Undergraduate Programme Handbook
2023-24

allnations
training for mission

CONTENTS

1 Welcome

1.1 Welcome

Welcome to the All Nations Christian College BA Programme for Biblical and Intercultural Studies (BIS) for the academic year 2023-24. The Programme will enable you to engage in Biblical, theological and cross-cultural missional issues and provide you with effective training for serving the Lord in His multicultural world. This Handbook will tell you all the basic information you need to know about the BIS Programme, including information about the requirements for external validation of your Programme.

Students living and/or accessing their studies on Campus will also wish to look at the Campus Access Student Handbook and for students living off site and/or accessing their studies remotely, we also have a separate Remote Access Student Handbook. Both these Handbooks can be found in the student area of the College's Virtual Learning Environment (VLE).

This Handbook relates to study at all Levels.

Note that we refer to students at different Levels as follows:

Level 4:   those students on the Certificate, or on the first year of the Diploma, or on the first year of the 3-year BA Programme

Level 5:   those studying the second year of the Diploma or 3-year BA Programme, or the first year of the 2-year BA Programme

Level 6:   those in their final year of the BA Programme

1.2 Programme Leadership

The Undergraduate Programme Leader is Rev. Dr. V. J. Samkutty.

The College's programme administration is handled by the Recruitment and Training administrators, Sam Cooper and Steph Cramphorn.

2 Academic Calendar

2.1 Term Dates

Term 1,   20th September – 2nd December 2023

Term 2,   6th January – 16th March 2024

Term 3,   20th April – 29th June 2024

2.2 Assessment deadlines

all by 5.00pm on the given date:

Please Note that Level 4 will be given a separate deadline schedule since they have numerous smaller assignments to be submitted throughout the term

Term 1	**General deadline and L4 Final Deadline**	**Monday**	**Week 10**
	Level 4 - keep deadlines published by the module tutors		
	Ministry Internship Report/RPEL	Friday	Week 1
	L5 Acts Assignment (New students only)	Friday	Week 3
	PM Partnership Agreement (All levels)*	Friday	Week 5
	Advanced Mission Studies Proposal (L6)	Monday	Week 8
	L4 Practical Ministry I Assignment 1	Friday	Week 8

* The Practical Ministry Partnership Agreement should be completed as close to the start of term as possible. This is the very final deadline.° Exam dates will be confirmed.

Term 2	**General deadline and L4 Final Deadline**	**Monday**	**Week 10**
	Level 4 - keep deadlines published by the module tutors		
	L6 Research in Mission Proposal	Thursday	Week 2
	Hebrew Exam 1°	Friday	Week 4
	L4 Integral Mission Essay Proposal	Wednesday	Week 7
	L4 Practical Ministry I Assignment 2	Friday	Week 8

Term 3	**Final Deadline All Levels**	**Monday**	**Week 8**
	Level 4 - keep deadlines published by the module tutors		
	L6 Advanced Mission Studies Essay	Monday	Week 2
	Practical Extended Arts Projects	Wednesday	Week 4
	Level 4 Practical Ministry I Report	Friday	Week 4
	Level 5 Practical Ministry II Report	Friday	Week 5
	Level 6 Practical Ministry III Report	Friday	Week 6
	L5 Research Paper	Tuesday	Week 7
	L6 Research in Mission Paper (all)	Tuesday	Week 7
	Hebrew Exam 2°	Friday	Week 9

3 Staff

Staff can be contacted by phoning reception on 01920 443500 and dialling the extension below; or they can be dialled directly by replacing the 00 with the last two digits of their extension.

