Postgraduate Programme Handbook 2023-2024 (newly validated programme)

allnations
training for mission

CONTENTS

1 Welcome

Welcome to the Postgraduate Programme at All Nations.

We come together from different nationalities, cultures, backgrounds and experiences, all with a desire to deepen our understanding and practice of cross-cultural mission and ministry. At All Nations we seek to provide effective mission-training opportunities at every level, and the Postgraduate Programme aims to provide you with the opportunity to reflect on your experience so far and equip you for your next stage of service and ministry, whatever and wherever that may be.

We pray you will find this a stimulating and enriching programme of study, and we hope you will join with us in making it a happy and successful one.

This handbook contains information that will be important for you throughout your programme. You will need to familiarise yourself with its contents and keep it available for reference. We will look at the main aspects of its contents in the programme induction sessions.

Students living on Campus will also wish to look at the Campus Access Student Handbook and for students accessing their studies remotely, we have a separate Remote Access Student Handbook. Both these Handbooks can be found on the Postgraduate Home page of the VLE.

I and the other members of the MA team (tutors and admin staff) are always willing to meet with you either face to face or virtually to discuss any aspect of the programme.

May the Lord bless you richly in your studies at All Nations!

In Christ

Dr. Mark Galpin
Postgraduate Programme Leader

2 Programme Leadership

The Postgraduate Programme Leader is Dr. Mark Galpin.

The Postgraduate Programme administration is handled by the Postgraduate Adminstrator, Kit Hillary.

3 Programme Structure

MODULES IN CAPITALS:	Core modules for any PG Dip or MA/MTh award
Modules in standard print:	Electives (including research modules in award area)
PG Certificate in *Missiology*:	60 CAT (40 Core of M1 and M2 plus 20 CAT from M3-M29)
PG Diploma in any award:	120 CAT (60 CAT Core; 40 CAT electives in award area, plus M29 OR M30 in subject area of award)
MA in *Missiology*:	180 CAT (60 CAT Core; 40 CAT from M4-M29; 80 CAT of M30 and M31/M32)
MA/MTh in other awards:	180 CAT (60 CAT Core; 40 CAT electives in award area; 80 CAT of M30 and M31/M32 in subject area of award)

8 AWARDS: MA / MTh (180 credits) and PG Dip (120 credits – no M31 or M32)

Award Name	Elective options (2* 20 credits)	Research
MA in Missiology	Any 2 electives from M4 to M29	M30 + M31
MA in Transformational Development	M4 & M5	M30 + M31
MA in Intercultural Leadership	M6 & M7	M30 + M31
MTh in Contextual Theology	M8 & M9	M30 + M31
MA in Staff Care & Wellbeing	M10 & M11	M30 + M31
MA in Church, Mission and World Christianity	M16 + M18 or M12 or M13 or M9	M30 + M31 or M32
MA in Diaspora & Intercultural Church	M17 + M6 or M13 or M18	M30 + M31 or M32
MA in Arts & Intercultural Worship	M18 & M19	M30 + M31 or M32

Cross-cutting Issues:

These are included, explicitly or implicitly, across the programme as a whole:

- Recognition of **power** differentials (including due to race, gender, disability, finance, and language), and wider issues of marginalisation
- **Decolonisation**: recognition of the links between mission and colonisation and pro-actively addressing on-going practices and issues that perpetuate colonial attitudes and power inequalities in mission thinking and practice
- **Ecology / environmental concerns**, recognising the impact of the global environmental crisis on all aspects of people's lives
- Recognition of the **polycentric and polyphonic** nature of mission: the recognition that mission is now from everywhere to everywhere and ensuring those perspectives and emphasis are given to different global voices
- **Interculturality**: The need to move away from multiculturalism, where different cultures co-exist but one culture tends to be dominant, towards interculturality. In intercultural communities there is a deep understanding and respect for all cultures, and communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships resulting in no one being left unchanged because everyone learns from one another and grows together.

Programme Structure			
	Core Modules	**Award**	**CATs**
M1	HOLISTIC LEARNING FOUNDATIONS	All	10
M2	BIBLICAL & THEOLOGICAL FOUNDATIONS FOR MISSION	All	30
M3	ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	Any / All (optional for PG Cert)	20
	Elective Modules	**Award** (All modules available as options for *Missiology* award)	
M4	Community Transformation: Principles & Practices	*Transformational Development (required)*	20
M5	Community Transformation: Planning, Design and Management	*Transformational Development (required)*	20
M6	Leading Across Cultures	*Intercultural Leadership (required) & Diaspora and Intercultural church (option)*	20
M7	Mission Strategy	*Intercultural Leadership (required)*	20
M8	Contextual Theology: Methods & Models	*Contextual Theology (required)*	20
M9	Contextual Theology: Contemporary Issues	*Contextual Theology (required) & Church, Mission & World Christianity (option)*	20
M10	Staff Care & Wellbeing: Principles & Processes	*Staff Care & Wellbeing (required)*	20
M11	Staff Care & Wellbeing: Issues & Application	*Staff Care & Wellbeing (required)*	20
M12	Contextual Engagement with Islam	*Church, Mission & World Christianity (option)*	20
M13	Mission in Europe: Context and Practice	*Diaspora, and Intercultural church (option), and Church, Mission & World Christianity (option)*	20
M14	Creation Care & Christian Mission	*Missiology (option)*	20
M15	Vulnerable Children: Biblical and Theological perspectives	*Missiology (option)*	20

M16	Expressions of Church Worldwide	*Church, Mission & World Christianity (required)*	20
M17	Migration, Diaspora and Church	*Diaspora and Intercultural church (required)*	20
M18	Intercultural Worship	*Arts & Intercultural Worship (required), Church, Mission & World Christianity (option) & Diaspora and Intercultural Church (option)*	20
M19	Arts in Mission and Ministry	*Arts & Intercultural Worship (required)*	20
M29	Independent Study Module	*Missiology (option)*	20
	Research Modules		
M30	Research in Mission: Strategies (in award area)	*All*	20
M31	Research in Mission: Dissertation (in award area)	*All*	60
M32	Research in Mission: Practice-based Project (in award area)	*Option for: Church, Mission & World Christianity; Diaspora & Intecultural Church; and Arts & Intercultural Worship awards*	60

4   Academic Calendar

The table below gives the generic calendar for three different modes of study full-time, part-time (over two years) , and part time (over 3 years). Campus access Learners (CAL) usually acces the programe full time. Remote Access Learners (RAL) usually access the programme part time either over 2 or 3 years. While there is some flexibility in this e.g. Part-time students can vary the timing of their elective modules, this provides a simplified overview of the recommended calendar of studies.

4.1   PG Certificate

4.1.1   PG Cert Full-time calendar (over 9 months)

Terms	Year 1
Term 1	M1 & M2T
Term 2	M2B & elective*
Term 3 (inc April Intensives)	

*Alternatively students can take an elective module as an April intensive

4.1.2   PG Cert Part Time calendar (over 18 months to 2 years)

Terms	Year 1	Year 2
Term 1	M1	M2T & M3
Term 2	M2B	1 * Elective Module (Option B, or M3)
Term 3 (inc April Intensives)	1 * Elective Module (option A, or M3)	

4.2   PG Diploma

4.2.1   PG Dip Full-Time calendar (1 year)

Terms	Year 1
Term 1	M1 & M2T & M3
Term 2	M2B & Elective A & M29/30
Term 3 (inc April Intensives)	Elective B & M29/30 (finalise)

4.2.2 PG Dip Part Time calendar (over 2 years)

Terms	Year 1	Year 2
Term 1	M1 & M2T	M3
Term 2	M2B	Elective B
Term 3 (inc April Intensives)	Elective A	M29/30

4.3 MA / MTh

4.3.1 MA / MTh Full time calendar (1 year)

Terms	Year 1
Term 1	M1 & M2T & M3
Term 2	M2B & Elective A & M30
Term 3	Elective B & M31 / M32

4.3.2 MA / MTh Part-time structure over 2 years

Terms	Year 1	Year 2
Term 1	M1 & M2T	M3
Term 2	M2B & Elective A	M30 & M31 / M32
Term 3	Elective B	M31 / M32

4.3.3 MA / MTh Part-time structure over 3 years

Terms	Year 1	Year 2	Year 3
Term 1	M1 & M2T	M3	M31 / M32
Term 2	M2B & Elective A	M30 & Elective B	M31 / M32
Term 3	Elective A (alternative)	Elective B (alternative)	M31 / M32

PG Dip andMA / MTh Students can also audit one further 20 credit elective module for their own learning (no assignments completed, no credits awarded)

4.4 Term Dates

Term 1: 25th September – 2nd December 2023

Term 2: 8th January – 15th March 2024

Easter Intensives: 15th to 18th April 2024

Term 3: 22nd April – 28th June 2024

5   Calendar of assignment deadlines

Assignment deadlines can be found on the home page of the VLE.

6 Staff

* For campus access learners all campus based staff can be contacted by phoning the extension numbers below. From off campus, students should ring 01920 4435 followed by the last two digits of the extension number.

College Academic Staff	Role	Email	Ext.
Dr. Sue Barclay	Lecturer in Contextual Theology	s.barclay@allnations.ac.uk	233
Rosie Button	Lecturer in Staff care and Wellbeing	r.button@allnations.ac.uk	
Dr Tim Davy	Lecturer in Contextual Theology	t.davy@allnations.ac.uk	
Louisa Evans	Lecturer in Missiology	l.evans@allnations.ac.uk	
Richard Evans	Lecturer in Missiology	r.evans@allnations.ac.uk	
Dr. Jill Ford	Lecturer in Arts	j.ford@allnations.ac.uk	221
Dr. Mark Galpin	PG Programme Leader & Lecturer in Development and Leadership	m.galpin@allnations.ac.uk	208
Dr. Hannah Green	Lecturer in Anthropology & Research skills	h.green@allnations.ac.uk	214
Sarah Hay	Lecturer in Staff care and Wellbeing	s.hay@allnations.ac.uk	
Dr. L Mak	Lecturer in Islamic studies	l.mak@allnations.ac.uk	227
Dr. V. J. Samkutty	Vice-Principal (Academic) Lecturer in Biblical Studies	v.j.samkutty@allnations.ac.uk	225
Dr. Kate Wiseman	Lecturer in Research and study skills and Head of Learning Services	k.wiseman@allnations.ac.uk	
Visiting/Associate Lecturers			
Ian Collinge	Visiting Lecturer in Arts	Directs "Resonance" Ensemble, the cross-cultural music ministry of WEC International (Ethnomusicologist; studied at Royal Academy of Music)	
Revd. Dr. Margot Hodson	Visiting Lecturer in Creation Care	John Ray Initiative	
Visiting/Associate Lecturers			

Dr. Martin Hodson	Visiting Lecturer in Creation Care	John Ray Initiative	
Jill Garrett	Visiting Lecturer in Leadership	Executive Director of Leadership Development and Employee Engagement at Tentpeg Consulting	
Jim Memory	VL in Mission to Europe	Director of Lausannne Europe	
Rev. Dr. Warren R. Beattie	Visiting Lecturer in Contextual Theology, Arts and Mission Studies	OMF	
Dr Simon Caudwell	Visiting Lecturer in Leadership	SIL International	

Information and Learning Services Team	Role	Email	Phone
Phil Moysey and Geoff Cole	ICT Officers	itsupport@allnations.ac.uk	2152
Dr. Andrea Thomas	e-Learning Course Developer/Designer	a.thomas@allnations.ac.uk	
Clive Thomas	Technical Developer and Advisor	c.thomas@allnations.ac.uk	
Frances Walker	Librarian	f.walker@allnations.ac.uk	204

Administrative Staff

Kit Hillary	Postgraduate Administrator	k.hillary@allnations.ac.uk	226

External Examiners	Role	Institution
Dr. Anja Klein	Tutor and Lecturer in Old Testament Studies	Edinburgh University
Dr. Ian Kirby	Vice Principal (Quality) & Lecturer in cross-cultural ministry & Leadership	Moorlands College
Dr Rebecca Uberoi	Lecturer in Music and Worship	London School of Theology

For a full list of College staff, please see the Campus Access or Remote Access Student Handbook.

7 Introduction

All Nations is an independent mission training institution in fellowship with Christian groups around the world, but has no formal sponsoring links with any churches, missions or organisations. The College's educational aim is to provide training for Christian ministry in a cross-cultural context, at home and abroad. It follows the evangelical Christian tradition and caters to all the main protestant denominations. The College is located at Easneye estate, near Ware in Hertfordshire.

The College's mission is to provide opportunities for mission training at every level, ranging from introductory short courses to postgraduate awards. It has a global reputation for mission training and has strong links with the global church and other international mission training networks. The College has undergone significant changes in strategic direction to meet the new challenges of world mission.

Today the College consists of a community of approx. 100 students; with around 50% from the UK and the remaining 50% from between 25 and 30 other nations. The majority have a prior degree and professional qualifications which makes for a mature student body. All have a strong vocational motivation to work in intercultural situations throughout the world. The teaching faculty have many years of mission and intercultural experience as well as professional qualifications. They are backed up by a wide range of full and part-time support staff. This makes for an exciting intercultural community with a strong Christian commitment and a high vocational motivation. The College is aptly named as students come *from* all nations and go *to* all nations.

The College's core values are that it is evangelical, interdenominational, international, mission focused and holistic in its approach to mission. The values can be summarised as follows:

1. We are committed to worship at the heart of the community, the presence of God, the visible expression of both the presence of God in our midst and our dependence on Him for all we do.

2. We are committed to the spiritual growth and formation of each student and member of staff.

3. We are committed to the personal pastoral care of each student through the tutorial system and other means.

4. We are committed to a quality of training that is life changing, radical and passionate.

5. We are committed to a holistic theology of mission, including evangelistic, social and other dimensions.

6. We are committed to training in evangelism and related skills.

7. We are committed to training husbands and wives together, making proper provision for families.

8. We are committed to treating students as mature adult learners and encouraging life-long habits of continuous learning.

9. We are committed to the accessibility of staff to students and the modelling of servant-hood in relationships.

10. We are committed to Christian courtesy, cultural sensitivity, and a sense of humour.

The MA Programme

In 1992 All Nations became the first British College to be validated to offer postgraduate study leading to either a Postgraduate Diploma or an Masters of Arts (MA) in Mission Studies. In 2003,

the Postgraduate Certificate was added into the awards. In subsequent years the MA was expanded to include new awards and it now offers awards in Missiology, Contextual Theology, Transformational Development, Intecultural Leadership, Staff care and wellbeing, Church & World Christianity, Diaspora and Intercultural Church, and Arts and Intercultural Worship. (Please note that availability is subject to demand; not all awards may be available every year.)

In 2011 the College became the first UK College to offer Postgraduate awards in Mission Studies through Flexible and Distributed Learning, thereby enabling those unable to study on campus to participate through a combination of face-to-face and online learning. Today, the College continues to be a pioneer in technology-enhanced learning, now offering a unique opportunity to study on campus or online via video-conferencing facilities (with video recordings available for those unable to study in 'real time') within a combined (integrated) cohort that brings students from all over the world together regardless of where they are.

7.1   Rationale

The aim of the programme is to allow participants to attain a deeper understanding of the range of issues within the discipline of mission studies: its biblical, theological, historical, cultural and religious dimensions. The student will gain a wide grasp of current thinking, trends and developments in global Christianity and will sharpen his or her missiological understanding of the Bible.

These programmes are especially suitable for those who have some years of Christian ministry, experience in intercultural ministry, and an interest in the award themes – like contextual theology, church planting, leadership, development work, intercultural ministry. A candidate's future service is likely to involve either senior leadership in mission or teaching mission studies or related themes. The programme provides preparation for further engagement in whatever ministry to which candidates are called.

The educational aim of the Postgraduate Programme is to allow participants to attain a deeper understanding of the range of issues within the discipline of mission studies - its biblical, theological, historical, cultural and religious dimensions. The student is expected to gain a wide grasp of current thinking, trends and developments in global Christianity and will sharpen their missiological understanding of the Bible.

The Programme is designed to enable students to develop skills as reflective practitioners and lifelong learners, particularly within cross-cultural contexts. This is achieved through the development of critical thinking, communication, practical and research skills, and encouraging opportunities for reflection on previous ministry experience, current missional issues and engagement with mission praxis. Thus, students are enabled to develop and enhance their ministerial and leadership skills for engagement in a contemporary world.

These courses are especially suitable for those who have some years of Christian ministry, experience in intercultural ministry, and an interest in the award themes. A student's future service is likely to involve either senior leadership in mission or teaching mission studies and/or related themes. However, the Postgraduate Programme provides preparation for further engagement in whatever ministry students are called to.

The programme's overall aims are to:
1.   develop students' knowledge, understanding and practical skills for contemporary Christian Mission;
2.   develop students' critical, analytical, interpretative skills;
3.   develop students' presentation and communication skills;
4.   enable students to become reflective practitioners and lifelong learners;
5.   equip students to apply research skills to contemporary contexts;
6.   enable students to become credible and effective leaders engaged in Christian Mission in the contemporary world.

7.2 Accreditation of the College

Open University Validation Partnerships
The Open University, First Floor, Wilson B, Walton Hall,
Milton Keynes, MK7 6AA Tel: 01908 332840
Email: OUVP-Enquiries@open.ac.uk

All Nations Christian College is approved by The Open University as an appropriate organisation to offer higher education programmes leading to Open University validated awards. Our programmes have been validated through a process of external peer review by The Open University as being of an appropriate standard and quality to lead to The Open University validated awards of:

PG Cert in *Missiology* (60 CAT Points)

PG Dip in *Missiology* (120 CAT Points)
PG Dip in *Transformational Development* (120 CAT Points)
PG Dip in *Intercultural Leadership* (120 CAT Points)
PG Dip in *Contextual Theology* (120 CAT Points)
PG Dip in *Staff Care and Wellbeing* (120 CAT Points)
PG Dip in *Church, Mission and World Christianity* (120 CAT Points)
PG Dip in *Diaspora and Intercultural Church* (120 CAT Points)
PG Dip in *Arts and Intercultural Worship* (120 CAT Points)

MA in *Missiology* (180 CAT Points)
MA in *Transformational Development* (180 CAT Points)
MA in *Intercultural Leadership* (180 CAT Points)
MTh in *Contextual Theology* (180 CAT Points)
MA in *Staff Care and Wellbeing* (180 CAT Points)
MA in *Church, Mission and World Christianity* (180 CAT Points)
MA in *Diaspora and Intercultural Church* (180 CAT Points)
MA in *Arts and Intercultural Worship* (180 CAT Points)

7.3 Registration and Enrolment

Students who register with the College do so on the understanding that they have been truthful in the information they supplied to the College during the application process. Being misleading or untruthful in the submission of their application can lead to the termination of their registration. See the Admissions Policy for further information.
Students who enrol onto a degree programme enter into a legally binding contract with the College. The Student Contract details the rights and the obligations a student will be bound by during their time as a student; it also contains the obligations that College owes to the student.

