-day Adventist Theology	Compulsory	20
NCTR6036	Pastoral Ministry for PG	Compulsory	10

Spring

Module Code	Title	Module type (core, compulsory or optional)	Credits
NCTR6033	Intermediate Hebrew for Grad Dip	Compulsory	10
NCTR6037	Daniel & Revelation	Compulsory	20
NCTR6035	Biblical Theology	Compulsory	10
NCTR6041	Homiletics	Compulsory	10
NCTR6042	Placement	Compulsory	10

Indicative Programme for Full-Time Students (New Testament Emphasis)

Autumn

Module Code	Title	Module type (core, compulsory or optional)	Credits
NCTR6030	Introduction to Greek for Grad Dip	Compulsory	20
NCTR6034	Pauline Epistles	Compulsory	10
NCTR6013	Development of Seventh-day Adventist Theology	Compulsory	20
NCTR6036	Pastoral Ministry for PG	Compulsory	10

Spring

Module Code	Title	Module type (core, compulsory or optional)	Credits
NCTR6031	Intermediate Greek for Grad Dip	compulsory	10
NCTR6037	Daniel & Revelation	Compulsory	20
NCTR6035	Biblical Theology	Compulsory	10
NCTR6041	Homiletics	Compulsory	10
NCTR6042	Placement	Compulsory	10

Module details are correct on 2 September 2026, and will not normally be changed during the year. In the unlikely event of the College having to make changes to these details during the year, you will be notified in writing.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

SELECT POLICIES & PROCEDURES

The Attendance Policy and other Newbold College policies are also available on the College website: www.newbold.ac.uk.

Artificial Intelligence in Academic Research and Writing Policy

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.

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 80% 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 Attendance

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.

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 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.

1.2.1.1 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.

1.2.1.2 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.

1.2.1.3 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 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 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 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.

3. Review and Appeals 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.

International Students with a Student Visa

In addition to the general attendance requirements of Newbold College of Higher Education, international students must comply with the attendance policies for such students. Further details are available from your Academic Registrar.

Keeping your student information up to date

It is vitally important that Newbold College has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules and that you read the Partner Enrolment Agreement. Failure to inform Newbold College of any changes in this respect is likely to cause some or all of the following problems:

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

ACADEMIC INTEGRITY

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, which you can find here: <https://www.uwtsd.ac.uk/academic-quality-handbook>

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.

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.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

For your programme of study, you should be using The SBL Handbook of Style

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

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

Please remember that your dissertation must be submitted to Turnitin in order to insure its originality. Turnitin may be used as part of an investigation into an alleged case of plagiarism. You can locate the Wales's *Academic Misconduct Policy* at: <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

STUDENT SUPPORT, ACADEMIC GUIDANCE, AND COHORT TUTORS

Newbold College is committed to a holistic approach to education that nurtures the development of the whole person: body, mind, and spirit (1 Thess. 5:23). Our academic programmes are designed to engage students intellectually, spiritually, and practically, but our commitment to education extends beyond the classroom. We recognise that each student's time at Newbold is also a personal, professional, and spiritual journey.

The College seeks to provide a supportive environment in which students can thrive in all areas of life. Every member of staff contributes, both formally and informally, to a network of care and support designed to promote student wellbeing, personal growth, and academic success.

As a higher education institution within the British educational system, Newbold is committed to maintaining high academic standards and operates within established processes of accountability and quality assurance. These processes are reflected in the regulations, policies, and procedures outlined in the Student Handbook and related documents. Students who require guidance in navigating academic requirements and procedures are encouraged to consult their Programme Director.

In addition to the support provided by the Programme Director, the Department of Theology and Ministry assigns a tutor from among the teaching staff to each year group. While Programme Directors focus primarily on students' academic progress, tutors take a broader interest in students' holistic wellbeing. Tutors meet regularly with their assigned year groups throughout the semester and are also available for individual consultations, providing support, encouragement, and guidance as students progress through their studies.

The role of the Tutor includes:

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

Tutors' Code of Conduct and Engagement:

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

This year's cohort tutor(s):

- Graduate Diploma Pr Rory Mendez

LEARNING, LIBRARY, AND RESOURCES

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](#) (including information about borrower limits, etc.)

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 copies 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.

Roy Graham 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 can provide assistance in using software like Zotero for collecting, managing, citing and storing students' research. The Library offers a variety of study space options and the option to request individual study desks and lockers.