College Academic Staff	Role	Email	Ext.
Dr. Sue Barclay	Lecturer in Contextual Theology	s.barclay@allnations.ac.uk	233
Dr. David Baker	Lecturer in Biblical Studies	d.baker@allnations.ac.uk	217
Rosie Button	Lecturer, Learning Support and Engagement	r.button@allnations.ac.uk	502/203
Jan Barlow	Lecturer in Pastoral Care and Spiritual Formation	j.barlow@allnations.ac.uk	223
Dr. Tim Davy	Lecturer, Head of Research and Consultancy	t.davy@allnations.ac.uk	502/203
Richard Evans	Lecturer in Cross-cultural Mission	r.evans@allnations.ac.uk	
Dr Jill Ford	Lecturer in Arts	j.ford@allnations.ac.uk	221
Dr. Mark Galpin	Lecturer in Development and Leadership	m.galpin@allnations.ac.uk	208
Dr. Hannah Green	Lecturer in Anthropology	h.green@allnations.ac.uk	214
Dr. L. Mak	Lecturer in Islamic studies	l.mac@allnations.ac.uk	227
Clare Jackson	Practical Ministries and Ministry Internship Co-ordinator	c.jackson @allnations.ac.uk	220
Rev. Dr. V. J. Samkutty	Interim Principal & CEO and Undergraduate Programme Leader and Lecturer in New Testament Studies and Greek	v.j.samkutty@allnations.ac.uk	225
Visiting/Associate Lecturers			
Dr. Warren Beattie	Lecturer in Contextual Theology	Former Tutor and Postgraduate Programme Leader	
Ian Collinge	Multicultural Worship, Music and Global Worship	Director of Arts Release, a cross-cultural music ministry of WEC International (Ethnomusicologist; studied at Royal Academy of Music)	
Dr. Richard Harvey	Old Testament Theology	Researcher in Messianic Jewish Theology	
Louisa Evans	Lecturer in Contextual Theology	l.evans@allnations.ac.uk	

Dr. Chris Wigram	Evangelism and Apologetics	European Christian Mission	
ICT Support	**Role**	**Email**	**Ext**
Phil Moysey	ICT Manager	p.moysey@allnations.ac.uk	2151
Geoff Cole	ICT Administrator	g.cole@allnations.ac.uk	2152
Learning Services Team	**Role**	**Email**	**Ext**
Frances Walker	Librarian	f.walker@allnations.ac.uk	204
Dr. Kate Wiseman	Head of Learning Services	k.wiseman@allnations.ac.uk	
Administrative Staff			
Sam Cooper	UG Recruitment and Training Administrator	s.cooper@allnations.ac.uk	244
Steph Cramphorn	UG recruitment and Training Administrator, Data Protection Officer and Compliance Administrator	s,cramphorn@allnations.ac.uk	219
External Examiners	**Role**	**Institution**	
Dr Anja Klein	Tutor and Lecturer in New Testament Studies	Edinburgh University	
Dr. Ian Kirby	Vice Principal and Director Cross-cultural Training	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 or Remote Access Student Handbooks

4   Introduction

4.1   History

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 over 100 students; with around 40-50% from the UK and the remaining 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 multicultural 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.

4.2 Accreditation of the College

Open University Validation Partnerships
The Open University, First Floor, Wilson B, Walton Hall,
Milton Keynes, MK7 6AA Tel: 01908 33
Email: OUVP-Enquiries@open.ac.uk

All Nations was first approved as an educational institution by The Open University in 1992. All Nations Christian College is therefore 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 following Open University undergraduate validated awards:

Certificate of Higher Education in Biblical and Intercultural Studies
Diploma of Higher Education in Biblical and Intercultural Studies
BA (Hons) in Biblical and Intercultural Studies

4.3 Non-Validated Awards

It is also possible to take the non-validated ANCC Certificate in Biblical and Intercultural Studies and the ANCC Diploma in Biblical and Intercultural Studies at All Nations. All regulations in this handbook refer to both validated and non-validated qualifications; the only exception being when credits are mentioned, this only refers to taking the validated option. Whilst students taking the non-validated option do not earn any credits, they must take the equivalent amount of study as a student on a validated programme to earn a non-validated award. ANCC award students will only receive indications of a grade if requested at Level 5.

4.4 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.