7.3.1 Registration and Enrolment with All Nations Christian College

Students are registered with the College on the programme for which they have been accepted on receipt of their acceptance letter and payment of deposit. Students who are later accepted on to a different award will be re-registered on the new award at that time.

Student enrolment takes place on submission of the Student Enrolment Form which is completed by every student as part of orientation week at the beginning of Term 1.

7.3.2 Registration with The Open University

Students entering a taught Programme leading to an Open University validated award must register with the Open University to obtain an externally validated qualification.

This registration should happen at the point of entry, whether entry is to the first year of the Programme or directly onto the second or third year.

Students are registered with the Open University on the programme for which they have been accepted by the course Recruitment and Training Administrator during September/October each year. Student Loan applicants are registered as close to 1st September as possible. All other students are registered by the third week of term.

Students who are accepted later onto a different award will be re-registered with the new programme when the Open University opens its registration portal again.

The OU registration fees are £525 per year. Once a student is registered with The OU there is no refund of the fee which is payable annually for every of registration.

The usual time frame for completion of the prograduate programme is as follows:
   a) Postgraduate Certificate: 22 weeks full time; 44 weeks part time
   b) Postgraduate Diploma: 33 weeks full time; 66 weeks part-time
   c) MA/MTh: 11 months (44 weeks) full time; 22 months (88 weeks) part time; 33 months (132 weeks) part-time over 3 years

Students who choose not to select their specialism at the start of their programme, will be registered initially for an award in Missiology and re-registered if necessary at a later date.

7.3.3 All Nations and Open University Regulations

In addition to abiding by the terms of the Student Contract, students must also abide by all other College and Open University regulations governing their studies. These can be found on the College website here and in the Student Information section of the College's Virtual Learning Environment (VLE). (For non-academic regulations regarding living and studying on campus see the Campus Access Student Handbook).

7.4 Maximum Period of Registration

The maximum period of registration for programmes of more than one year's duration is normally three years longer than the planned duration of the programme of study. Students will remain registered for the maximum period of the award or until they have achieved the award or the registration has been terminated, whichever comes first. The period of registration may be extended if a student has had to re-sit or repeat parts of their programme of study.

7.5 Interruption/Extension of Studies

A student may apply to take a study break for a maximum period of twelve consecutive months for ministry reasons or reasons of ill health or other extenuating circumstances. This may be extended in exceptional circumstances as agreed between The Open University and the College.

7.6 Termination of Student Registration

If a student's registration is terminated with the College, it will also be terminated with The OU. The date of termination recognised by The OU will be taken as the date on which the College records the student's registration as terminated.

A student's registration may be terminated if the student has formally notified the College that they wish to discontinue their studies and so discontinue their programme.

The College reserves the right to terminate the registration of any student on academic grounds, disciplinary grounds or where the student is in academic debt to the College. Full details can be found in the Termination of a Student's Registration Policy.

The Academic Misconduct Policy defines the procedure which must be followed in order for a student's registration to be terminated for academic reasons. This includes penalties which are line with the AMBeR Tariff for Plagiarism.

Decisions relating to the termination of a student's registration for disciplinary reasons must be made in accordance with the Student Disciplinary Policy.

The Extenuating Circumstances Policy defines the procedure which must be followed when a student's work has been adversely affected by circumstances beyond their control.

7.7 Transferable Credits

There is a standard scheme for measuring the amount of transferable credit from each level of higher education, known as Credit Accumulation and Transfer Scheme (CATS). Students who decide to continue their studies elsewhere after leaving All Nations may transfer their credit points to another academic institution.

7.8 Student Numbers

For the purposes of anonymity and fairness, all students are given a student number; which is to be used assignment submissions.

7.9 Study Options

The programme is designed to allow for maximum flexibility in delivery and award options. An MA or MTh can be taken over approximately one (full-time), or part-time over two or three years. Students can study for a Postgraduate Certificate, Diploma or Masters award (MA/MTh) and progress from one to the other within the same programme. Learning takes place within integrated cohorts of campus-based and remote access students using technology-enhanced learning. All students study their core modules together regardless of their preferred award and mode of study.

7.10 Entry Requirements

Please refer to the Admissions Policy.

7.10.1 Campus-based Full-Time Programme

Students are expected to aim to consistently attend 100% of all timetabled sessions, and other mandatory activities relevant to their programme. The College attendance policy is intended to support students to achieve their learning potential. This can be found in the Policies and Regulations page of the College website www.allnations.ac.uk in the 'Student' section of the College's Virtual Learning Environent (VLE).

7.10.2 Flexible and Distributed Learning (Technology-enhanced Learning/E-learning)

The Postgraduate Programme uses Flexible and Distributed Learning (FDL), which means that it is possible to access the programme remotely, using our technology enhanced learning facilities (called Remote Access Learners RAL) or on campus (caled Campus Access Learners CAL). Students must attend all taught sessions for core and specialist/elective modules except in the

case of illness or other extenuating circumstances. These are delivered weekly over 10-week periods, or intensively over a period of several days via video-conferencing software. A minimum of 80% attendance is required to pass or receive credits for each module. If on occasion attending classes in 'real time' is not possible due to extenuating circumstances, a student may choose to listen to recordings of the sessions. It should be noted however that this approach may result in a less vibrant experience for the student and result in some lack of presence within the class. All students are expected to engage fully in online discussions, and work together with peers (CAL: and RAL) on activities as part of their course. RAL students are allowed to visit college and attend classes in person when they have the opportunity. It is strongly recommended that students attend residential intensives in person. (Accommodation charges will apply).

7.10.3 Student Attendance Policy

Further details on attendance requirements can be found in the Attendance Policy.

7.11 Notional Learning Hours

Notional learning time is defined as the reasonable measure of time it would take a student to achieve the learning outcomes of the activities. Total notional learning hours include all activities required to achieve the learning outcomes of a programme, including formal study, assessment, and independent learning. They are therefore not a precise measure but provide students with an indication of the amount of study and degree of commitment expected.

It is expected that students spend the following notional hours working towards their modules:

100 hours per 10-credit module
200 hours per 20 credit module
400 hours per 40-credit module and
600 hours per 60-credit module

The total notional learning hours for a Masters programme is 1800 hours.

These are intended as benchmarks only, and the actual time students take to achieve the required outcomes may be shorter or longer depending on their knowledge and skills at time of entry, rate of progression through the programme, and the impact of any reasonable adjustments that need to be made for students with disabilities, health conditions or other impairments.

7.12 Total Number of Modules

- PG Cert: students must take M1, M2 and either M3 or a 20 credit elective module, totalling 60 CAT points.
- PG Dip: students must take the three core modules, plus two specialist/elective modules plus either M29 or M30 totalling 120 CAT points.
- MA/MTh: students must take the three core modules, plus two specialist/elective modules and M 30 and M31 (dissertation), or M32 (Practice based project) totalling 180 CAT points.

Any other modules studied will be recorded, but not used, to calculate the award.

If any student on the En Route or undergraduate programme wish to do any masters modules, they can do a maximum of one module per year free of charge, if they meet the admissions criteria. If they wish to access more than one module, the usual module fees apply.

7.13 Additional Specialist/Elective Module Options

7.13.1 Postgraduate Options

Extra specialist/elective postgraduate modules may be taken either for credit or audit only if time and work load permits and with the permission of the Postgraduate Programme Leader. Audited modules, which are unassessed and uncredited, will be recorded on the student's transcript of studies. When calculating the final award, if additional modules have been taken for credit, final awards will be determined using the credited modules in which the student has received the highest marks where this does not affect the award pathway.

7.13.2 Undergraduate Options

If a postgraduate student wishes to study for any undergraduate modules in addition to their postgraduate studies (on campus only), with the permission of the Undergraduate Programme Leader, they can take one module per year free of charge. If they wish to access more than one module, standard module fees apply. (For more information please contact the MA Administrator).

7.14 Progression

Although the MA/MTh programme is made up of three stages of study: core studies stage, elective/specialist stage and dissertation stage, progression is seamless for MA/MTh students.

Those on the PG Cert or PG Dip programme who wish to transfer to the next stage of the MA/MTh at the end of their studies should follow the 'Changing Award' procedure at 7.17 below.

7.15 Failure at any stage

See Sections 13.14 for Resit options.

7.16 Exit Awards

An exit award is a lower award than one for which the student is registered. Such an award may be conferred if a student completes part of, but not all, of the requirements of the programme for which he or she is registered. See Section 18.6 for more details.

7.17 Changing Studies

During their time at College, students may find they have to make changes to their studies. For example, they may wish to change the award they are working towards, change from full-time to part-time study or defer or take a break from their studies. If they are considering any change to their studies, we strongly recommend that they discuss this with their Programme Leader and the Recruitment and Training Administrator.

The following four sections provide information about the various options open to students.

7.17.1 Changing Mode of Delivery

Students wishing to change from full-time to part-time study or residential to remote access delivery should discuss this with their Programme Leader and the Recruitment and Training Administrator. Approval is usually granted on the student's completion of the Postgraduate Programme Transfer form and obtaining the necessary signatures. Internal re-registration will be automatic and re-registration with the Open University will take place when their portal opens again.

7.17.2 Changing Track

7.17.2.1 *Eligibility:*

- **Students registered on the PG Cert** programme must have completed the requirements of the PG Cert to the required academic standard to be eligible to change track to the PG Dip or MA/MTh award.

- **Students registered on the PG Dip** programme must have completed all the core module assignments and 2 electives to the required academic standard to be eligible to change track to the MA/MTh award.

7.17.2.2 *Procedure:*

- Students should at the earliest opportunity discuss with the Programme Leader and/or personal tutor any decision to change track .

- Should the student be declared to be eligible, they must submit an MA/MTh Programme Transfer form by the following deadlines:
  - F/T students by 10th November
  - P/T and Online students by 30th June

- The student will be informed in writing within 21 calendar days whether their application has been successful.

- Successful students will be enrolled automatically on the new programme internally and enrolled with the Open University at the earliest opportunity (i.e. when their portal opens again).

7.17.3 Changing Award

Should a student wish to change to a different specialism and therefore award, they must meet the relevant admissions criteria for their chosen new award (see section 14 in the Admissions Policy

If they are eligible, they should discuss this with the Programme Leader and/or personal tutor at the earliest opportunity. The College will only re-register students with the Open University when their portal opens in September/October. Transfer within the College is automatic.

7.17.4 Deferral

Students should consult the Programme Leader as soon as possible if they need to apply for an extension of studies beyond the end date of their course or to defer their studies for any reason.

Students who have been unable to progress on to the next level due to inadequate attendance or who wish to take a break in their studies for personal reasons (e.g. to return to the mission field) may defer their studies and resume them again within 12 months. If they wish to defer for a further year, they should submit an application to the Examination Board for consideration for a further year of deferral up to the maximum registration permitted by the awarding body at the time.

This decision is made at the discretion of the Exam Board. Any such deferral will be liable to a continuation fee (see below) before they can resume their studies.

Students who wish to defer their course due to agreed extenuating circumstances such as illness or bereavement, will not be liable to pay a continuation fee before resuming their studies. Please see section 10.9 for details of the Extenuating Circumstances Policy.

7.17.5 Student Visa Students Changing Study

Student Visa students should note that the Home Office will not usually permit students to defer or extend their studies beyond the length of their visa unless they fail and need to retake studies. If

they wish to defer due to extenuating circumstances they may need to transfer to remote access study to complete their award if this is offered and permitted by The Open University.

Student Visa students should also note that there is a cap on the number of years the Home Office will permit them to study on a combination of undergraduate and postgraduate studies. Any deferral of the course, for whatever reason, will be counted in calculating the total study period and deferral of studies should therefore be taken only with caution.

7.18 Returning to Study:

7.18.1 After Deferral of Studies

Regardless of the reason for deferral, those wishing to resume their studies should write to the College confirming the reason why they are able to resume their studies citing the intended date of return. Depending on the circumstances, the College may request proof of their fitness to study (e.g. medical certificate). Applicants can expect to receive a response to this application within 14 calendar days and a decision within 30 calendar days of receiving all the required paperwork.

7.18.2 After Receiving an Award Certificate

- **Returning within 12 months of having their award ratified:** Should a student wish to return to College within 12 months of completing their previous level of study, to complete a higher award (PG Dip or MA/MTh), their previous CAT score will be transferred automatically on the resumption of their studies. Applicants should:

  o surrender their previously earned certificate; and

  o apply for the new programme by completing an application form in the usual way. The College may waive the right to receive some admissions documentation it already holds. Should there be any concern that a student may not be fit to resume their studies, a medical certificate may be required.

- **Returning after 12 months of having their award ratified:** Should a student wish to return to College after 12 months of completing their previous level of study to complete a higher award (PG Dip or MA/MTh), they may credit their previous learning through the RPL process (Recognition of Prior Learning). [Students who have previously earned a PG Dip should note that, in addition to applying to have their previous learning credited they must also take/re-take M1 (10 credits) when they resume their studies in order to re-establish their study skills and foundational knowledge. This will require completing an alternative assignment if one was undertaken previously]. Applicants should:

  o fulfil all other admission criteria (see section 14 in the Admissions Policy.

  o apply for the new programme in the usual way; and

  o apply for RPCL to gain credit for their previous certificated learning. For full details see the College's RPL Policy

  o since it is vital when undertaking a PG Dip or MA/MTh programme for applicants to have relevant mission/ministry experience to which they can apply their learning, applicants will also be required to provide:

    ▪ A personal statement outlining and reflecting on their involvement in mission/ministry within the last 7 years.

    ▪ Reference (s) from one or more co-workers or mission leaders concerning the mission/ministry undertaken within the last 7 years.

7.19 Continuation Fee

If a student does not finish their course within the registered time-scale, or they defer their studies for any reason other then extenuating circumstances they will have to pay a continuation fee of £500 p.a. when they resume their studies.

7.20 Withdrawal

If, for any reason, a student wishes to withdraw from a College course, you must discuss this with the Programme Leader and also with the Head of Finance. You will normally be required to pay the full fees for the term in which notice is given. If notice is given during the Christmas or Easter holidays, the fees for the following term will be required. Any waiver of fees is at the discretion of the College.

7.21 Employment Opportunities

Students who leave All Nations go into a variety of work with mission agencies, Christian organisations and other spheres of work, with a small percentage going directly on to further study.

7.22 Career Relevance

All the Postgraduate awards offered have been designed to equip students for particular areas of intercultural mission work, through developing their knowledge and understanding, cognitive and practical skills. Students who have graduated from All Nations have gone on to a wide variety of careers and ministries, and many have played and continue to play significant leadership roles in their own ministry areas, both locally and globally.

Feedback from employers (e.g. Mission agencies and organisations) who have recruited students from All Nations emphasise the quality of the training they have received and state that they regularly recommend the college to applicants requiring training, believing the college to be a world leader in cross-cultural missions training. The postgraduate programme is therefore perceived both externally and internally as a sound qualification for those wishing to deepen their understanding and increase their effectiveness in missional engagement.

8 Programme Specification

1. Overview/Factual information

Programme/award title(s)	PG Cert in *Missiology* (60 CAT Points) PG Dip in *Missiology* (120 CAT Points) PG Dip in *Transformational Development* (120 CAT Points) PG Dip in *Intercultural Leadership* (120 CAT Points) PG Dip in *Contextual Theology* (120 CAT Points) PG Dip in *Staff Care and Wellbeing* (120 CAT Points) PG Dip in *Church, Mission and World Christianity* (120 CAT Points) PG Dip in *Diaspora and Intercultural Church* (120 CAT Points) PG Dip in *Arts and Intercultural Worship* (120 CAT Points) MA in *Missiology* (180 CAT Points) MA in *Transformational Development* (180 CAT Points) MA in *Intercultural Leadership* (180 CAT Points) MTh in *Contextual Theology* (180 CAT Points) MA in *Staff Care and Wellbeing* (180 CAT Points) MA in *Church, Mission and World Christianity* (180 CAT Points) MA in *Diaspora and Intercultural Church* (180 CAT Points) MA in *Arts and Intercultural Worship* (180 CAT Points)
Teaching Institution	All Nations Christian College
Awarding Institution	The Open University (OU)
Date of first OU validation	1992
Date of latest OU (re)validation	April 2023
Next revalidation	April 2028
Credit points for the award	60-180
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	• QAA UK Quality Code for Higher Education (2018) • Frameworks for Higher Education Qualifications (October 2014) • Higher Education Credit Framework for England (May 2021) • QAA subject benchmark statement for Theology and Religious Studies (March 2022); SEEC Level Descriptors (2021) • QAA subject benchmark statement for Counselling and psychotherapy (2022) • QAA Art and Design (2019) • Librarianship, Information, Knowledge, Records and Archives Management (Dec 2019)

Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	• RCUK Policy and Guidelines on Governance of Good Research Conduct (updated 2017) • Open University Handbook for Validated Awards 2022-23
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT, FT, FDL
Duration of the programme for each mode of study	MA/MTh Full time: 11 months (All awards) MA / MTh Part-time: 2 years (All awards) MA /MTh FDL: 3 years (All awards)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2023

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

All Nations is an independent mission training institution that enjoys fellowship with Christian groups around the world, but has no formal sponsoring links to any churches, denominations, missions or organisations. The College's overall educational aim is to provide training up to postgraduate level for Christian cross and intercultural mission and ministry.