Induction and Orientation:

As part of the enrolment process, students are introduced to their tutor and the teaching staff within the department. They also participate in an orientation and induction programme, during which they receive the DTM Undergraduate Programme Handbook, the DTM Field Experience Handbook, and the UWTSD Handbook of Academic Policies and Programmes. In addition, the department provides Study and Research Skills sessions in which lecturers, library and other professional staff introduce students to the learning resources, research tools, and academic support services available.

The E.G. White Seventh-day Adventist Research Centre

Based in the Roy Graham Library 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 in Western Europe for research on Seventh-day Adventist history.

Information Technology Services

The library provides computers and printers which enable you to prepare assignments in word-processed form. Most computers have a full suite of software, including internet access, but some are configured for use with 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 in the library building

Writing and Research Skills

Training in research methods forms an integral part of the foundation modules in each discipline. Further support is available through the Study and Research Skills seminar, which includes workshops on academic writing and tutorials on the use of research software.

Bible Software

The Department of Theology and Ministry encourage all students to purchase Bible software for their personal study and research. As an essential tool for academic work, Bible software is as important for research as textbooks are for learning. A variety of products are commercially available; however, following careful evaluation, the Department recommends Accordance Bible Software. Further information will be provided during Induction Week, and training will be offered to help students make effective use of the software.

STUDENT SERVICES

The primary sources of student support are the Newbold College Student Services Department and the Learner Support Department. For further information about the services available, please contact the relevant department directly.

Further details for UWTSD Student Services can be found at:

<http://www.uwtسد.ac.uk/student-services/>

COMPLAINTS

If you are dissatisfied with an aspect of your experience as a student on a UWTSD programme, you have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If you wish to make a formal complaint, you should in the first instance pursue it through Newbold College's complaints procedures. The complaint process is available from www.newbold.ac.uk/policies/. 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.uwtسد.ac.uk/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, [UWTSD Students' Union \(uwtسدunion.co.uk\)](http://www.uwtسدunion.co.uk).

APPENDIX A

Assessment Examiners, Patterns and Deadlines

Grad Dip Biblical and Pastoral Studies (UWTSD) Autumn Semester 2026–27				
Level	Module	Examiners	Summative Assessment	Date
6	<i>Introduction to Greek for Grad Dip (20)</i>	IMendez & LGallusz	1. Weekly tests (40%) 2. 2-hour exam (60%)	1. Scheduled throughout the semester 2. Exam week
	<i>Introduction to Hebrew for GradDip (20)</i>	IMendez & JThompson	1. Weekly tests (40%) 2. 2-hour exam (60%)	1. Scheduled throughout the semester 2. Exam week
	<i>Pauline Epistles (10)</i>	LGallusz & KdeWaal	1. Weekly written assignments (50%) 2. 2-hour exam (50%)	1. Scheduled throughout the semester 2. Exam week
	<i>Old Testament Prophets for GradDip (10)</i>	IMilanov & JThompson	1. 1250-word book critique (50%) 2. 1-hour exam (50%)	1. 4 November 2026 2. Exam week
	<i>Pastoral Ministry for GradDip (10)</i>	APeck & IMendez	2000-word fieldwork critiques (4 elements) (100%)	Scheduled throughout the semester
	<i>Seventh-day Adventist Theology in Context (20)</i>	RMendez & JBarna	5,000-word essay (100%)	29 November 2026

Grad Dip Biblical and Pastoral Studies (UWTSD) Spring Semester 2026–27				
Level	Module	Examiners	Summative Assessment	Date
6	<i>Intermediate Greek for GradDip (10)</i>	IMendez & LGallusz	1. Weekly tests (30%) 2. 1.5-hour exam (70%)	1. Scheduled throughout the semester 2. Exam week
	<i>Intermediate Hebrew for GradDip (10)</i>	IMilanov	1. Weekly tests (30%) 2. 2-hour exam (70%)	1. Scheduled throughout the semester 2. Exam week
	<i>Homiletics (10)</i>	JHolder & APeck	1. 10-min sermon (50%) 2. 10-min sermon (50%)	1. Scheduled throughout the semester 2. Scheduled throughout the semester
	<i>Daniel & Revelation for GradDip (20)</i>	IMilanov & LGallusz	1. 2,500-word essay (50%) 2. 25-min academic Interview	1. 28 April 2027 2. Exam week
	<i>Biblical Theology (20)</i>	JBarna & RMendez	1. 1,250-word book critique (25%) 2. 7.5-min recorded video (75%)	1. 28 March 2027 2. 2 May 2027
	<i>Ministry Placement (10)</i>	APeck & IMendez	Journal (2,400 words)	10 April 2027

APPENDIX B

Sample Assignment Front Page

(TITLE)

(STUDENT)

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

Word Count:

(Date)

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

[Sample] Statement of Authorship

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