4.4.1 *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 onto 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.

4.4.2 *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 withThe OU there is no refund of the fee which is payable annually for every year of registration.

- The usual time frame for completion of the undergraduate programme is as follows:
  a) Certificate in Higher Education: one year full time (30 weeks);
  b) Diploma in Higher Education and BA (Hons) in 2 years: two years full time (60 weeks);
  c) BA (Hons) in 3 years full time (90 weeks)

4.4.3 *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).

4.5 **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. Therefore a student who signed up to do the Diploma part time over 4 years must complete within 7 years. 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.

4.6 **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.

4.7 **Termination of Student Registration**

If a student's registration is terminated with the College, it will also be terminated with The OU if the student is registered with them. 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 Policyhere.

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 in 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.

4.8 Transferable Credits – Validated Programmes only

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). In this scheme, each year of the Programme carries 120 CAT points. Students completing the requirements of the Certificate in Higher Education will therefore gain 120 CAT points. Students completing the requirements of the Diploma in Higher Education will gain 240 CAT points.

The maximum official number of CAT points that can be counted towards awards is 120 for a one-year Certificate, 240 for a two-year Diploma and 360 for a three-year BA Programme. Students should complete no less than 120 and no more than 140 CAT points per year of study. Their College Diploma Supplement of marks will record all the modules they have credited or audited.

Students, who decide to continue their studies elsewhere after leaving All Nations, may transfer their credit points to another academic institution.

4.9 Student Number

For the purposes of anonymity and fairness, all students are given a student number; which is to be used on all cover sheets and on title pages of all assessment submissions.

4.10 Entry Requirements

Please refer to the Admissions Policy.

4.11 Attendance Requirements

Students are expected to aim to consistently attend 100% of all timetabled sessions, and other mandatory activities relevant to their programme. The Attendance Policy is intended to support students to achieve their learning potential.

4.12 Practical Courses

Each undergraduate student is required to take a minimum of one practical course over the course of each academic year of study. Some courses, which all vary in length, are run from the College, others are available online. Each term's courses are advertised at the beginning

of the term and students sign up on the VLE for those they wish to attend. If there are sufficient places, students are encouraged to attend more courses.

Students with particular skills may be invited to run a course for others. This can earn   the practical course credit requirement.

4.13 Total Number of Hours of Study (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 student learning time includes all activities required to achieve the learning outcomes of a programme, including formal study, assessment, and independent learning. It is expected that students spend a notional 100 hours per module. Notional learning time for a 'standard' full-time academic year is 1200 hours at undergraduate qualification level.

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

4.14 Total Number of Modules

Level 4 consists entirely of core foundational modules upon which the Level 5 modules build.

Level 5 and Level 6 modules are available as 'core' and 'elective' (i.e. vocational or specialist modules). The 'core' modules are key subjects which every student must complete. All 'elective' modules allow a wide choice depending upon particular interests and possible future ministries.

Students must only take modules to the value of 140 CAT points in any one year of study. Only 120 CAT points per level (including required short courses), will count towards an undergraduate qualification. Any other modules studied will be recorded, but not used, to calculate the award. If a student completes more than twelve credit modules in a year of study, then their award will be calculated using the marks for the 'core' modules, plus the highest marks from the other modules, to a maximum of 12 modules per year.

Elective modules may only be taken from a student's own level of study unless there is a pressing need. Permission will be granted at the discretion of the Undergraduate Programme Leader in consultation with members of the Undergraduate Committee. If permission is granted a Level 4 student may take no more than 2 modules from Level 5 as long as they do not exceed the equivalent of 140 credits in any one year of study. A Level 5 student may take no more than one Level 6 module. This only applies to modules delivered during term time and not, for example to the Level 5 *Arts for a Better Future* and the *Engaging with Islam* module which are delivered out of term time. Only Level 5 students can access this module free of charge.

Validated award extra elective modules can be taken for credit or audit. Both will be recorded on the student's Transcript of Studies.