The overall educational aim of the postgraduate programme is to enable students to attain a deeper understanding of the range of issues within the discipline of mission studies - its biblical, theological, historical, cultural and religious dimensions. The student is expected to gain a wide grasp of current thinking, trends and developments in global Christianity and sharpen their missiological understanding of the Bible.

The programme is designed for those who already have a qualification in theological education and/or experience in cross and intercultural ministry. It is particularly suitable for those who wish to go to a deeper level in their training by exploring specific themes e.g. contextual theology, leadership, community development work, the global church, staff care and wellbeing, the arts

and intercultural ministry. A participant's current or future service is likely to involve either senior leadership in mission or teaching mission studies or related themes.

The programme's overall aims are to:

. develop students' knowledge, understanding and practical skills for contemporary Christian Mission
. develop students' critical, analytical, and interpretative skills
. develop students' presentation and communication skills
. enable students to become reflective practitioners and lifelong learners
. equip students to apply research skills to contemporary contexts
. enable students to become credible and effective leaders engaged in Christian Mission in the contemporary world

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2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The **Postgraduate Certificate** (60 CAT) consists of three modules amounting to 60 credits. For this award, the core modules of M1 and M2 are required totalling 40 credits. Students can then choose one module from the M3 to M29 electives for the additional 20 credits. Progression from the PG Cert to the PG Dip is dependent on successful completion of the 60 CAT PG Cert modules.

The **Postgraduate Diploma** in any award (120 CAT) consists of three core modules (60 CAT) plus 40 CAT of elective modules within the relevant award area plus EITHER the M29 Independent study module (20 CAT) on a topic relevant to the award, OR the M30 Research in Mission: Strategies (20 CAT) module. Progression from the PG Dip to the Masters is dependent on successful completion of all the 120 CAT of PG Dip Modules.

The **MA and MTh** (180 credits) consists of 60 CAT of core modules (M1, M2 and M3), 40 CAT of elective modules in the specific award area, plus M30 *Research in Mission: Strategies* (20 credits), and either M31 *Research in Mission: Dissertation* (all awards) or M32 *Research in Mission: Practice-based project* (option for those doing *Church, Mission and World Christianity*, *Diaspora and Intercultural Church*, and *Arts and Intercultural Worship*). All research modules (M30, 31 and 32) must be on a topic relating to the specific award area.

Study modes for all awards include reading, participation in lectures and seminars, class presentations and written assignments.

Delivery modes for all awards

All awards can be taken on campus or remotely at a distance as Flexible Distributed learners (FDL). Studies can be taken full or part time (2 to 3 years), with most RALs completing their MA/MTh studies over a period of 3 years. Both CAL and RAL learners study together using integrated, technology enhanced learning, including video-conferencing for lectures and seminars. Teaching takes place either on a weekly basis or in intensive blocks.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Students are able to register for all awards (PG Cert, PG Dip or MA / MTh). There are, therefore, no awards that are solely exit awards.

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 7				
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
M1: HOLISTIC LEARNING FOUNDATIONS	10	M4: Community Transformation: Principles & Practices	20	N/A	Terms 1-3
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30	M5: Community Transformation: Planning, design and management	20		
M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION (not core for PG Cert)	20	M6: Leading Across Cultures	20		
		M7: Mission Strategy	20		
		M8: Contextual Theology: Methods & Models	20		
		M9: Contextual Theology: Contemporary Issues	20		
		M10: Staff Care & Wellbeing: Principles & Processes	20		
		M11: Staff Care & Wellbeing: Issues & Application	20		
		M12: Contextual Engagement with Islam	20		
		M13: Mission in Europe: Context and Practice	20		
		M14: Creation Care & Christian Mission	20		

			M15: Vulnerable Children: Biblical and Theological perspectives	20		
			M16: Expressions of Church Worldwide	20		
			M17: Migration, Diaspora and Church	20		
			M18: Intercultural Worship	20		
			M19: Arts in Mission and Ministry	20		
			M29: Independent Study Module	20		
			M30: Research in Mission: Strategies	20		
			M31: Research in Mission: Dissertation	60		
			M32: Research in Mission: Practice-based project	60		

Programme Structure – PG certificate (Total 60 CAT)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Term runs in**
M1: HOLISTIC LEARNING FOUNDATIONS	10			N/A	1
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30				1&2
		M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20		1
		OR			
		One 20 CAT elective module from M4 – M29	20		2 & 3

PG Certificate Award available:

PG Certificate in *Missiology*

Programme Structure – PG Diploma (120 CAT)					
Compulsory modules	**Credit points**	**Optional (elective) Modules for specific award (40 CAT)**	**Credit points**	**Is module compensatable?**	**Semester runs in**
M1: HOLISTIC LEARNING FOUNDATIONS	10	Any 2 modules from M4 to M29 (*Missiology*)	40	N/A	Terms 1-3
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30	M4 & M5 (*Transformational Development*)	40		
M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 & M7 (*Intercultural Leadership*)	40		
		M8 & M9 (*Contextual Theology*)	40		
M29: Independent Study Module OR M30: Research in Mission: Strategies (in award area)	20	M10 & M11 (*Staff Care & Wellbeing*)	40		
		M16 & M18 or M12 or M13 or M9 (*Church, Mission and World Christianity*)	40		
		M17 & M6 or M13 or M18 (*Diaspora & Intercultural Church*)	40		
		M18 & M19 (*Arts and Intercultural Worship*)	40		

PG Diploma Awards available:

PG Dip in *Missiology* (120 CAT Points)
PG Dip in *Transformational Development* (120 CAT Points)
PG Dip in *Intercultural Leadership* (120 CAT Points)
PG Dip in *Contextual Theology* (120 CAT Points)
PG Dip in *Staff Care and Wellbeing* (120 CAT Points)
PG Dip in *Church, Mission and World Christianity* (120 CAT Points)
PG Dip in *Diaspora and Intercultural Church* (120 CAT Points)
PG Dip in *Arts and Intercultural Worship* (120 CAT Points)

Programme Structure – MA /MTh (180 CAT)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
M1: HOLISTIC LEARNING FOUNDATIONS	10	Any 2 modules from M4 to M29 (*Missiology*)	40	N/A	Terms 1-3
M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	30	M4 & M5 (*Transformational Development*)	40		
M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	20	M6 & M7 (*Intercultural Leadership*)	40		
		M8 & M9 (*Contextual Theology*)	40		
M30: Research in Mission: Strategies (in award area)	20	M10 & M11 (*Staff Care & Wellbeing*)	40		
AND		M16 & M18 or M12 or M13 or M9 (*Church, Mission and World Christianity*)	40		
M31: Research in Mission: Dissertation (in award area)	60	M17 & M6 or M13 or M18 (*Diaspora & Intercultural Church*)	40		
OR		M18 & M19 (*Arts and Intercultural Worship*)	40		
M32: Research in Mission: Practice-based Project (in award area)	60				

MA / MTh awards available:
MA in *Missiology* (180 CAT Points)
MA in *Transformational Development* (180 CAT Points)
MA in *Intercultural Leadership* (180 CAT Points)
MTh in *Contextual Theology* (180 CAT Points)
MA in *Staff Care and Wellbeing* (180 CAT Points)
MA in *Church, Mission and World Christianity* (180 CAT Points)
MA in *Diaspora and Intercultural Church* (180 CAT Points)
MA in *Arts and Intercultural Worship* (180 CAT Points)

4. Intended learning outcomes at all levels are listed below:

Learning Outcomes – LEVEL 7	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
PG Certificate A1. cultivate deep and systematic understanding of the key debates, theories, ideas, complexities, and arguments in the study of mission, much of which is at, or informed by, the forefront of the discipline A2. facilitate a grasp of the various historical, textual and interpretative approaches, paradigms and perspectives to the study of mission, and its inter-relationship with other relevant disciplines A3. develop awareness of current issues that affect mission in a range of abstract and unpredictably complex cultural and religious contexts and with sensitivity to forms of marginalization and exclusion implicated in them **PG Diploma** A4. further a systematic and critical awareness of key tensions, current problems and/or new insights in the discipline of mission studies, with opportunity for further breadth and specialist focus **MA/MTh** A5. develop a comprehensive and critical understanding of appropriate techniques and appreciation of relevant aspects of current research and scholarship in the discipline of mission studies, and where appropriate, to propose new hypotheses	**Teaching and Learning**: **A1-A5** Teaching and learning strategies involves a range of approaches including lectures, seminars, on-line lessons, student and tutor-led discussion, presentations, and research (including practice-based research approaches) as well as independent study, including reading and critical engagement with selected documents and texts and other sources, group work, and personal reflection. **Assessment**: **A1-A5** A range of assessment approaches are used across the different modules including written assignments, presentations, written reflections, peer interactions / forums, portflios, extended essay, proposal and dissertation / practice-based project.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
PG Certificate B1. able to select and apply advanced principles, concepts, theoretical frameworks and approaches to critically develop systematic responses to existing discourses and methodologies in the interdisciplinary study of mission, including issues of marginalisation and exclusion B2. able to systematically synthesise advanced and specialist information and ideas and formulate and develop innovative proposals to address strategic missional issues or opportunities in unpredictably complex contexts B3. able to systematically, sensitively and critically analyse and evaluate, incomplete and/or contradictory data and evidence, developing effective and advanced methodologies to explain and support conclusions and recommendations in unpredictably complex contexts **PG Diploma** B4. further the ability to select and adapt appropriate advanced problem-solving strategies, methods and techniques to design systematic investigations that define and critically evaluate tensions and new insights in mission, using specialist information and data in unpredictable and complex contexts **MA/MTh**	**Teaching and Learning:** **B1-B5** Teaching and learning strategies involves a range of approaches including lectures, seminars, on-line lessons, student and tutor-led discussion, presentations, and research (including practice-based research approaches) as well as independent study, including reading and critical engagement with selected documents and texts and other sources, group work, and personal reflection. **Assessment:** **B1-B5** A range of assessment approaches are used across the different modules including written assignments, presentations, written reflections, peer interactions / forums, portflios, extended essay, proposal and dissertation / practice-based project.

3B. Cognitive skills	
B5. exercise independent reflection and judgement in order to analyse and employ advanced techniques of research and enquiry, critically evaluating methodologies whilst creatively applying knowledge in unpredictable and complex contexts to generate new hypotheses and transformative solutions as appropriate	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
PG Certificate C1. systematically organise information and interpret contexts and events with sensitivity, integrity, and intercultural competency. C2. communicate advanced/complex information and core convictions and values with clarity and confidence, adapting performance for specialist and non-specialist audiences appropriately, effectively and sensitively. C3. work effectively and proactively with individuals and teams (as member or leader) from diverse cultural contexts, demonstrating effective interpersonal, team and networking skills and working in a disciplined, ethical and professional manner to formulate and implement solutions C4. learn to operate autonomously in complex and unpredictable learning, work or practice contexts, being accountable for outcomes whilst making sound evaluative judgements based on thorough understanding of contexts and demonstrating sound ethical awareness and practices).	**Teaching and Learning:** **C1-C6** Teaching and learning strategies involves a range of approaches including lectures, seminars, on-line lessons, student and tutor-led discussion, presentations, and research (including practice-based research approaches) as well as independent study, including reading and critical engagement with selected documents and texts and other sources, group work, and personal reflection. **Assessment:** **C1-C6** A range of assessment approaches are used across the different modules including written assignments, presentations, written reflections, peer interactions / forums, portflios, extended essay, proposal and dissertation / practice-based project.

3C. Practical and professional skills	
PG Diploma C5. be able to design, develop and evaluate relevant projects and interventions appropriate for increasingly complex and specialised contexts using a range of models and approaches **MA/MTh** C6. employ advanced skills in conducting research whilst learningto develop self-direction and originality in addressing and solving complex problems for the given context(s) and contributing to relevant professional and/or academic communities as appropriate.	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
PG Certificate D1. develop the capacity to be reflective practitioners, showing reflexivity with regard to one's own (and others') performance with particular respect for intercultural dynamics and issues of marginalization and exclusion. D2. develop life-long learning skills, including a capacity for self-directed, networked learning and continuing professional development D3. develop digital competence in relation to the effective use of information and communication technologies to manage the opportunities and challenges of learning and research within digital environment in confident and ethical manner.	**Teaching, Learning and Assessment:** **D1-D5** These are incorporated within the postgraduate degree as a whole and within individual modules as appropriate. Students are encouraged to develop and apply their discipline-specific intellectual, professional and practical skills in appropriate ways to a range of contexts.

3D. Key/transferable skills	
PG Diploma D4. further self-critical and evaluative skills with regard to learning, personal and professional performance, making connections between known and unknown areas to enable contextual applications with increasing specialism and/or breadth. **MA/MTh** D5. demonstrate an independent critical approach to issues, including critical awareness of one's own belief and commitments, and an advanced awareness of ethical and professional values and codes of conduct, particularly in relation to conducting research.	

5. Curriculum map

This table indicates which study units assume responsibility for delivering and assessing (x) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
7	M1: HOLISTIC LEARNING FOUNDATIONS	X	X	X				X	X		X	X	X	X	X			X	X	X	X		
	M2: BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MISSION	X	X		X	X	X		X	X	X	X		X		X		X		X	X	X	
	M3: ANTHROPOLOGICAL FOUNDATIONS FOR MISSION	X	X	X	X		X	X	X	X	X	X	X		X		X	X	X	X	X		
	M4: Community Transformation: Principles and practices	X	X	X	X		X	X		X		X	X	X	X	X		X				X	
	M5: Community Transformation: Planning, design and management	X		X		X		X		X	X	X		X		X		X				X	X
	M6: Leading across cultures	X	X	X	X		X		X		X	X	X	X	X			X			X		
	M7: Mission Strategy	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	
	M8: Contextual Theology: Methods & Models	X	X	X	X		X	X	X			X	X			X		X		X		X	
	M9: Contextual Theology: Contemporary Issues	X	X	X			X	X		X		X	X			X		X		X		X	
	M10: Staff Care & Wellbeing: Principles & Processes	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
	M11: Staff Care & Wellbeing: Issues & Application	X	X	X	X		X	X	X	X		X			X	X		X	X		X	X	
	M12: Contextual Engagement with Islam	X	X	X			X	X	X			X	X		X			X	X		X		
	M13: Mission in Europe: Context and Practice	X	X	X	X		X	X	X			X	X		X	X		X	X	X	X		
	M14: Creation Care & Christian Mission	X		X		X	X		X				X		X			X			X		
	M15: Vulnerable Children: Biblical and Theological Perspectives	X	X	X	X		X	X	X	X		X	X	X				X	X	X	X		

Level	Study module/unit	**Programme outcomes**																															
		A1	A2	A3	A4	A5			B1	B2	B3	B4	B5			C1	C2	C3	C4	C5	C6			D1	D2	D3	D4	D5	D6				
	M16: Expressions of Church Worldwide	X	X	X	X				X	X		X				X	X			X				X	X			X					
	M17: Migration, Diaspora and Church	X		X	X				X	X	X		X			X	X	X		X				X	X			X					
	M18: Intercultural Worship	X	X	X	X	X			X	X	X	X				X	X	X	X	X				X	X	X	X	X					
	M19: Arts in Mission and Ministry	X	X	X	X	X			X	X	X	X				X	X	X	X	X				X	X	X	X	X					
	M29: Independent Study Module	X	X	X	X	X			X	X	X	X	X			X	X		X		X			X	X	X	X	X	X				
	M30: Research in Mission: Strategies		X	X		X				X	X					X	X		X	X				X	X	X	X	X					
	M31: Research in Mission: Dissertation	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X			X	X	X	X	X	X				
	M32: Research in Mission: Practice-based project	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X			X	X	X	X	X	X				

9   Module Content

9.1   Module Content Overview

Full module specifications can be found on the Postgraduate home page of its e-Learning VLE. An overview of the content is given here:

9.1.1   M1 Holistic Learning Foundations

This module provides a foundation for the Postgraduate Programme as a whole. Students are enabled to develop the study, research and reflective skills required to engage in the theological, missiological and research components of the programme. Students are encouraged to think in a holistic, integrated way about their studies and experience across disciplines and to develop their skills as reflective practitioners and researchers, with a view to applying these throughout the programme. Online material, taught sessions and workshop activities are designed to enable students to apply practical academic skills, and learn how to whilst respond theologically and missiologically to different perspectives. The module provides students with opportunities to develop their capacity to engage with and critique sources, respond to different perspectives, relate their learning to their own or other contexts and find their own voice within the various disciplines studied.

9.1.2   M2 Biblical and Theological Foundations for Mission

This module provides students with biblical and theological foundations for the study of critical issues in mission, equipping them to apply ideas from the disciplines of biblical studies and theology to the options available within the programme. The module encourages students to engage with a broad range of theological perspectives, highlighting those from the majority world, and to become aware of issues of context, power and voice within the field. Following a consideration of the missional nature of the Bible, it also explores select biblical themes and key texts with a view to enhance students' biblical understanding of missiology. This enables them to make strong connections between their particular area of interest and its biblical rationale, and also to apply to their own relevant missional context

9.1.3   M3 Anthropological Foundations for Mission

We understand missiology to be both a reflection on the context and on the practice of mission, as informed by biblical principles, theological reflection and anthropological insights. Anthropology is therefore one of the three foundations of missiology. This module aims to provide students with a theoretical foundation, from the perspective of social and cultural anthropology, and its related subjects, which will prepare them to understand and engage with issues which may arise in cross-cultural situations. Exploration of topics such as culture, worldview, polution and purity, gift and exchange, politics and power, and urbanisation and migration, will encourage reflection on experience, and may challenge previously held understandings of culture and mission practice. The theories and issues covered are a necessary foundation to developing cross-cultural awareness and sensitivity to the complexities of living and working vocationally in, or with members of, another culture. As well as reflecting on global connections and their effects on local lives.