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

4.15 **Progression**

4.15.1 *Progression with the required credits*

Students wishing to progress from Level 4 to Level 5 must pass with 120 credits taken.

Students wishing to progress from Level 5 to Level 6 must pass all the core and elective modules with a minimum of 40% pass mark with 120 credits taken.

The only exceptions to the above are if a student has been exempted through advanced standing, or through extenuating circumstances.

4.15.2 *Progression without the required credits*

In extenuating circumstances one graded module may be failed at a minimum mark of 35% without requiring resubmission of work, at the discretion of the Undergraduate Programme Leader in consultation with members of the Undergraduate Committee.

With the approval of the Examination Board, students may be eligible to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage, provided that each of the following conditions are met:
(a)   A minimum of 80 credits at the lower level have been successfully completed including passes in all designated core modules;
(b)   All requirements for academic prerequisites for the higher-level modules are met;
(c)   The Examination Board have approved progression following a successful application for extenuating circumstances, and results are still pending in the student's profile.
(d)   The remaining 40 credits of the Electives must be completed by the deadlines given and before the next Examination Board.

4.16 **Failure at any stage** See Sections 11.15 for Resit etc. options.

4.17 **Exit Awards**

An exit award is a lower award than one for which the student is registered. Students who have progressed on to Level 5 or Level 6 but fail to gain sufficient credit points in the required modules (See Section 14) may be considered for an exit award. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which he or she is registered. See section 15.5 for more details.

4.18 **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, defer or take a break from their studies. If a student is considering any change to their studies, we strongly recommend that they discuss this with their Programme Leader and the Recruitment and Training Administrator.

4.18.1 *Changing Award*

Should a student wish to change to a different award, they must meet the relevant admissions criteria for their chosen new award - see section 12 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.

The procedure is as follows:

- At the earliest opportunity, students should discuss with the Programme Leader and/or Personal Tutor any decision to change to a different award.

- After making a final decision about what they wish to do, the student must submit a BA Programme Transfer form and obtain the necessary signatures. This should be submitted to the Recruitment and Training Administrator by no later than Friday week 7 of their final term.

- Successful students on a validated programme who wish to change their award will be informed and enrolled automatically on the new programme internally and enrolled with The Open University at the earliest opportunity (i.e. when their portal opens again).

4.18.2 *Changing Studies*

Should a student wish to make any other change to their studies, such as changing from an Award to Guided Personal Study, the procedure is as follows:

- Students should at the earliest opportunity discuss with the Programme Leader and/or Personal Tutor any decision to change their studies.

- After making a final decision about what they wish to do, the student must submit a Change of Studies form and obtain the necessary signatures. This should be submitted to the Recruitment and Training Administrator as soon as possible and by no later than Friday of week 7 of the term before they wish the change to apply.

- Students who wish to make any other changes to their studies will be informed in writing within 21 calendar days whether their application has been successful.

4.18.3 *Changing Mode*

Students are permitted to change between residential (campus based - CAL) and remote delivery (RAL) on request. They may also spread their studies over a longer period by changing to part time student mode. Overseas students should see section 4.18.5 below.

4.18.4 *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 go on 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 Examination 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 full details in the Extenuating Circumstances Policy

4.18.5 *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 or exceptionally 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.

4.19 **Returning to Study:**

4.19.1 *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.

4.19.2 *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 (ANCC Dip, Dip (HE) or BA (Hons)), those who have earned CAT points will have their previous CAT score transferred automatically on the resumption of their studies if relevant. 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 (ANCC Dip, Dip (HE) or BA (Hons)), they may credit their previous learning through the RPL process (Recognition of Prior Learning). Applicants should:

  o fulfil all other admission criteria (see section 12 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 [RPL Policy](#)

4.20 **Continuation Fee**

If students do not finish their course within the registered time-scale, or they defer their studies for any reason other than for extenuating circumstances (see above) they will have to pay a continuation fee of £500 p.a. when they resume their studies.

4.21 **Withdrawal**

If, for any reason, a student wishes to withdraw from a College course, they must discuss this with the Programme Leader and also with the Head of Finance They 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.

4.22 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 percentage going directly on to further study.

4.23 Career Relevance

The Programme has been designed especially for those seeking to work in some form of Christian ministry with an intercultural element. Graduates may be found, for example, in leadership of mission organisations; teaching Bible and/or mission-related subjects at theological colleges; church planting and discipleship ministries or working in community and church development.

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 undergraduate 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.

5 Programme Specification

5.1 Overview/Factual Information

Programme/award title(s)	BA (Hons) in Biblical and Intercultural Studies
Teaching Institution	All Nations Christian College
Awarding Institution	The Open University (OU)
Date of first OU validation	1994
Date of latest OU (re)validation	2022
Next revalidation	2027
Credit points for the award	Certificate in Higher Education (Cert. HE) – 120; Diploma in Higher Education (Dip. HE) – 240; Bachelor of Arts (BA [Hons]) – 360
UCAS Code	N/A
HECoS Code	100794
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Theology and Religious Studies (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA FHEQ (2014) QAA Higher Education Credit Framework (2021) QAA The UK Quality Code for Higher Education (2018) SEEC Credit Level Descriptors (2021)
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, FDL, Mix of FDL & Face-to-Face) Apprenticeship	Face-to-Face on campus or by remote access or by a mixture of both) FT/PT/FDL
Duration of the programme for each mode of study	Cert. HE – 1 year (FT), 2-years (PT) Dip. HE – 2 years (FT), 4 years (PT); BA (Hons) – 2 or 3 years (FT), 4 or 6 years (PT). All programmes can be accessed on campus or remotely.
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2022

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 they take 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 relevant module guide and the Undergraduate Programme 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.

5.2 Educational aims and objectives

Certificate in Higher Education (Cert. HE)

The Cert. HE programme aims to provide students with a foundational, holistic preparation for vocational ministry in Christian mission. By introducing students to foundational knowledge and methods, the Cert. HE is designed to enable students to prepare, to an extent appropriate for level 4, for effective cross-cultural ministry.

The educational aim of all the undergraduate programmes at All Nations is to equip people for effective cross-cultural ministry. The foundation for this is spiritual maturity and personal development which is achieved through deeper biblical and theological understanding, enhanced cross-cultural engagement and the development of relevant ministry and practical skills. These educational aims may be listed thus:

   a. Spiritual maturity and personal development
   b. Deeper biblical and theological understanding
   c. Reflective cross-cultural engagement
   d. Relevant ministry and practical skills

The All Nations Cert HE programme is distinctive in that mission is at the heart of its holistic approach to learning, vocational training and understanding of the Christian faith in different contexts. In particular, the programme has an ethos that promotes learning that is praxis focused in which students learn through participation and engagement within a learning community.

Diploma in Higher Education (Dip. HE)

The Dip. HE programme aims to provide students with a holistic preparation for vocational ministry in Christian mission. By developing the students' ability to evaluate, understand and apply skills in other cultural contexts, the Dip. HE is designed to enable students to prepare, to an extent appropriate for level 5, for effective cross-cultural ministry.

The educational aim of all the undergraduate programmes at All Nations is to equip people for effective cross-cultural ministry. The foundation for this is spiritual maturity and personal development which is achieved through a deeper biblical and theological understanding, enhanced cross-cultural engagement, and the development of relevant ministry and practical skills. These education aims may be listed thus:

a. Spiritual maturity and personal development
b. Deeper biblical and theological understanding
c. Reflective cross-cultural engagement
d. Relevant ministry and practical skills

The All Nations Dip HE programme is distinctive in that mission is at the heart of its holistic approach to learning, vocational training and understanding of the Christian faith in different contexts. In particular, the programme has an ethos that promotes learning that is praxis focused in which students learn through participation and engagement within a learning community.