9.1.4   M4 Community Transformation: Principles and Practices

This module provides a critical understanding and analysis of the key concepts and principles of transformational (or holistic) approaches to development, with a particular emphasis on

grassroots, community level initiatives. The module will draw on both Biblical and theological insight and cutting edge thinking and practice of development scholars, theologians, and practitioners to develop a biblically based articulation of transformational change and development. Topics including the nature of poverty and inequality, power and participation, complexities of social change, sustainability and empowerment, inclusion, ecology and environment, transformation, and peace-building will be explored both from a secular and Biblical perspective to equip students to act as agents of transformative change in the diverse contexts they serve

9.1.5   M5 Transformational Change: Planning, Design and Management

This module builds on the conceptual foundation laid in M4, by equipping students with the practical skills and knowledge to plan, design and manage transformational programme interventions, and play a leading role in the agencies involved in this type of work in a diverse range of contexts. The strengths and weaknesses of key actors in development are considered, with particular attention to faith-based organisations, and key current issues are discussed including partnership, decolonisation of development, environmental concerns, inclusion, transparency and accountability. Students gain hands on experience of using both main stream and more innovative tools and approaches for programme planning and design through the use of case studies and scenario planning

9.1.6   M6 Leading Across Cultures

This module equips students with the knowledge, skills and understanding to lead effectively in complex multicultural and cross-cultural missional contexts. Biblical foundations of Christian leadership are explored, and the challenges and opportunities of leading interculturally in complex contexts are examined. The module draws on both secular and Christian understandings and theories of leadership with a focus on the relevance and importance of post-heroic, collaborative approaches to leadership in increasingly volatile, uncertain, complex and ambiguous global missional contexts. Students have the opportunity to both deepen their theoretical understanding of leadership, and grow personally in their own leadership roles.

9.1.7   M7 Mission Strategy

This module equips students with the skills, tools and knowledge to both develop and critique mission strategies for a range of global contexts. Students are introduced to secular strategic theory, examine historical mission strategies, engage with key current issues relevant to mission strategy and learn from case studies from expereinced mission leaders and organisations working in a variety of contexts. They then strengthen these skills through critiquing a current organisational mission strategy in a given context, and developing a mission strategy for a context of their choice in their assignments. This module is paired with M6 Leading across cultures to make up the specialist electives for the Intercultural leadership award

9.1.8   M8 Contextual Theology: Methods and Models

This module builds on the Core 'Biblical and Theological Foundations' module, moving on to a critical examination of theologies that are explicitly related to context. Its focus is on theological method, and the use of models to describe and analyse the methods used by theologians from a wide range of cultural backgrounds and theological traditions. Stephen Bevans' book, Models of Contextual Theology, is used as a framework for this analysis, supplemented by other works on the discipline of contextual theology. A key emphasis in the module is the de-centring of the Western theological tradition as normative, identifying all theological reflection as essentially contextual. This will be of particular interest to students who wish to examine their own theological process, reflect theologically on their intercultural

practice, and to broaden their appreciation of theological insights from other cultures and traditions. Throughout, students are encouraged to apply their analysis of these methods and models, considering the implications for their own ministry

9.1.9   M9 Contextual Theology: Contemporary Issues

This module focuses on explicitly contextual theologies, exploring their application to a range of contemporary missiological issues, including Identity, Globalisation and Power, Engagement with Other Faiths, Integral Mission, Spirituality and Discipleship. It also considers how these missiological issues in turn influence the development of new theological insights, as people from a range of contexts seek to respond. Throughout the module, the issues are considered in the context of World Christianity and intercultural dialogue. For each topic, students will analyse how the local and regional context shapes the development of contextual theologies, and how those theologies shape the missiological agenda. This module will be of particular interest to students who are engaged in intercultural ministry, and wish to enrich their missional practice through a process of considered theological reflection.

9.1.10   M10 Staff Care and Wellbeing: Principles and Processes

This module explores the principles of staff care and wellbeing in mission agencies, churches, and other organisations, with special consideration of their organisational and cultural contexts. It recognises the key strategic place which staff care and wellbeing has within an organisation or church. The biblical and theological foundations of member care, as well as key principles and processes within staff care and wellbeing are examined. Existing models of care are evaluated, and aspects such as suffering and risk, spiritual formation, resilience and the relationship between HR, member care and wellbeing are explored. The primary aim of this module is to enable students to lead, serve and grow in their staff care and wellbeing provision whilst also considering organisational and strategic implications. It will assist them in their professional development as member care specialists, supervisors of Christian workers and/or leaders within their field/organisation. There is an important applied component via the assessments, whereby students can reflect on and develop their capacities and competencies in delivering, or ensuring the delivery of aspects of care in their various cultural and organisational contexts.

9.1.11   M11 Staff Care and Wellbeing: Issues and Application

This module examines the theory and implementation of staff care and wellbeing in different contexts, including considerations of non-western perspectives. A range of complex and significant issues faced by staff care providers will be discussed, including (but not restricted to): selection and pre-field training, transitions (including re-entry), cross-cultural teams and conflict transformation, pastoral and interpersonal issues, generational issues and third culture kids (TCKs). As with M10, the primary aim of this module is to enable students to lead, serve and grow in their member care and staff wellbeing provision, assisting them in their continuing professional development. There is an important applied component, enabling students to reflect on and develop their competencies in addressing these and other complex issues of care, in a variety of cultural contexts, for individuals, families and teams.

9.1.12   M12 Contextual Engagement with Islam

This module explores the diversity of contextual issues related to Christian engagement with Islam from the early years of Islam until the present. It observes theological and missional concerns by highlighting Christian responses to Islam from John of Damascus and Metropolitan Timothy of the Early Middle Ages to current interaction. It also reflects on perspectives of Islamic reformers towards the West and the Christian faith primarily during the periods of colonialism and decolonisation. Attention is also given to various expressions

of Islam; the status of women in Islam; contextualisation in the intercultural world; and geo-political issues, and contemporary trends related to current global engagement.

9.1.13 M13 Mission in Europe: Context and Practice

Once characterised as "The Christian Continent", Europe today is on the frontier of World Christianity rather than its centre. Given its diversity of contexts, it is perhaps the most challenging arena for Christian mission in the world today. This module explores both the crucial issues for mission in Britain and Europe today and the practice of contemporary mission that is suitable for that context. Students will be equipped not only with a broad knowledge of the key issues but also equipped with the skills to do ongoing missiological reflection in their own specific local context

9.1.14 M14 Creation Care and Christian Mission

This module explores and examines the reality, theology and praxis of the missional mandate to care for creation. This module provides students the opportunity to examine the biblical mandate for creation care, explore the key environmental issues facing humanity and the impact of these locally, regionally and globally, engage in in-depth biblical and theological reflection on these specific issues, and develop effective, contextually appropriate missional responses to them. This module will be appropriate for Christian leaders and mission workers wanting to develop a robust biblical mandate for creation care, deepen their understanding of the reality of the current environmental crisis, and develop practical skills and understanding to respond to this.

9.1.15 M15 Vulnerable Children: Biblical and theological perspectives

Vulnerable children or 'children at risk' live across the world and face numerous factors that can prevent them from thriving as whole people created in God's image. This module aims to 'upskill' Christians involved in working with and on behalf of vulnerable children and young people by developing them as informed reflective practitioners able to draw on a rich resource of applied biblical, theological, and missiological thinking. Students will explore a variety of biblical texts and reflect carefully, creatively and contextually on how these might shape their work with and on behalf of vulnerable children and young people. They will also consider together the importance of the voice of the child in developing theology, and the need to draw on theological perspectives from around the world.

9.1.16 M16 Expressions of Church Worldwide

This module explores the diversity of the church worldwide, with particular reference to the interaction between global movements and local contexts. It examines the historical and theological roots of this diversity, engaging with a range of perspectives to build understanding of the present experience of church worldwide. It also equips students to think reflectively and strategically about appropriate expressions of church for their own context, with reference to the wider background of World Christianity. This module will be of particular interest to church planters, church leaders, and those who wish to explore the field of World Christianity with an emphasis on expressions of church.

9.1.17 M17 Migration, Diaspora and Church

Global migration is a growing and complex phenomenon which is having a profound religious, social, cultural, economic, and political impact at every level of society, nationally and intercontinentally. This module is primarily aimed at leaders and members of diaspora/intercultural church communities, as well as others who want to reflect missiologically on this form of church. It examines the intersections of migration and polycentric missiology with a particular focus on the contribution of demography,

anthropology, theology, and biblical studies. These explorations are grounded by reflection on the concept and practice of intercultural church—together with opportunities for reflection on personal migration experiences and/or interactions with migrant communities.

9.1.18 M18 Intercultural Worship

The aim of the module is to deepen students understanding of both the theory and practice of intercultural worship. The module will draw specifically on the discipline of 'Ethnodoxology' and will enable students to analyze, critique and apply creative and relevant models for arts and worship practice. Students will be given practical opportunities to explore worship, arts and liturgy from a variety of cultural backgrounds and examine how local art forms can be used to shape liturgy and worship for intercultural settings

9.1.19 M19 Arts in Mission and Ministry

This module develops the understanding of the arts in relation to worship, mission and ministry. There will be a special interest as to how the arts are important in the expression of Christian worship, formation and wider church ministry, as well as how artistic forms are important to Christian mission and can be used by local Christians to express their faith and identity in their culture. The module aims to deepen students understanding of the arts, worship, mission and ministry by providing Biblical foundations for the arts and worship, and exploring the role of the arts in relation to cultural and religious life. Students will be equipped with the necessary skills to frame aspects of the Christian faith engaging the arts in a way which will communicate meaningfully in a wide range of contexts.

9.1.20 M29 Independent Study Module

This module provide students with an opportunity to conduct a sustained and intensive investigation into a topic or issue not covered in other modules and to present their findings through an extended essay/research paper or learning portfolio. It enables them to draw upon study and research skills developed within other modules and enhance their skills as independent learners and reflective practitioners. It also aims to provide an opportunity to demonstrate skills in critical analysis, synthesis and academic writing and reflection

9.1.21 M30 Research in Mission: Strategies

This module builds upon the core and specialist elective modules, and enables students to understand the research theories, strategies and processes required to effectively undertake traditional academic research or a practice based project on a topic of relevance to their award specialism. The module focusses on developing the research skills needed to carry out academic research and practice-based projects effectively. These include being able to select and define an appropriate research topic, conduct a review of literature and develop a theoretical framework for the selected topic, understand appropriate research philosophies, strategies and methodologies, and appreciate and manage the ethical issues associated traditional and practice-based projects. The learning culminates in the formal, assessed presentation of a research proposal or project design on a topic within their chosen discipline. The final proposal/design is later implemented within module M31 (Research in Mission: Dissertation) or M32 (Research in Mission: Practice-based Project).

9.1.22 M31 Research in Mission: Dissertation

This module provides the environment in which the student will put research skills into practice within the mission context through engaging in a substantial piece of work. It is designed to synthesise the knowledge and skills acquired throughout the course. It provides students with an opportunity to conduct an intensive investigation into a topic of their choice, related to their award and to present the findings through a dissertation.Through successful

completion of their dissertation, students will demonstrate their ability to systematically investigate a specialised subject area using research, critical thinking, synthesising and communication skills (oral and written) acquired during the course. Where appropriate they will: demonstrate knowledge of relevant theories; analyse empirical data; apply knowledge to a particular context; and present and critique scholarly arguments in a clear and organised manner. In contributing their own critical reflection on the research, it is intended that they will contribute to the field of research under investigation.

9.1.23 M32 Research in Mission: Practice-based project

This module provides the environment in which the student will put research skills into practice within their chosen mission/ministry context through engaging in a substantial piece of work. It is designed to synthesise the knowledge and skills acquired throughout the course. It provides students with an opportunity to conduct 'action research' which involves: research in a context, design, implementation of a project, and evaluation. Students present the findings through the project portfolio.

Through successful completion and presentation of the practice based project, students will demonstrate their ability to systematically investigate a particular context (community, church) using action based research, critical thinking, synthesising and communication skills (oral and written) acquired during the course. Where appropriate they will: demonstrate knowledge of relevant theories; analyse empirical data; apply knowledge to a particular context; and present and critique scholarly arguments in a clear and organised manner. In contributing their own critical reflection on the research it is intended that they will contribute to the field of research under investigation.

The Practice Based Project is available to students studying the following awards: MA Arts and Intercultural Worship; MA Church, Mission and World Christianity; MA in Diaspora and Intercultural Church

9.2 Safeguarding

Students undertaking placement based research / study are referred to the college Safeguarding Policy and will be required to undergo necessary checks e.g. DBS and adhere to the safeguarding policy and procedures of the placement organisation / institution. (Ref: clause 7.5 of the Safeguarding Policy). Students should ask their placement for a copy of their organisation's Safeguarding and Adults at Risk policy.). A copy of the DBS certificate should be provided to the College.

9.3 Delivery

All students attend a virtual induction period of two to three weeks prior to the start of the course. Campus based (full-time and part-time) and remote access students attend classes together as a combined cohort. Modules are delivered either over a 10 week period utilising weekly lectures, as fully on-line modules (M8 & M9), or as residential/zoom intensives.

This amounts to around 180 hours of contact time with members of the Postgraduate Team. Other contact time includes individual tutorials, research supervision and other support and guidance.

Students are given preparatory reading for most classes and seminars, and will be required to do supplementary reading and other activities within the modules, including presentations. Formal assessment is primarily in the form of essays and other papers, or the completion of portfolios of tasks.

The programme concludes at the end of July for students doing Postgraduate Diploma or Masters awards. Certificate students may exit at Easter if they have completed all the course requirements within that time frame for their selected award.

10 Student Support, Guidance and Advice

10.1 Induction Arrangements for Students

All students are provided with a pre-arrival pack of information prior to the start of their studies. Additional information is provided for residential and campus-based students in the Student Handbook, which can be found on the Postgraduate home page of the e-Learning VLE and on the College website: www.allnations.ac.uk.

Schedules and other necessary information is provided as part of the induction period for all new Postgraduate Students. Induction for the postgradute programme will normally start 3 weeks before the commencement of term and take place on Mondays and Tuesdays. All students (campus based and on-line) can attend remotely.

10.2 Personal Tutors and Tutorials

Since the aim of All Nations is to equip the whole person - 'head, hearts and hands' - not just academically for Christian Ministry, tutors support students not only in their studies, but in all aspects of their life – personal, professional and spiritual. However we recognise that postgraduate students often have their own support mechanisms (e.g. from their mission agency) and in the case of RAL students these are likely to be more locally based than we can provide. Our aim is therefore to complement, not replace students existing support mechnisms.

Each student is assigned a personal tutor. Students studying for more than one year will generally have the same personal tutor for the duration of their studies. The student-tutor relationship has several dimensions including academic support, pastoral care and personal development.

Personal tutors meet with students three to four times a year (either on campus or via video conferencing software). Students may arrange to meet their personal tutor at any other point as required. Personal tutors can be contacted by email via email, phone, or in person during College office hours (0915-1700 UK time Monday – Friday) and out of hours in emergencies.

10.3 Module Tutors and Other Staff Support

Students also have the support of the Postgraduate Team members, the Learning Services Team, Module Tutors and other College staff. Module (Subject) Tutors will interact regularly with students both in and outside of class time and are available to answer queries related to their modules via email, phone, or in person during College office hours (as above).

10.4 Responding to queries

All staff endeavour to respond to queries from students as fast as possible. It should be noted that non-emergency queries outside office hours will normally be dealt with on the next working day and reponses in the evening and at weekends cannot be guaranteed.

10.5 Study Skills and Research Methods

The College is aware that Postgraduate students may be returning to study after a considerable gap in their education or that may not have engaged at postgraduate level in theological study. In order to assist re-entry into academic study, Study Skills tuition is

provided as part of module *M1 Holistic Learning Foundations*.   Teaching methods include online lessons, interactive activities and the completion of reflective workbooks. Some of this material should be completed within the initial induction period at the start of the academic year.

Research methods tuition is an integral part of the research in mission modules M30, M31 and M32 and also a component of M1.

In addition, all students have the support of the College's Learning Services Team, to assist them in developing their information retrieval and management skills, and assist both Campus-based and remote-access students with developing their study and research skills. Personal and module tutors and research supervisors also provide support as appropriate.

10.6 Counselling

Pastoral support is offered first through the Personal Tutor. Further confidential support and advice is also available from the Personal Development Tutor. In certain circumstances students may be advised to seek medical assistance and/or professional counselling.

10.7 Equality and Diversity

The College makes every effort to create conditions in which students and staff are treated solely on the basis of their merit, abilities and potential, regardless of gender, colour, ethnic or national origin, age, socio-economic background, disability or religious affiliation or any of the other protected characteristics of the Equality Act 2010. We believe that this diversity is a positive contribution to the learning experience at All Nations. The College endorses and encourages the use of inclusive language in both the academic and social spheres. For further information see the College [Equality and Diversity Policy](#)

10.8 Additional Support Needs

10.8.1 Support for Students with Learning Needs

All Nations is committed to supporting all students pastorally and academically throughout their studies and ensure that those with particular needs receive the help they need to be able to participate without disadvantage in all aspects of college life, including accessing their chosen programmes of study. The College recognises that each student has unique needs and that in the case of those with a specific disability, health condition or learning difficulty, this will manifest itself differently in each case. Support is therefore tailored to the needs of the individual.

This may include one-to-one assistance with
- Obtaining diagnoses of learning difficulties
- Understanding how a learning difficulty affects studies
- Accessing Disabled Student's Allowance (DSA) (where applicable) and other available funding
- Liaising with College staff regarding necessary "reasonable adjustments"
- Accessing College facilities
- Accessing Library services
- Acquiring academic skills (as above)

The LST also works alongside specialist study skills tutors and mentors (for example, DSA approved suppliers to ensure that students with special needs receive support that is tailored to their particular condition.

10.8.2 Support for International Students

The College recognises and celebrates the richness that International Students bring and is committed to ensuring that those coming from other cultures, and learning in a second or foreign language are supported during their time at All Nations.

International students receive pastoral care through the College's general teaching and learning frameworks (in particular the personal tutorial system) and academic support from the Learning Services Team.

English language support is available for those who need additional assistance, with a particular focus on using English for Biblical and Theological Studies.

For full details see the Learning Support Policy and the Guidance document How to Access Learning Support Services.

10.8.3 Support for Students with Physical Disability:

The College is committed to providing good access for those who are physically disabled. Disability audits have been undertaken in the library and in other areas of the campus. Ramps allow entrance to all buildings; there are two toilets for the disabled, and allocated parking spaces for the disabled in the car park. Plans have been made to construct ground-floor bedrooms with facilities suitable for those with disabilities. The College continues to explore ways of improving access to all areas of the buildings within the building constraints of what is a listed building.

10.9 Extenuating Circumstances

If a student is seriously ill, or is affected by events beyond their control (e.g. accident or bereavement) their academic work may suffer. Such misfortunes are called 'Extenuating Circumstances'. All Nations strives to deal sympathetically with students who find themselves in difficulty through no fault of their own. If this applies to you, you should inform your personal tutor. Please see paragraph 13.11 below for the procedure to follow in order that consideration can be given to those circumstances when marking assignments or for permission to defer submission of work. For full details see the Extenuating Circumstances Policy

10.10 Careers and Placement Service

All Nations has traditionally provided high quality guidance on future opportunities for students through the tutorial system, information on the College's e-learning VLE and from speakers from various Christian organisatons. The College has good contact with many leading Christian mission organisations, and an annual Missions Fair provides an opportunity for over 30 organisations to promote opportunities in mission inside and the outside of the UK.

10.11 Financial advice and support

Financial advice and support is given from the Finance Department during term time. Please see full details in the finance chapters of the Campus Access and Remote Access Student Handbooks.

11 Personal Development and Spiritual Formation

AI Nations is commtted to the personal and spiritual development of its postgraduate students, but recognises that students entering the Postgraduate programme are generally spiritually mature and have existing support mechanisms in place, which in the case of Remote access students may be more accessible and local than the college can provide. Our role is therefore to enhance rather than replace these mechanisms.

Personal and Module Tutors are able to provide guidance to students regarding their personal development and spiritual formation (see above). Students are strongly encouraged to consider having a mentor, church leader or trusted friend with whom to discuss their studies and personal and spiritual growth.

As part of the programme, students are encouraged to think about opportunities to present their work or to publish in other contexts as part of their career development. We encourage all students to engage in writing, speaking and presenting in the context of the spheres of mission agencies and mission studies. In addition, the experience of being engaged in the Postgraduate Programme and part of a global learning community provides many opportunities in terms of personal growth and development.

The College provides formal records of achievement (transcripts) that students can use to assist in preparation for future ministry.

12 College Facilities and Services and Student Equipment

12.1 The College Library

All Nation's Library is one of the UK's largest collections of biblical, theological and missiological information with a particular emphasis on cross-cultural and mission studies.

- Students who need to access the Library remotely should see chapter 12 of the Remote Access Student Handbook

- Students who will be accessing the Library on site should see chapter 17 of the Campus Student Handbook

12.2 The College Virtual Learning Environment (VLE)

Student orientation includes full instructions on how to use the College intranet which contains all the relevant information relating to modules as well as general College information.

12.3 College and ICT

- Students are required to present all of their assessed work in typed form. Ability to type at a reasonable speed and permanent access to a computer is thus a prerequisite for the programme; as is a basic familiarity with the Internet and access to the appropriate equipment.

- The College uses Zoom video-conferencing for delivering integrated classes at all levels that bring campus-based and remote-access students together. Full instructions on how to use Zoom will be provided as required.

- Students accessing their studies on campus should see chapters18-20 of the Campus Access Student Handbook and those accessing their studies remotely should see chapter 13-15 of the Remote Access Student Handbook for important information on:
    - Equipment and Software which students need to provide for themselves
    - ICT support available
    - Network Connectivity
    - Printing and Photocopying
    - Communication methods used by the College
    - Internet and communication security
    - Regulations regarding the use of ICT
    - Internet and Data Security
    - Keeping in touch with those in sensitive countries

13 Assessment and Progression Regulations

13.1 Introduction

The assessment strategy at All Nations aims to promote good practice, consistency and rigour in assessment design and practice in terms of the:
- overall clarity and student understanding of assessment criteria and assignments;
- promotion of learning (including the quality of feedback to students);
- evaluation of attainment of the intended learning outcomes;
- appropriateness to the student profile, level and mode of study;
- consistency and rigour of marking;
- internal moderation and scrutiny by external examiners.

All Nations' assessment strategy is informed by the QAA subject benchmark assessment statement for Theology and Religious Studies (2014) and the FHEQ Level descriptors (2008, pp.14-23). It is carefully and purposefully linked to the stated learning outcomes foeach level of the programme. The Programme Specification (Section 5) provides the learning outcomes for the Postgraduate Programme and how they relate to the assessment strategy. Each intended learning outcome is linked to a assessment and teaching strategy. These are applied within the modules and progress in achieving the outcomes monitored through appropriate assessment methods.

13.2 Purposes of Assessment

The purpose of assessment is to:
- evaluate the extent to which students have achieved the desired learning outcomes of their programme, or part of their programme, in order to record that achievement for the award of credit and to recognise student achievement – summative assessment;
- provide opportunities for students to receive feedback on their learning in order that they can improve – formative assessment;
- provide an indicator of a learner's aptitude for a programme of study and to identify possible problems – diagnostic assessment

13.3 Assessment Methods and Types

Assessment must reflect programme content and be valid, reliable and fair to be effective. The method of assessment must be appropriate to the curriculum and the achievement of the learning outcomes and designed to provide a range of learning opportunities to students and to meet their diverse needs. Assessment tasks are clearly stated in the module specifications.

The primary vehicle of assessment for postgraduate students will be through the presentation of written assignments such as essays, reports, book critiques and strategy documents. These may be supplemented by other assessed tasks such as oral presentations, participation in group activities and for the award of MA in *Church, Mission and World Christianity,* MA in *Diaspora and Intercultural Church*, and MA in *Arts and Intercultural Worship* the application and evaluation of a practice-based project. The types of assessement per module are clearly outlined in the module specifications. These will be formative or summative, and may be graded or non-graded.

Formative assessments are designed to provide guided learning experiences that enable the students to engage with the teaching. The emphasis is on assessing for learning. By providing feedback on their performance, progress and quality of learning, formative

assessments help students achieve the intended learning outcomes for specified modules. Formative assessements are compulsory for all students, even if there is no grading.

Summative assessments are designed to determine students' progression and achievement in relation to their programme of study. They are compulsory and graded. They help the tutors and students to assess the category of award, the quality of learning and the overall achievement of students.

13.4 Submission and Presentation of Assessed Work

13.4.1 Submission and Presentation of Written Work

- All written work must be written in English.
- All written work should be submitted in line with the style and citation guide which can be found on the studetn section of the VLE.
- All written work must be submitted within the published time schedule determined by the Programme Board unless an extension has been formally granted for extenuating circumstances.
- Unless otherwise stated, written assignments must be submitted by 1700 UK time on the submission date. Work received after this time may be subject to late submission penalties (see section 13.13) . Be aware that British time changes by an hour over the summer - please check the internet for the current British time.
- Students should note that work submitted for assessment cannot be amended after submission or be re-submitted without the permission of the Postgraduate Programme Leader and/or Postgraduate Exam Board.
- Only one version of an assignment must be submitted. If more than one copy is submittted, the first copy received will be the one marked.
- Electronically-submitted work should be presented in both PDF and word-processed formats.
- Electronically-submitted work should be labelled in file names in the following format:

      Student number _Module name_Assignment element_date of submission
      e.g. 11111_M4_Policy Paper_4.5.18

- Student names must not appear on any assignment. The student number must be shown on every page of the assignment
- All students should submit their work electronically via e-mail to the MA Administrator. ma@allnations.ac.uk. in word-processed and PDF formats unless advised to the contrary.
- Special arrangements apply for submission of the dissertation and/or Project Portfolio for Module M21 Research in Mission. These arrangements are set out in the Module Handbook

13.4.2 Submission and Presentation of Oral/Audio-Visual Presentations

Students may be required to prepare and deliver oral presentations as part of their studies. Such presentations must be delivered in English to an audience. These may or may not be assessed.

Video conferencing software may be used to deliver the presentations, particularly in the case of Remote Access students, or students may be required to provide a audio-visual presentation using presentation software with a recorded commentary.

The purpose of the presentations is to:

- assess the ability of the student to select, analyse and present data/views/theories in an attractive and appropriate style;
- assess the communication skills of the student and their ability to present complex arguments clearly and informatively.;
- handle questions and feedback from tutorial staff and peers in a confident and appropriate manner;
- demonstrate critical engagement and evaluation within the constraints of a short presentation.

It should be noted if a student does not present at the scheduled time without having approved extenuating circumstances, this will be regarded as a failure to meet the assessment requirements.

13.4.3 Submission and Presentation of Online Discussions

Students may be required to engage in online discussions as part of their learning and assessment. These may be conducted a-synchronously (not in real time) or synchronously (real time) via online forums within the VLE.

Students may be required submit a text-based 'post' or discussion paper on a specific topic for peer and tutor discussion and to:
- read and comment on other students posts/papers;
- Make at least 2 further contributions per discussion to the online forums, e.g. answering questions and responding to issues raised by other students or tutors.

13.5 Grading and Feedback

Feedback to students will seek to support learning and facilitate improvement. Several mechanisms are in place to ensure student performance is measured fairly and accurately. These including the following measures:
- assessments are marked according to specific grading criteria;
- assessment marking and grading schemes are regularly reviewed to ensure that they are consistent and rigorous;
- all postgraduate work is internally and externally moderated;
- written work is submitted anonymously to ensure that markers are not unduly influenced by their personal knowledge of the students.

Tutors aim to mark and return work as quickly as possible, normally within five working weeks of the submission deadline. If work is submitted late to the tutor there is no guarantee that it will be returned to the student within that time-frame. If staff are under exceptional pressure they will ensure that the students are informed when they should expect the work to be returned to them.

Several mechanisms have been designed for the provision of feedback to students regarding their performance, as well as to support learning and facilitate improvement. These cover both formative and summative assessment.

Feedback on written assessments is provided to students on the Assignment Feedback Form (see Appendices); this is normally summative and awards a grade. The feedback shows the student how the assignment has been rated against each of the criteria, and the comments provide students with further information highlighting particular points for consideration.

Feedback on oral presentations and/or audio-visual presentations is provided on the General Presentation Form (see Appendices): these assessments may be summative or formative

depending on the module. Feedback may also be given orally at the time of the presentation. Peer feedback may be included but assessment is given by the Module Tutor.

Feedback on online presentations is provided on the General Presentation Form (see Appendices); these assessments may be summative or formative depending on the module. Feedback will also be given online at the time of the presentation.

13.5.1 Grading of Postgraduate Written Assignments

Written assignments are marked as a percentage. Essay based assignments are assessed according to the following criteria:

- Knowledge (of context and relevant theory);
- Synthesis and critical analysis;
- Structure and coherence of argument;
- Research/bibliography and evidence/use of sources;
- Presentation and technical aspects.

The weighting given to each of these criteria may vary depending on the learning otucomes being assessed by the assignment.

Other types of written assignments (e.g. Project proposals) may have slightly different criteria. These are defined on the mark sheet for the assignment.

Please note that the final grade for a piece of work is based on a balance of factors. With reference to an individual piece of work, a low score in one of the elements above may be compensated by strong performance in another. More detailed information can be found in the Postgraduate Grading Criteria (see Appendices).

Masters' dissertations and/or Project Portfolio (certain awards only) are assessed according to similar criteria, which are detailed in the M21 Research in Mission Module Handbook, which is posted in the 'Student' area of the College VLE.

13.5.2 Grading of Postgraduate Oral/Audio-visual Presentations

Where part of a summative assessment, students' oral and/or audio-visual presentations will be graded as a percentage according to the following criteria:

- Knowledge/Understanding
- Critical Engagement and Synthesis
- Structure and Coherence of Argument
- Research/Bibliography/Evidence/Use of Sources
- Communication and Presentation
- Interaction (if applicable)

13.6 Calculation of the Module Grade

The assessment for each module may be made up of several components. Each assessed component must be passed in order to complete the module. Each component will initially be marked (usually by the Module Leader) on a scale of 0 to 100%. The pass mark for each component is 50%. For instance, a module may have a presentation worth 15% of the final grade and an essay worth 85% of the final grade. The presentation and the essay must

each achieve a mark of at least 50%. The module cannot be passed by achieving a high score in one component and a score of below 50% in the other.

Module marks are rounded up or down before being returned to the student. However the un-rounded up result is recorded on the student's record since no actual rounding takes place until all the components have been completed. Rounding is then undertaken at the final point in the calculation, not for the weighting of each component.

Once the percentage scores for each of the components have been obtained (and internal moderation has taken place), the final grade for the module is calculated according to the weighting of each component. Where the result of the calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5%, this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on).

No grade is final until it has been ratified by the Examination Board. At a module level, the grades are divided into six bands:

> A* Distinction (80%+)
> A Distinction (70–79%)
> B Merit (60–69%)
> C Pass (50–59%)
> D Fail (40–49%)
> E Fail (0–39%)

Students who achieve a module grade of 50% or more (pass mark) will be awarded the credits associated with the module.

13.7 Minimum Requirements for a Pass

The minimum aggregate pass mark for all postgraduate programmes of the Open University validated awards is 50%. This applies to assessments, modules, stages and qualifications. To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The final grade for an individual assessment component will be determined after completion of the moderation process.

13.8 Moderation

All Nations is committed to continuing the good educational practice of moderation in order to ensure that the assessment criteria have been applied correctly and consistently and that there is a parity of assessment across the cohort.

All Level 7 assignments are moderated internally. By this, we mean that a member of the College academic staff, other than the person originally designated to mark the work, carries out a competent, impartial and careful scrutiny of scripts, using the same assessment criteria as the first marker.

Resolution of differentials in internal marking is done through discussion between internal markers. Where no resolution can be agreed internally, referral is made to the Programme Leader.

Following internal moderation, all assignments are externally moderated by the External Examiners, who assess the correct application of marking criteria and procedures, but do not mark student work.

For full details of the regulations concerning moderation see the Moderation Policy.

13.9 Word Limits and Penalties

The set word limits for all written work are to be taken seriously. Quality, not quantity, is what is assessed by the examiners. It is also a part of academic and 'real-life' discipline to be able to keep to limits. Footnotes and bibliography are not counted in the word limit. However, footnotes should mainly be used to cite references to works consulted. Discrete and sparing use of appropriate comments is possible, but any substantive comments and arguments should be put in the main text, not in the footnotes.

If the work exceeds the published word limit, there is a penalty of 2% for every additional 100 words (or up to 100 words). For example, if the limit is 2,500, an essay with between 2,501 and 2,600 words would have the mark reduced by 2%; an essay with 2,601-2,700 words would lose 4%, etc.

13.10 Calendar of Deadlines

A calendar of deadlines for Postgraduate students is on the PG Home page of the VLE. The precise deadline for all written assignments is 1700 Hrs (5.00 PM) UK time on the deadline day, unless otherwise communicated by the module tutor.

13.11 Extensions to Assessment Deadlines

The College recognises that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment in time, or the results they obtain for an assessment. Full details can be found in the College's Extenuating Circumstances Policy.

In order to be considered as extenuating circumstances, such difficulties must meet all of the following criteria:
- They must be out of a student's control – they could not have been prevented.
- They must have had an impact; i.e. a demonstrably negative impact on a student's ability to study or to undertake an assessment.
- The timing of the circumstances must be relevant to the impact the student claims it had on them.

The type of circumstance must also be covered by one of the following categories:
- Ill-health or accident;
- Compassionate grounds (e.g. bereavement or serious family issues including those which necessitate unexpected travel; or, for MA online students, unavoidable unexpected travel for work or natural disaster etc.)
- Visa renewal or expiry issues which necessitate unexpected travel.

Extenuating Circumstances will not be considered:
- if a student fails to plan;
- if a student fails to organise work;
- for poor time management;

- if requesting an extension after the published deadline has elapsed.

A student who fulfils the above criteria and realises they will be unable to meet the deadline, may request an extension from the Postgraduate Programme Leader. They should complete a Postgraduate Extension Request Form (see Appendices) and complete it with relevant details, initialled by their personal tutor, and return it to the Postgraduate Programme Leader. The Postgraduate Programme Leader will then respond to the request, and a decision will be given as soon as practicable, following approval by the Postgraduate subsidiary or full Examination Board. Work submitted late without such authorisation will incur a penalty.

Any request for extensions to the published assessment deadline must be submitted well before the deadline has elapsed. Students should not presume upon last-minute extensions beyond 17.00 UK Time. In the case for unforeseen emergencies that are beyond the student's control, the Postgraduate Programme Leader and Postgraduate Training Adminstrator should be contacted by phone or email as a matter of urgency.

Students should note that penalties for late submission will be counted from the end of any extension given.

A further extension will only be granted under unquestionable extenuating circumstances and supported by evidence.

Full details can be found in the College's Extenuating Circumstances Policy and Procedure document. All policies can be found in the Policies and Regulations page of the College website www.allnations.ac.uk, in the 'Student' section of the College's Virtual Learning Environent (VLE).

13.12 Appeals

The Academic Appeals Policy contains details of the eligibility criteria and procedure for making an academic appeal.

13.13 Late Submission Penalties

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

- Submission up to and including 6 working days: a 10% reduction for each working day late, down to the 50% pass mark and no further.
- Submission that is late by 7 or more working days: submission refused, mark of 0%. To pass the module the student must resit with a new assignment, and the module mark will be capped at the minimum pass mark for the module.

Deadlines are set at 5pm UK time. Submission after the 5pm deadline will be considered to have been received the next working day. Monday to Friday are working days. Saturday and Sunday are not. Therefore, submissions received after 5pm on a Friday will be considered to be one day late until 5pm on Monday, after which they will be considered to be two days late and so on.

Students should note that penalties for late submission will be counted from the end of any extension given.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

Failure to submit the final Masters dissertation or practice-based project portfolio by the required deadline will normally result in a student's work not being presented at the Postgraduate Examination Board of that year and any award being deferred to the following year. Continuation and Open University registration fees will apply in such cases.

13.14 Failure of a Module

13.14.1 Resit Initial Options

Where a student fails a module, the following may apply in the first instance:

- Resit (see below) – a second attempt of an assessment component within a module, or the only assessment of a module, following failure at first attempt.

- Compensation (see below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

- Retake – a second attempt of all assessment components within a module following failure at the first or resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt. This will be confirmed at the Examination Board.

13.14.2 Resit Provision of Assessed Work

The board of examiners may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. However, where a validated programme is discontinued, provision has to be made to ensure fair assessment opportunities for all students who have been enrolled.

Resit provision is subject to all the following conditions:

- A student may resit the failed assessment components of a module, or the only assessment of a module, only once. Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process and programme specification.

- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.

- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the Chief External Examiner of the Board.

- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum pass mark for the module.

- A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 50% at PG level.

- The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

13.14.3 *Resit provision of Dissertations and Project Portfolios*

Resit provision is not normally permitted except in the following circumstances:

- substantiated extenuating circumstances accepted at the discretion of the Board of Examiners;

- where the original mark awarded is within 2% of the minimum pass mark for the dissertation.

Re-submission is subject to the following conditions:

- a dissertation resit must normally take place within two months of notification of permission to re-submit; in cases of extenuating circumstances, this may be extended to a maximum of twelve months;

- where the resit is due to a marginal fail, no more than the minimum pass mark shall be awarded;

- where the resit is due to extenuating circumstances, the full range of marks should be available to examiners.

13.15 Academic Compensation

Compensation will be applied when the following conditions are met:

- No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of a postgraduate programme.

- Compensation is not permitted for modules within awards of less than 120 credits in total (e.g. the Postgraduate Certificate).

- Examination boards should assure themselves that learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.

- A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.

- Taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.

- No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.

- A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

13.16 Options for the retake of study

If, having exhausted all permitted compensation, resit, and retake opportunities, and a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following retake options:

13.16.1 *Partial retake as fully registered student*

- The student is not permitted to progress to the next stage of the programme but must retake the failed modules and/or components in full during the following academic year;

- The student has full access to all facilities and support for the modules and/or components being retaken;

- The marks that can be achieved for the modules and/or components being retaken will be capped at the module and/or component pass marks;

- The student retains the marks for the modules and/or components already passed;

- No further resit opportunities are permitted.

13.16.2   *Partial retake for assessment only*

As in paragraph 13.16.1 except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being retaken. Participation will only be allowed for relevant revision sessions and assessments.

13.16.3   *Full retake*

- This is only permitted where the student has extenuating circumstances

- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year

- The student has full access to all facilities and support

- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

13.17 Exit Award

Where compensation, resit, and retake opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 7.16, above.

14 Research Ethics

Research is an integral part of All Nations' postgraduate programme. The College has a responsibility to ensure that all research is carried out effectively and ethically, and that researchers receive the support that they need during the research process.

14.1 Research Support

Students are provided with training in research skills (modules M1, M30 and M31/32) as part of their programme of study. Additional support is available from members of the Learning Services Team, those with subject expertise and designated supervisors of specific research projects. Support for research to be undertaken as part of a module assignment is given by module tutors. For M30 proposals and M31/32 support is provided by the module tutor and designated supervisors.

14.2 Research Ethics

The College has an ethical review and approval process, which enables provision to be put in place to mitigate risks generated by undertaking the research. Any research involving the following (or involving any other perceived ethical risk not listed here) requires ethical consideration and ethical approval must be sought:

   a) Sensitive research encompasses a wide variety of research topics, but there are three broad research areas which would usually cause the research to be classified as 'sensitive':
      o research into illegal activities, including the collection of source data, e.g. crime statistics;
      o research which requires access to web sites normally prohibited on university servers; including, but not limited to; pornography, or the sites of any of the organisations proscribed by the UK Government;
      o research into extremism and radicalisation.
   b) Human Participation in the research; students must ensure they follow the procedures for correct data handling when conducting research which involves human participants.
   c) Conflict of Interest, real or potential, which may compromise or have the appearance of compromising a researcher's judgement in conducting and reporting research.

NB It is very important that all research data, but especially all sensitive data is handled correctly.

All students undertaking research therefore must familiarise themselves with the Research Ethics Policy

Failure to follow these procedures can result in academic misconduct and subsequent sanctions which will be dealt with under the College's Academic Misconduct Policy, which is found in the same locations.

14.3 Ethical Clearance Procedures

No research which involves sensitive research, human participation, conflict of interest or any other ethical risk should begin until approval is received. The Procedures for obtaining ethical clearance are outlined in the Research Ethics Policy.

14.4 Ethical Research Practice

Researchers' full responsibilities are outlined in the [Research Ethics Policy](#) but they include ensuring the following:

- *Integrity:* that the research has been carried out in a rigorous and professional manner.
- *Avoiding Plagiarism:* that proper acknowledgement has been given regarding the origin of data and ideas.
- *Conflicts of Interest:* that any financial or professional conflicts of interest have been properly declared.
- *Data Handling:* that steps have been taken to safeguard anonymity of participants, confidentiality, security of personal data and to ensure that participant's data is kept no longer than necessary.
- *Ethical Issues:* that these have been given proper consideration, appropriate approval sought and an effective management plan put in place to address them.

14.5 Unethical Research Practice

Misconduct in research is outlined in full in the [Research Ethics Policy](#) but they include the requirement that researchers must not bring the college or research in general into disrepute by, for example:
- Falsifying research evidence or findings;
- Distorting findings by selectively publishing some aspects and not others;
- Criticising other researchers in a defamatory or unprofessional manner;
- Exploiting the conditions of work and roles of contact research staff;
- Undertaking work for which they are perceived to have a conflict of interest or where self-interest or commercial gain might be perceived to compromise the objectivity of the research;
- Undertaking work for which they are not competent;
- Using work carried out with co-researchers as the basis of individual outputs without the agreement of the co-researchers concerned;
- Using research for fraudulent or illegal purposes.

Please note that one of the most common ways of committing academic misconduct is also by allowing others to proofread your work by editing errors instead of highlighting them.

14.6 Guidelines for Informed Consent

All researchers conducting studies involving human participants are required to ensure that those participants are aware of the implications of participating in the project. All potential participants should be provided with a Research Participants Information Sheet (RPIS) and be required to complete a Research Participants Informed Consent Form (RPIC). These documents are all available in the Appendices of this Handbook.

14.7 Procedures for Applying for Research Ethical Review/Approval

These can be found in the [Research Ethics Policy](#) The Research Ethics Approval form can be found in the Student Information page on the VLE.

14.8 Procedure for Handling Data

These can be found in the [Research Ethics Policy](#).

15 Dissertation and Projects

15.1 M30 and M31/32

An important element of the MA/MTh programme is the completion of a research project and dissertation or a practice-based project and project portfolio (certain awards only) on a topic of the student's choice.

In order to prepare for this, students are required to complete Module M30 Research in Mission: Strategies with its focus on research and study skills sessions (which includes submission of a research proposal) prior to commencing their research, and to participate in the continuing research methods seminars during which they will present their dissertation proposals. Additional instruction is provided within the compulsory research in mission modules M31 & M32.

Further details are contained in the M30/31/32 Module Handbook which is posted in the 'Student' area of the College VLE.

15.2 Dissertation (M31)

The dissertation option is available to students of any award. Assessement is both formative and summative.

15.2.1 Formative assessment

Presentation of research/practice-based project – oral and visual 10 minute presentation on the research process– All students

15.2.2 Summative assessment (100%)

Dissertation (15,000 words) on an appropriate research topic, relevant to the chosen award,agreed by the Postgraduate Committee based on a previously submitted proposal for M30 Research in Mission: Strategies

15.3 Practice based project (M32)

The Practice based project option is available only to students on the following programmes:

- MA in *Church, Mission and World Christianity*,
- MA in *Diaspora and Intercultural Church*
- MA in *Arts and Intercultural Worship*

Assessement is both formative assessment and summative.

15.3.1 Formative assessment

Presentation of research – oral and visual 10 minute presentation on the research process – All students

15.3.2 Summative assessment (100%)

There are two elements of this:
a) Practical implementation of the project. The practical implementation will be assessed with a live presentation of the project (using video footage:1 hour presentation)
b) A Practice-Based Project/Portfolio. A 7,500 word Report. This will contain a practical implementation guide, evaluation and application. This is based on the documentation

(project design proposal and background research paper) previously submitted in M30 (Research Strategies)

16 Academic Good Practice

16.1 Proof-Reading and Editing Policy Statement

All Nations expects students to review, edit, proofread and check their own work prior to submission, and considers this generally sufficient to identify errors. Students may use online grammar and spell checks, dictionaries and thesauruses to assist with this process. The Learning Services Team is available to help all students, particularly ESL students and those with learning difficulties, to develop these independent learning skills.

However, the College recognizes that a third-party proofreader may on occasion be helpful particularly in the case of long papers. It therefore permits the use of proofreaders at the **final draft** stage of writing. As a reasonable adjustment, students with a recognized learning difficulty may be permitted to use a third-party proofreader earlier in the assignment writing process.

To ensure good academic practice and avoid any unethical influence by a third party, all students must send a separate word document with the assignment stating the help they have received, including proof-reading by others, and must be able to declare in all honesty that the assignment submitted is their own work.

All Nations adopts the Open University *Proofreading and Editing Rules*[1] below:

The University differentiates between proofreading and editing. Proofreading is the process of checking for errors in spelling, punctuation, grammar, sentence construction, formatting and layout. Editing is the process of correcting those errors.

Presentation is a crucial part of academic writing and you should allow plenty of time to proofread and edit your work before you submit it. Since both actions are integral to academic writing, we strongly advise the cautious use of any third party for proofreading. The term third party includes fellow students, family, friends and professional proofreading services.

Please note the use of editing and essay checking websites is never acceptable.

There are very clear rules on what counts as proofreading. If your work is proofread by someone else it must not be altered or amended in a way that changes the academic content.

Proofreaders can identify but not correct:
- Spelling
- Typographical errors
- Poor grammar
- Sentence structure
- Formatting issues
- Errors in labelling of diagrams, charts or figures

Proofreaders can't:
- Re-write or rearrange sentences or passages
- Change words or figures
- Check, rewrite or relabel calculations, formulae, equations or codes in any way
- Add any content

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[1] OU Accessed 5/3/19 https://help.open.ac.uk/students/_data/documents/helpcentre/proofreading-and-editing-rules.pdf

16.2 Guidance on Reviewing and Proofreading of Student Texts

See Appendix 3.

16.3 Style and Citation Guide

The 'All Nations Style and Citation Guide' document can be found on the Library page of the VLE.

This document sets out the presentation and formatting protocols to be adopted when submitting formal written assignments for assessment, particularly essays and research papers. It also sets out the rules for correct citation of references to any information sources used. These protocols are designed to ensure good academic practice and consistency and assist both students and staff. They apply to all formally written essays and research papers. Arts-based and other creative assignments may have different stylistic requirements that will be explained by module tutors. Specific exceptions are highlighted in the Style and Citation Guide.

17 Misconduct and Grievances

17.1 Academic Misconduct

All Nations Christian College takes very seriously all cases of academic misconduct. Students who gain improper advantage threaten the values and beliefs that underpin academic work and devalue the integrity of the College's awards. Academic misconduct, whether discovered at any stage of a student's programme of study, or following graduation, will be investigated and dealt with appropriately by the College. In proven cases, the penalties may extend to the deprivation of a qualification or termination from the programme.

The most common form of academic misconduct is plagiarism. This is committed when a student hands in an assignment which contains work that is not his or her own, without indicating this to the marker (i.e. not acknowledging sources). If a student does this he or she is committing plagiarism; this is an offence and carries penalties. Other academic misconduct includes cheating in exams, arranging someone else to do your own work (this includes asking someone to edit your work rather than merely highlight errors) or when two or more students produce a piece of work together with the intention that at least one passes it off as their own work. All Nations run several study skills sessions, at which the proper acknowledgement of sources is discussed. See also the guidance on proofreading in the Appendix section.

For full details see the Academic Misconduct Policy

17.2 General Misconduct

As a Christian College, All Nations is generally a community whose members, both staff and students, live in harmony with one another, are happy to work within the College regulations and behave in a way that is generally considered to be acceptable. Any serious infringements of those regulations or the College Code of Conduct are very rare and are dealt with using the College Code of Conduct, Conflict Resolution and Student Disciplinary Policy and Procedure document. This policy can be found in the College Regulations page of the College website www.allnations.ac.uk, in the 'Student' section of the College's Virtual Learning Environent.

17.3 Academic Appeals

The College also has an Academic Appeals Policy which is used when a student wishes to request a review of a decision taken by an academic body (i.e. tutor, moderator or Examination Board) charged with making decisions about student admissions, progression, assessment and awards. However a student may not appeal against a mark simply because they do not agree with it. For the grounds and procedure, including the time limits for appealing against both module marks and an award, see the policy.

17.4 Grievances

The College would like all of its staff and students to have a positive experience in their dealings with the College. However, we understand that we do not always get everything right. Should a student be unsatisfied with the way they have been treated, they may wish to make a complaint.

Whatever the nature of the complaint, we would urge everyone first to always stop and pray about the situation and their response. The next step, where appropriate, is to speak informally with the person(s) most concerned. In this way misunderstandings can be clarified and errors hopefully resolved to everyone's mutual satisfaction, with no further action being necessary. A personal tutor or programme administrator can assist students to work out how to address such matters.

General grievances can be aired with the Head Students who meet weekly with the Principal/CEO and Head of Operations specifically for information exchange and to air student issues. Each level of study also has a student representative who meets termly with various College Academic and Quality Assurance Boards to represent student's views about the programmes and/or programme delivery.

The College has a Complaints policy for concerns regarding dissatisfaction with either the service we have provided or the lack of a service. It must relate to services that you were led to believe would be provided.

17.5 Appealing to an External Authority

If, having exhausted the College internal complaints and appeal procedure (Complaints policy) students who remain dissatisfied have the option of appealing to an external agency they have the right to do this. All policies explain how this can be done firstly, to the Open University if they are registered with them or secondly to the Office of the Independent Adjudicator for Higher Education.

17.5.1 Appeal to the Open University:

The Open University accredits our institution and validates our undergraduate and postgraduate programmes. Please see the Open University's current Handbook for Validated Awards: Appendix 3: Appeals and Complaints to find out the timescales, admissible grounds and procedures for appealing to them after you have concluded our internal complaints and review procedures. Or contact them:

- By writing to The Director, Open University Validation Partnerships, The Open University, Walton Hall, Milton Keynes, MK7 6AA U.K.
- By email to: OUVP_Director@open.ac.uk
- By phone: 01908 332840

17.5.2 Appeal to The Office of the Independent Adjudicator (OIAHE)

The Office of the Independent Adjudicator for Higher Education (OIAHE) runs an independent scheme to review student complaints. The College is a member of this scheme. If students are unhappy with the outcome they may be able to ask the OIAHE to review their complaint, appeal or disciplinary case. Students can find more information about making a complaint to the OIAHE, what it can and can't look at and what it can do to put things right here: https://www.oiahe.org.uk/students.

Students normally need to have completed our College internal procedures and the Open University procedures before students can complain to the OIA. We will send students a letter called a "Completion of Procedures Letter" when students have reached the end of our processes and there are no further steps they can take internally. If their complaint or appeal is not upheld, the College will issue them with a Completion of Procedures Letter automatically. If their complaint or appeal is upheld or partly upheld they can ask for a Completion of Procedures Letter if they want one. More information about Completion of Procedures Letters and when students should expect to receive one can be found here: https://www.oiahe.org.uk/providers/completion-of-procedures-letters.

18 Determination of Awards

The regulations in place at the time of a student's registration with the Open University continue to be applicable to that student throughout the period of study.

18.1.1 Postgraduate Certificate

To gain the Postgraduate Certificate in Missiology registered candidates must have succesfully completed three modules amounting to EITHER 60 credits of core modules OR 40 credits of core modules plus one specialist (20 CAT) module. Progression from the PG Cert to the PG Dip is dependent on successful completion of the 60 CAT PG Cert modules.

PGCert can only be awarded as a Pass.

18.1.2 Postgraduate Diploma

To gain the Postgraduate Diploma registered candidates must have completed 120 CAT points consisting of three core (60 CAT) plus 40 CAT of specialist modules within the relevant award stream plus EITHER the M29 Independent Study Module (20 CAT) on a topic relevant to the award OR the M30 Research in Mission: Strategies (20 CAT) module. Progression from the PG Dip to the Masters is dependent on successful completion (120 CAT) of all core and specialist modules and the M29 Independent Study Module OR the M30 Research in Mission: Strategies module.

Candidates who were registered for the MA who finish the Core, Specialist and M30 (research proposal) modules but whose final research paper (M31/32) fails to satisfy the examiners may, at the discretion of the Examination Board, be awarded the Postgraduate Diploma provided they have passed the other elements of assessment.

Candidates will be awarded the Postgraduate Diploma in Missiology, unless they fulfil the requirements for one of the other specific awards. If this is the case they may be awarded a Postgraduate Diploma with the relevant award.

If the student originally registered to study and achieve a PGDip i.e. the PGDip is not an exit award, they are eligible for a merit or distinction. If however a student originally registered to complete the full MA/MTh, but then opts to exit with a PGDip, they can only be awarded a Pass and are not eligible for a merit or distinction.

18.1.3 Master of Arts/Master of Theology

To gain the MA / MTh degree registered candidates must have gained 180 credits, consisting of 60 CAT of core modules, 40 CAT of specialist elective modules in a specific award, a compulsory research proposal (M30) (20 credits), and 60 CAT of Research in Mission module (M31 or M32). The specialist awards each have specific taught modules (40 CAT) that need to be taken as the specialist modules within the PG Dip and MA/MTh awards. The Research Strategies (proposal) module (M30) and the Research in Mission (M31 & M32) assignment must be on a topic relating to the specific award.

Candidates will be awarded the Master of Arts in Missiology, unless they fulfil the requirements for one of the specific awards. If this is the case they may be awarded a MA/MTh with the relevant award.

18.2 Classification of Awards

- For the award of Distinction, the overall aggregate mark will be 70% or above.
- For the award of Merit, the overall aggregate mark will be 60% - 69%.
- The award of PG Cert cannot be awarded with Merit.

18.3 Rounding Marks

Where the final result of the award classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

18.4 Marks for Prior Learning

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

18.5 Failure of a Module and Resit Provision – All students:

See section 13.14, above.

18.6 Provision for Exit Awards

A student who has withdrawn from a programme or has exhausted all assessment attempts will automatically be considered for an exit award where sufficient credit has been accrued.

An exit award is a lower award than one for which the student is registered. Such an award may be conferred if a student completes part of, but not all, of the requirements of the programme for which he or she is registered.

The decision to confer an exit award on a student is made by the Examination Board whose decision is final.

Those who have been conferred with an exit award will have their registration terminated when the results of the Exam Board are ratified by the Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Full details can be found in the Termination of a Student's Registration Policy

Where a student leaves the College with an exit award, they may reapply at a later date to work towards a higher award on the same programme, if they are eligible and it is still offered by the College. See the Recognition of Prior Learning policy to see when and how previous credits earned may be counted towards future learning.

18.7 Posthumous and Aegrotat awards – All students

Should a student be prevented by illness, or other circumstances, from completing the final assessed component of the programme, the board of examiners, having considered the relevant evidence (including medical certification) may make a recommendation that an Aegrotat award be made. Such exceptions are limited to students who are permanently unable to continue their studies and are registered for the final module that would complete a qualification, and have been assessed on at least part of the module. The board must be satisfied that the student's prior performance shows beyond reasonable doubt that they would have passed but for the illness, or other circumstances.

Posthumous awards are permitted for all programmes. The classification for such awards is based on past performance and aligned to the closest award (which may include a classification), recommended to The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) for approval.

18.8 Returning to Study after Receiving an Award – All students

Where a student leaves the College with an award they may reapply at a later date to work towards a higher award on the same programme, if they are eligible and it is still offered by the College.

18.9 Academic Appeals

See the College [Academic Appeals Policy](#) for full details.

19 Student Participation and Evaluation

19.1 Student Feedback

19.1.1 Module Evaluations

At the end of each term, individual modules are evaluated by students. A synopsis is presented to the Postgraduate Committee for discussion. The evaluations are considered by the Postgraduate Committee and any changes felt necessary as a result, are presented to the Quality Assurance Committee that monitors the quality of the Programme.

19.1.2 Programme Evaluations

Towards the end of the academic year, all the students are requested to complete a Programme Evaluation Form relating to the entire year. The results are collated and the salient points are discussed and action agreed at the first Committee meetings of the year.

19.2 Student Representation at College Committees

The College has various Committees and Boards, which student representatives from each level of study attend. Each term student feedback together with the tutors recommendations are discussed at the Undergraduate Committee and ratified at the Quality Assurance Committee and finally at the Academic Board meetings.

19.3 Programme Management and Quality Assurance Boards

The College has several boards and committees to handle its academic affairs. These include:

The Academic Board is the supreme academic authority of the College and has overall responsibility for the oversight and development of the curriculum of all training programmes. It determines the policy and procedures relating to the academic standards of each award, and quality of the student learning experience. It includes the Principal/CEO, the Vice-Principal (Academic), all Programme Leaders, one member of the Academic Staff, two external members, a Secretary from the Administration team, plus one student representatives chosen by the Student Body. The Academic Board usually meets once a term. It is chaired by the Vice-Principal (Academic).

The Quality Assurance committee is responsible to the Academic Board for the management of quality assurance in the College. It is responsible for implementing the procedures agreed by the Academic Board concerning the assurance and the standards of each award. The Committee ensures that all quality management processes operating at the College maximise their potential of further enhancing academic programmes and the student experience. It includes the Principal/CEO, the Vice-Principal (Academic), all Programme Leaders, two members of the Academic Staff, the Head of Learning Services, two external members, a Secretary from the Administration team, plus four student representatives chosen by the Student Body. It is chaired by an external member of the Committee.

The Postgraduate Committee is responsible for the design and delivery of all the postgraduate programmes and for ensuring the standard of each of those programmes (including the PG Cert, PG Dip, and MA/MTh postgraduate programmes) and the quality of the student learning experience. It. consists of the Postgraduate Programme Leader, tutors who teach on the postgraduate programme, an administrator plus a student representative. This is the primary body to which any questions or concerns should be

addressed, through either the student representatives or the Postgraduate Programme Leader. It is chaired by the Programme Leader.

The Examination Board's role is to determine the progression of students in accordance with the Open University academic regulations and to recommend progression or the conferment of validated awards of The Open University on behalf of the Open University and the College's Academic Board.

All progression and award recommendations are made to The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) for them to ratify. The Panel is responsible for approving recommendations for module results and the award and Classification of qualifications (including partner institutions).

The Examination Board consists of the Principal/CEO, the Vice-Principal (Academic), the relevant Programme Leader, an administrator for the programme and all tutors who teach on the programme, (but not the student representatives), plus three external examiners, who have been appointed by the Open University and have fulfilled the role of external examiner during the previous year, and a representative from the Open University. The Undergraduate Examination Board is chaired by a senior member of the academic staff who does not teach on the programme.

19.4 External Examiners

External Examiners have responsibility for seeing that all aspects of assessment have been properly and fairly carried out, and then for finalising the marks as they sit on the Exam Board at the end of each year. The Postgraduate Exam Board usually meets in November each year. As required by OU, there are at least two External Examiners for each Programme. These are people who teach in other tertiary institutions, who understand the aims in this Programme and are responsible to OU for making sure that all assessment is checked and fair and that the academic levels maintain parity with national standards. They are sent draft copies of all exam question papers set by the internal tutors and make comments and suggestions on them before they are finalised. They moderate exam marking and are sent selections of assignments. They are also consulted over the general running of the Programme and any other matters where their advice could be helpful. This ensures that the marking process is as fair and consistent as possible.

19.5 College Governance Structure
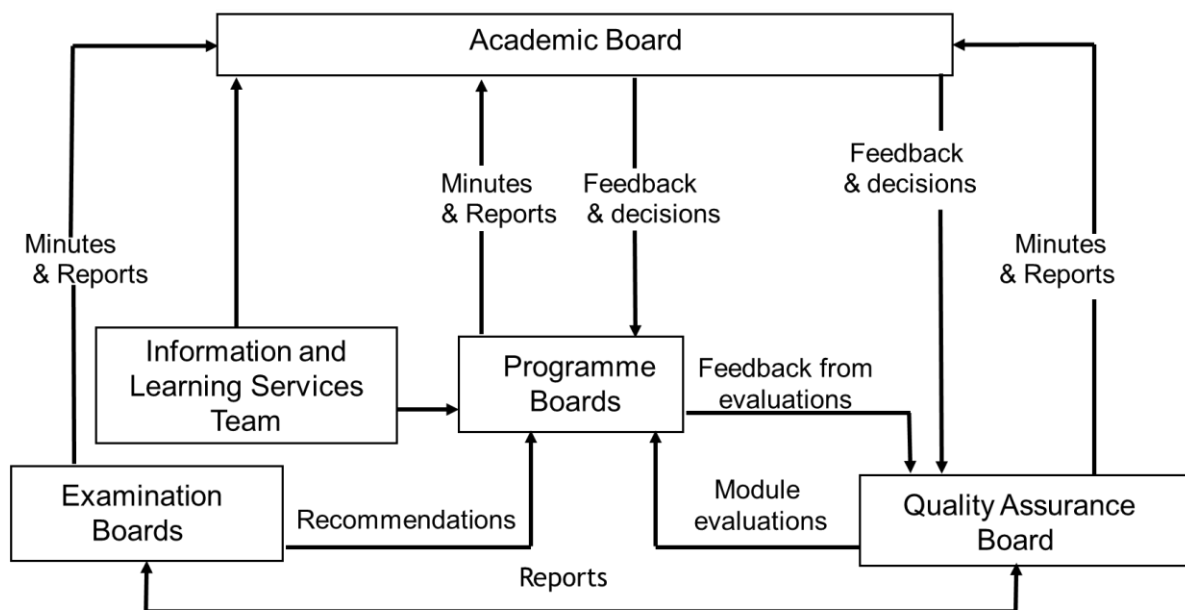
20 Appendix 1: Grading Criteria and Feedback forms

Postgraduate General Written Assignment Grading Criteria						
	A*: Distinction (80+)	**A: Distinction (70-79)**	**B: Merit (60-69)**	**C: Pass at MA (50-59)**	**D: Fail (40-49)**	**E: Fail (0-39)**
Structure: Research design and methodology Coherence of argument	Exemplary RD&M: Logical clear structure. Exemplary degree of reflexivity. Consistent, coherent argument throughout.	Excellent RD&M: Logical clear structure. Excellent degree of reflexivity. Consistent, coherent argument.	Very Good RD&M: Generally logical and clear structure. VG degree of reflexivity. Consistent and coherent argument in most parts.	Satisfactory RD&M but structure sometimes unclear or confused. Argument generally consistent but may be predictable or superficial.	Lacks clarity in RD&M Structure confused. Argument lacks consistency and coherence; unclear or invalid argument.	No clear RD&M: Structure confused. No evidence of coherent argument.
Knowledge of context, concepts and theory	Exemplary range. Fresh contribution to the field. Valuable insights.	Excellent range of knowledge, secure grasp of appropriate field. No omissions.	Very good range; shows familiarity with key theories etc in appropriate field. No serious omissions.	Adequate range; reasonable grasp of field. One or two omissions.	Limited range; failure to grasp or demonstrate keyconcepts/theories/issues. Various omissions.	Serious omissions, weaknesses and inaccuracies.
Critical engagement: synthesis and analysis of data	Exemplary degree of critical engagement. Thoroughly consistent. Profound, balanced and convincing levels of synthesis and analysis	Excellent degree of critical engagement. Consistently profound and balanced levels of synthesis and analysis.	Very good degree of critical engagement. Very good level of synthesis and analysis. Lacks profundity in certain areas.	Adequate degree of critical engagement. Tendency towards description. Adequate level of synthesis and analysis.	Lacks critical engagement. Mostly descriptive. Limited levels of synthesis and analysis.	No critical engagement. No evidence of synthesis and analysis
Evidence of research, bibliography, use of sources	Outstanding level of research; new sources or new approach to sources. Extensive and appropriate bibliography, all sources well used.	Excellent level of research; wide range of sources, very well integrated. Excellent and appropriate bibliography; all sources well used.	Very good level of research. Very good bibliography, mostly appropriate, mostly well used. Perhaps one important omission.	Adequate/basic level of research. Basic range of reading, but goes somewhat beyond seminar materials. Some sources not used.	Poor level of research. Bibliography incomplete, incorrect, inadequate or largely borrowed from seminar materials. Limited or inaccurate use of sources.	Poor and inadequate level of research. Bibliography does not go beyond seminar materials. Unable to marshal sources to produce evidence.
Presentation/ technical aspects (written work) e.g. referencing, style, grammar	Publishable. No errors in any technical aspect.	Excellent in all technical aspects. One or two minor errors only.	Very good in all technical aspects. Few minor errors.	Satisfactory in all technical aspects.Maybe some awkwardness of writing style. Some carelessness in spelling and so on. Referencing does not consistently follow citation guide.	Poorly written or badly edited; too many small mistakes. Invalid/incorrect referencing or with many errors. Some plagiarism.	Seriously defective in technical aspects. Referencing incomplete, incorrect or invalid. Significant plagiarism.

Demonstration & presentation application of subject specific practical skills in accordance with chosen art form and context.*	Exceptional application of practical and presentational skills in chosen art form in order to produce a range of polished creative outcomes	Sophisticated application of practical and presentational skills in chosen art form in order to produce a range of highly effective creative outcomes.	Accomplished application of practical and presentational skills in chosen art form in order to produce a range of effective creative outcomes.	Developed application of practical and presentational skills in chosen art form in order to produce a range of creative outcomes.	Limited application of practical and presentational skills in chosen art form across a variety of outcomes.	No application of practical and presentational skills in chosen art form across a variety of outcomes.

Postgraduate General Written Assessment Feedback Form

Module: M					Student Number:					Assignment Title:
Marker: **Date:**	**A*** **Distinction** **(80+)**		**A** **Distinction** **(70–79)**		**B** **Merit** **(60–69)**	**C** **Pass for** **Masters** **(50–59)**	**D** **Fail** **(40–49)**	**E** **Fail** **(0–39)**	**Resubmi** **ssion** **50% only**	**Comment**
Knowledge										
Synthesis and critical analysis										
Structure and coherence of argument										
Research/ bibliography/ evidence/use of sources										
Presentation and technical aspects										
General Evaluation:										
Suggested mark:										
Specific comments on the work: (See comments on soft copy)										
Suggestions for improvement: •										

Postgraduate General Presentations Grading Criteria

	A*: Distinction (80+)	**A: Distinction (70-79)**	**B: Merit (60-69)**	**C: Pass (50-59)**	**D: Fail (40-49)**	**E: Fail (0-39)**
Postgraduate Grading Criteria						
Knowledge / Understanding: of context, concepts and theory.	Exemplary range. Fresh contribution to the field. Valuable insights.	Excellent range of knowledge, secure grasp of appropriate field. No omissions.	Very good range; shows familiarity with key theories etc in appropriate field. No serious omissions.	Adequate range; reasonable grasp of field. One or two omissions.	Limited range; failure to grasp or demonstrate keyconcepts/theories/issues. Various omissions.	Serious omissions, weaknesses and inaccuracies.
Critical engagement and synthesis: Evaluation, Synthesis, Analysis of data, Originality	Exemplary degree of critical engagement. Thoroughly consistent. Profound, balanced and convincing levels of synthesis and analysis	Excellent degree of critical engagement. Consistently profound and balanced levels of synthesis and analysis.	Very good degree of critical engagement. Very good level of synthesis and analysis. Lacks profundity in certain areas.	Adequate degree of critical engagement. Tendency towards description. Adequate level of synthesis and analysis.	Lacks critical engagement. Mostly descriptive. Limited levels of synthesis and analysis.	No critical engagement. No evidence of synthesis and analysis
Structure and Coherence of Argument: Quality of argument, Structure, Timing & Pacing	Exemplary: Logical clear structure. Consistent, coherent argument throughout. Demonstrates excellent control over the pace and content of the presentation, complying with the time constraints to within a few seconds.	Excellent Logical clear structure. Consistent, coherent argument. Excellent control of timing & pace: length of presentation is close to the time allowed.	Very Good: Generally logical and clear structure. Consistent and coherent argument in most parts. Very good control of timing and pace: complies with the time constraints to a significant degree	Satisfactory: Structure sometimes unclear or confused. Argument generally consistent but may be predictable or superficial. Shows some control of timing and pace.	Lacks clarity. Structure confused. Argument lacks consistency and coherence; unclear or invalid argument. Sometimes confused. Lacks control over timing and pace	No clear Structure Confused argument lacking coherence Lack of control over timing and pace.
Research / bibliography / evidence / use of sources: Quality of Research; Use of sources, references, bibliography	Outstanding level of research; new sources or new approach to sources. Extensive and appropriate bibliography, all sources well used. Referencing accurate and fully compliant with the Citation Guide, with no errors.	Excellent level of research; wide range of sources, very well integrated. Excellent and appropriate bibliography; all sources well used. Referencing accurate and compliant with the Citation Guide – only one or two very minor errors.	Very good level of research. Very good bibliography, mostly appropriate, mostly well used. Perhaps one important omission. Referencing mostly accurate and mostly compliant with the Citation Guide. A few minor errors.	Adequate/basic level of research. Basic range of reading, but goes somewhat beyond seminar materials. Some sources not used. Some inaccuracies in referencing; does not consistently follow citation guide	Poor level of research. Bibliography incorrect, incomplete, inadequate or largely borrowed from seminar materials. Limited or inaccurate use of sources. Invalid/ incorrect referencing or with many errors. Some plagiarism.	Poor and inadequate level of research. Bibliography does not go beyond seminar materials. Unable to marshal sources to produce evidence. Referencing incomplete, incorrect or invalid.

	A*: Distinction (80+)	A: Distinction (70-79)	B: Merit (60-69)	C: Pass (50-59)	D: Fail (40-49)	E: Fail (0-39)
Communication & Presentation: Style, accuracy, creativity, presentation materials (if any), Use of voice & gesture	Exceptional presentation materials (if applicable), making excellent use of text, graphics, and other elements. Exceptional use of voice, gesture language, and eye contact to communicate with an exemplary level of clarity. No errors in any technical aspect.	Outstanding, well-designed presentation material (if applicable). Excellent use of voice, expression and gesture, communicating with great effectiveness. One or two minor errors only.	Well-designed presentation materials (if applicable); very clear and effective communication. Few minor errors.	Good presentation materials (if applicable); effective use of voice and gesture, communicating well. Some carelessness in spelling etc..	Design of presentation materials (if applicable) lacking in style and clarity. Some deficiencies in vocal aspects of the presentation. Poorly written or badly edited; too many small mistakes.	Poorly designed materials (if applicable). Ineffective communication. Seriously defective in technical aspects.
Interaction (if applicable). Interaction with audience, Response to questions and comments	Exceptional level of connection with the audience; holds the audience's attention to an excellent degree during the presentation. Exceptional handling of questions or comments.	Outstanding level of engagement with the audience. Holds the audience's attention extremely well. Excellent handling of questions or comments	Very Good interaction with the audience, holding their attention and handling questions and comments very well.	Good interaction with the audience, and generally appropriate response to questions and comments.	Limited engagement with the audience. Response to questions and comments somewhat lacking.	Little or no engagement with the audience. Inadequate response to questions and comments.

Postgraduate General Presentation Feedback Form

Module: M					Student Name:					Assignment Title:
Marker: **Date:**	A* Distinction (80+)		A Distinction (70–79)		B Merit (60–69)	C Pass for Masters (50–59)	D Fail (40–49)	E Fail (0–39)	Resub mission 50% only	Comment
Knowledge/ Understanding										
Critical engagement and Synthesis										
Structure and coherence of argument										
Research/ bibliography/ evidence/ use of sources										
Communication and presentation										
Interaction (if applicable)										

Knowledge/Understanding: (Knowledge & understanding of theory, material, contexts, etc. and use of relevant terms and concepts);
Critical Engagement and Synthesis: (Evaluation, Synthesis, Analysis of Data, Originality);
Structure and Coherence of Argument: (Quality of argument, Structure, Timing & Pacing);
Research/ bibliography/ evidence/ use of sources*:* (Quality of Research; Use and acknowledgment of sources; bibliography); *Communication and Presentation:* (Style, creativity, presentation materials (if any), Use of voice & gesture);
Interaction [if applicable]: (Interaction with Audience, response to questions & comments).

General Evaluation:

Suggested mark:

Specific comments on the presentation:

Suggestions for improvement:

21 Appendix 2: Request for Deferral of Postgraduate Modules or Dissertation.

REQUEST FOR DEFERRAL OF POSTGRADUATE MODULE OR DISSERTATION

This form should be used to grant deferral for a complete module.

Name _____

Module Title _____

Discuss your reason/s for request with the PGPL (attach medical docs if appropriate)

_____

_____

Proposed date for restarting MA _____ (If you cannot reasonably plan on a restart date write 'indefinite').

Outstanding modules with proposed new timetable

Your signature agreeing to the restart date _____

Programme Leader's signature agreeing deferral can be put before the Exam Board

_____

Date _____

Student:
Email the completed form to the Programme Leader.
Keep a copy for your records

22 Appendix 3: Guidelines for Reviewing and Proofreading of Student Texts

Introduction

These guidelines aim to encourage good academic practice. Learning from mistakes is key to improved performance, reviewing, editing, proofreading and checking an assignment in readiness for submission, are all important skills for students to develop, and will improve with practice. *Proofreading* has become largely a 'catch all' term for these activities. This document seeks to clarify and simplify these procedures by distinguishing between reviewing and proofreading, as follows:

Reviewing is the critical appraisal of a document in draft form, leading to the revising and editing of that document by its author.

Proofreading is the careful scrutiny of a final document to identify and highlight errors in grammar, spelling, punctuation, style and presentation (including referencing).

The following document intends to guide the actions of students; peer reviewers and third-party proofreaders, setting out appropriate boundaries for reviewing and proofreading a student paper (where 'student' here means student-writer or student-author of a text).

Student responsibility

Students should first carry out reviewing and proofreading themselves, as a valuable learning experience, taking advantage of online grammar and spell checks (with caution), dictionaries, thesauruses, and for ESL students, both sections of a language dictionary.

To further ensure high quality papers, students may engage help from a third party (e.g. a peer). This document sets out acceptable practice when interventions from a third party are involved.

Stages in Creating a Document

Each of these functions is associated with a definite stage in the creation of a document.

Stage 1: Planning and drafting the assignment document

A student may consult module and personal tutors regarding the proposed interpretation, structure and content of an assignment. Peer reviewers may also function during this stage, but confine themselves within the content limits set out below.

Stage 2: Completing and checking the final draft document

Constantly looking at a document on a computer screen can induce a 'word blindness' that reinforces assumptions about the text. All Nations recommends printing a copy of the final draft and reading it slowly and aloud, to help in identifying errors. Third-party proofreaders may also function during this stage, but only in the case of dissertations, and must confine themselves to grammar, spelling, punctuation, and presentation as set out below.

It is important to remember that it is academic misconduct if any input from others results in an assignment no longer being a true reflection of a student's own work.

Time Management

The student should set aside sufficient time within their schedule for these procedures to do justice to the hard work that has gone into composing and writing the assignment.

Where a third party becomes involved in either reviewing or proofreading procedures, the student must allow time for these as well as any subsequent corrections or adjustments.

Peer Reviewing and Third-Party Proofreading

- **Role of a Peer Reviewer**
  'Iron sharpens iron, and one person sharpens the wits of another' (Pro 27:17 NRSV). During an assignment's planning and drafting, peer discussion is both welcome and recommended, but only confined to comments on the content, clarity and coherence of the paper. Subsequent editing may only be carried out by the student however.

  The following should help as a guide to what is useful and permissible:

Content	Typical comments might include:
Interpretation of question/title	*'I don't think you've fully answered the question'*
Structure	*'Might this portion fit better in your introduction?'*
Examples	*'Are these examples relevant?'*
Sources	*'Should you not discuss this quote?'*
Factual accuracy	*'Have you checked this data thoroughly?'*
Scope & limitations	*'Are you going beyond your thesis here?'*
Background & context	*'Is all this historical description necessary?'*
Balance of text/word count	*'Why so few words on such a key aspect?'*

Clarity and coherence	Typical comments might include:
Clear, unambiguous text	*'This paragraph doesn't make sense'*
Fluency with appropriate signal words	*'Could you shorten your sentences here?'*
Gender-neutral, objective language	*'Isn't this sentence somewhat discriminatory?'*
Academic style: formal, concise, cautious	*'Aren't you claiming too much in this statement?'*
Redundancy: words & phrases	*'Aren't you repeating yourself here?'*
Line of reasoning	*'You seem to be contradicting yourself here'*
Argumentation & critique	*'I can't follow your argument in this section'*
Descriptive vs critical writing	*'Is this passage sufficiently analytical?'*

  Peer reviewers may not:

- Add information, suggest further evidence, check or correct facts or other data
- Comment *in detail* on content, argument, line of reasoning or structure
- Add or reduce content to fit a specified word limit
- Rearrange, reformat or rewrite any section of the text
- Point out theological or other subject-related errors or interpretations
- Correct or rewrite any text in improved English
- Translate any part into English (or another language)

- **Role of a Third-Party Proofreader**
  A third-party proofreader is someone other than a tutor or module supervisor, who proofreads a student's text. These might include peers or family members. Students must decide on the

competence of a potential proofreader and are responsible for communicating the guidelines and securing the agreement of any third-party proofreader to operate within its boundaries.

Third-party proofreaders offer mentoring support to the final draft of a dissertation only. They do this by identifying errors in grammar, punctuation, spelling, referencing and presentation only. Where there are repeated mistakes or patterns of error, they should discuss these with the student and demonstrate ONE related example correction (not from the text) for the student to learn from. They may not amend the text itself, nor go beyond this guidance and have an impact on the academic content, structure or expression of ideas in the student's final copy.

Electronic copy: A third party proofreader must identify errors using comment boxes on track changes but not amend the document itself.

Printed copy: A third party proofreader must use an agreed code such as spelling (*sp*) grammar (*gr*) etc. on a hard copy to highlight an error, but not amend the paper itself.

A copy of the original document and the third-party proofreader's amended version (whether electronic or printed) must both be retained and produced if required by the marker.

Proofreading Guidelines

Here are some points to consider in the proofreading process:

Grammar
Sentences are complete and make sense and are not over-long, complex or ambiguous
Verb tenses and verb/subject agreement are appropriate and consistent
Correct use of articles, pronouns and prepositions
Word choice and register (if in doubt, err on the side of formal)
Avoid jargon, colloquialisms, slang and contractions (e.g. isn't)

Spelling and punctuation
Misspelling and 'typos' (e.g. 'to', 'too' or 'two')
Correct spelling of words from other languages
Consistent use of British or American spellings
Correct use of capitalisation
Correct use of apostrophes, commas, colons and semi-colons, inverted commas, etc.

Presentation [All Nations' protocols to be complied with]:
Font style & size, titles, headings and cover-sheet details
Spacing, margins, indentations, justification of text
Consistent use of **bold** and *italics*
Labelling of tables and figures; numbered and bullet-pointed lists
Referencing: mistakes in citation and/or bibliography

In response to errors, proof readers *can*:
1. Highlight the problem
2. Recommend use of spell-check soft-ware, dictionary or thesaurus, and/or citation guide
3. Recommend relevant chapter(s) in Murphy's *Grammar in Use*[2] (short loan)

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[2] Raymond Murphy, *English Grammar In Use* (Cambridge: CUP, 2004)

4. Recommend relevant section(s) in Swan's *Practical English Usage*[3] (short loan)
5. Refer to Learning Services Team

They ***cannot***:

- Correct, amend, suggest or advise on rephrasing or reorganizing any part of the text
- Correct or assist with academic referencing or alter the referencing system
- Rewrite sections (for instance, where argumentation or logic is faulty)
- Rearrange paragraphs with the intention of improving structure
- Correct data, factual errors etc. or suggest alternatives in word choice

Author's responsibility

All submitted assessments must be a student's own work. They are responsible for ensuring that the peer reviewer or third-party proofreader understands and adheres to these guidelines. The student must declare use of a third-party proofreader and be able to produce evidence that their work was not amended on their behalf, by retaining drafts before and after intervention.

All Nations disclaimer

The aim in this policy is to provide students, reviewers and proofreaders with a consensus on good academic and ethical practice in relation to third-party reviewing and proofreading of work. The College cannot comment on the suitability of a particular proofreader.

Exceptions

Collaborative assignments

Some modules may require students to collaborate on a piece of work for assessment, entailing drafting and re-drafting of content by different members of a group. Despite the co-editing of students' material within the group, the boundaries regarding further help, as set out in this document, still apply.

Those with recognised learning difficulties

Support staff offer particular support to those with a learning difficulty. Their role is to support the development of independent learning skills that enable the student to proofread their own work. The Learning Services Team and/or their personal tutor may recommend use of a proofreader for documents other than dissertations, in certain cases. The assignment content submitted for assessment must be wholly the student's own, regardless of how further support is provided.

Those for whom English is not their first language

The IELTS requirements of the College assume that the written English level of ESL students is good enough to function at both reviewing and proofreading stages. Although ESL students should not be treated differently from native speakers, our particular multi-cultural milieu permits some flexibility.

In order to develop their language skills, ESL students may receive help with English from peers. Any help given should not give an ESL student an unfair advantage over other students. They may have patterns of mistakes pointed out and limited demonstrations of how to amend them, but no systematic corrections nor rewriting of their material into "received" English, since to do so effactually becomes co-authorship. To reinforce independent learning, the ESL student should use a dictionary and thesaurus to check precise meanings of words and double check by consulting both sections of a language dictionary, and also make use of the grammar resources footnoted below.

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[3] Michael Swan, Practical English Usage (Oxford: OUP, 2005)

23 Appendix 4: Summary of Policies and Procedures

This is a summary of all the <u>Policies and Procedures</u> relating to students studying at All Nations.

ACADEMIC POLICIES	
Admissions	Not just useful when you are applying to the College, but also for finding out your eligibility for changing your level of study or length of award or to resume studies after a break to complete a higher award.
Academic Appeals	See Complaints section below
Academic Misconduct	You are expected to act with honesty in your academic work by always attributing and acknowledging sources and by not seeking to gain improper advantage through dishonesty.
	If your work is proofread by someone else, they must not alter or amend it in a way that changes the academic content. Proofreaders may only identify spelling, grammar etc. errors but not edit them.
	All cases of suspected academic misconduct will be investigated and, if proven, penalties applied. Personal, medical or family problems cannot excuse academic misconduct.
Admissions	Not just useful when you are applying to the College, but also for finding out your eligibility for changing your level of study or length of award or to resume studies after a break to complete a higher award.
Attendance	You are responsible for organising your studies and ensuring you are aware of your timetable and expectations for attendance at all activities relating to their programme of study.
	Although we expect you to aim to consistently attend 100% of all timetabled/ mandatory sessions delivered, we understand that, if extenuating circumstances occur, it may not be possible. This policy contains all attendance regulations including details on how to make up missed sessions. Student visa students should note the attendance requirements linked to the terms of their visa.
Extenuating Circumstances	Procedures for what you should do if circumstances outside your control have impacted your ability to meet an assessment deadline or your performance. Except in exceptional circumstances, claims must be submitted before the planned assessment date or the deadline set.
Freedom of Expression and Academic Freedom	The College will take all reasonable practicable steps to ensure that freedom of speech within the law and academic freedom is secured for students, staff and visiting speakers. All speakers or events require College approval before being permitted to take place/speak. This document contains the procedure for booking a speaker or an event and clarifies the decision making process for permitting them to go ahead.
Fitness for Study	This procedure sets out the process that will be followed if there are concerns about your fitness to study because of ill health. The intention of the procedure is to support struggling students to help them to remain on their programme of study where possible, but in some cases it may be necessary for a student to agree to interrupt their studies for a specified period or for the College to withdraw a student from their programme of study.
Learning Support	If you need support with your learning, this policy explains how you might receive it - if it is practicable and within the College's resources to do so. The policy covers how to apply for external as well as internal support, how needs are assessed, how

	reasonable adjustments are considered and the different roles and responsibilities of students and staff.
Moderation	The College ensures that the marking process is rigorously, evenly and impartially applied through the work of • the first marker, who marks according to the grading criteria • the moderator, who checks for any errors in marking but also ensures that there is parity of marking between all the papers; • the scrutiny of External Examiners who ensure marking is in line with marks awarded at other universities.
Recognition of Prior Learning	You can receive credit for previous experiential or certificated learning. This applies to students before they arrive at College, for example, to obtain credit to permit them to start their studies at a higher level. It also applies to who have met the criteria to be able to write an assignment on your previous mission experience instead of doing the level 5 Ministry Internship module.
Research Ethics	You must ensure that any research you undertake is done ethically and supervised appropriately. This includes *all* research, from a short module assignment to a lengthy dissertation. You must follow the procedures when undertaking research involving human participation or research into legally sensitive topics etc.; you must also handle the data collected correctly and avoid misconduct in research or face the subsequent sanctions.
COMPLAINTS	
Academic Appeals	This policy explains how you can appeal against being refused a place or appeal about a module mark, your final award or any other decision made by an academic body. Queries should be raised as soon as possible and academic appeals must be submitted within 14 working days of the decision in question being received. Please note that there are many feedback mechanisms about academic matters (through module feedback or through your cohort's academic student representative as well as discussion with your module tutor or the Programme Leader). This policy also provides you with the information on how to escalate your concern to an external regulatory authority, should you feel dissatisfied with the way the College dealt with your compliant.
Complaints	You are encouraged to mention any dissatisfaction concerning non-academic matters with the person most concerned. Students are encouraged to speak with the Head students initially since they meet regularly with the Principal and/or the Facilities Manager. However if you wish to make a formal complaint about the way you have been treated (e.g. dissatisfaction with a service or lack of a service you could reasonably expect to have received from the College), this Complaints section of this policy explains how you can do it. This policy also provides you with the information on how to escalate your concern to an external regulatory authority, should you feel dissatisfied with the way the College dealt with your compliant.
Consumer Protection	The College is committed to ensuring that prospective students have access to clear, transparent, timely and accurate

	information to enable them to make informed choices about where they wish to study. If you feel that the College failed in some way to meet their obligation you may complain by sending an email to info@allnations.ac.uk
How to make a Complaint	This document summarises the different bodies you can complain to about the College, depending on the nature of the issue.

POLICIES ABOUT BEHAVIOUR	
Student Disciplinary	You are expected to abide by the College Code of Conduct. Advice is offered in this policy for dealing with conflict with another student or a member of staff. The student disciplinary procedure will be followed in the event of an alleged breach of the Code of Conduct by a student. An investigation about an accusation made concerning any staff members will follow the Staff Disciplinary Policy and Procedure.
Equality and Diversity	As a multicultural community with students of all ages and backgrounds we celebrate diversity. We also have no tolerance for unlawful discrimination, including bullying or harassment. In addition to affirming the College's commitment to equal opportunities this policy provides guidance on making a complaint if you feel you have been subjected to discrimination.
Bullying, Harassment and Sexual Misconduct	Any member of the College community who feels they have been subject to or witnessed any form of bullying, harassment or sexual misconduct can contact the College Pastoral Care team for support. This service is also available to those against whom an allegation of harassment has been made. Investigations will be dealt with impartially and according to this policy.
Termination of Student Registration	The College reserves the right to terminate the registration of any student on academic grounds, disciplinary grounds, where the student is in debt for tuition fees or the student is deemed to be unfit for study. This policy outlines how these decisions are reached and the appeal process available.

POLICIES FOR PROTECTION	
Data Protection	The College is committed to ensuring that it processes personal data only in a manner which respects the rights of individuals and in compliance with its legal obligations. You can go to the privacy webpage of the College website to find out how the College processes your data and how you may exercise your data protection rights under the law. See: https://www.allnations.ac.uk/principals-welcome/privacy-all-nations-christian-college
Health and Safety	You are expected to take reasonable care of your own health and safety and equally to look after the health and safety of others who might be affected by what they might or might not do. Actions include ensuring any electrical equipment you have brought to College is PAT tested, ensuring you take note of the fire safety precautions and safety cautions in the kitchen etc.
Safeguarding	Safeguarding and promoting the welfare of children, young people and adults at risk is everyone's responsibility. This document provides clear guidelines and procedures to mitigate, wherever possible, the risk of this group of people being harmed and how to report a concern if you feel that harm might be happening.

	It also highlights the protocol to avoid taking not only photos of children without permission but also students who have indicated they may be harmed if their image appears on the internet. Finally, all members of the College community have a responsibility to raise a concern if they feel that someone on our site is at risk of being drawn into terrorism. This concern should be discussed with the Prevent Lead who is the Housekeeper. Training is provided to understand how to recognise people at risk and the mechanism used for helping them
ICT POLICIES	
ICT General	This explains the ICT provision, protection and support available from the College and the responsibilities of all users. It includes information on how to raise a concern or complaint and the disciplinary procedures which will be used in the event of misuse.
Acceptable Use of ICT	The main aim of this policy is to protect you and others from abuse of the College ICT system. All users of the ICT network must abide by this policy and serious infringement could result in a user having their network or internet access restricted or blocked.
Email Communication Services	This sets out the conditions under which email communication services are provided by the College and used by those who have been allocated a College email address.
Social Media	This is another policy encouraging good practice in the use of ICT and to protect the College, its staff and students from potential harm.