Bachelor of Arts (BA Hons)

The BA (Hons) programme aims to provide students with a holistic preparation as effective reflective practitioners in Christian mission. By developing the students' communication skills and their ability to analyse, evaluate, design and apply suitable approaches for diverse cultural contexts, the BA programme is designed to enable students to achieve, to an extent appropriate for level 6, the educational aims of the undergraduate programmes at All Nations. The foundation for this is spiritual maturity and personal development which is achieved through a deeper biblical and theological understanding, enhanced cross-cultural engagement, and the development of relevant ministry and practical skills. These education aims may be listed thus:

a. Spiritual maturity and personal development
b. Deeper biblical and theological understanding
c. Reflective cross-cultural engagement
d. Relevant ministry and practical skills

The All Nations BA (Hons) programme is distinctive in that mission is at the heart of its holistic approach to learning, vocational training and understanding of the Christian faith in different contexts. In particular, the programme has an ethos that promotes learning that is praxis focused in which students learn through participation and engagement within a learning community.

Academic Aspects of Teaching and Learning

Through the course of the programme, the teaching and learning objectives are designed to give students increased ability in critical awareness of academic texts and theories in core and elective modules. This is reflected in all the four educational aims: a) spiritual maturity and personal development, b) deeper biblical and theological understanding, c) reflective cross-cultural engagement through theory and practice, and d) relevant ministry and practical skills.

In terms of formal learning in the classroom, we aim to develop: detailed knowledge, research skills and writing skills; critical and analytical thinking and learning how to apply theological and missiological perspectives. In terms of non-formal learning, we aim to create an environment where students can build upon skills developed in the classroom through wider activities such as tutor groups and community worship and in their practical ministry placements - especially in the area of the presentation and application of their own ideas and theories to real-life situations.

Specific topics are also taught in both formal and non-formal settings. For example, worship is taught formally in the level 4 *THEOLOGY, HISTORY AND MISSION* module (core modules are printed in capital letters) through the study of the history of worship and the relationship of liturgy to theology. In the level 5 arts module on *Multicultural Worship* and in the level 6 module on *Music and Global Worship*, they also cover various topics on aspects of Christian worship. However, worship is also taught practically through other means. For example, students could be leading worship for large groups like the weekly College community gathering and the Sunday evening worship or in small groups like Tutor Group. They are also involved in worship in their practical ministry placements.

The church history elements of mission are distributed throughout the programme. For example, there are Case Studies in level 4 *INTEGRAL MISSION FOUNDATIONS AND PRACTICE* module; the level 4 *THEOLOGY, HISTORY AND MISSION* module also covers historical elements. Level 5 module on *THEOLOGY OF MISSION* considers the inter-relationship between mission studies and specific historical events and contexts from the 1860s to the modern era. In the level 5 regional modules on missional issues, students also study the history of mission and its relationship to the church in specific continents.

(The blending of learning in different settings and the progression of learning through the programme is developed further in the Teaching and Learning Strategy.)

The Aims of Spiritual Formation Process

One of the main aims of the College programme is to facilitate spiritual formation through a process that fosters spiritual maturity and personal development. For the churches and mission agencies who are potential employers of our graduates, the development of these characteristics is considered to be essential for the effective fulfilment of potential work and ministry roles.

The College intentionally promotes spiritual maturity through taught sessions on (1) relevant biblical models and concepts; (2) the introduction and practice of spiritual disciplines which have been passed down through Christian traditions through the centuries, and (3) Christian values and character. The tutorial system provides a mechanism by which the process of increasing spiritual maturity is facilitated, monitored and assessed.

Furthermore, the College aims to facilitate broader personal development by (1) building self-awareness; (2) identification of personal strengths and weaknesses; (3) setting personal development goals and objectives, and (4) establishing specific steps that will be taken to achieve these. This Personal Development Plan (PDP) provides the mechanism by which the process of personal development is facilitated, monitored and assessed.

All tutors receive training in the process of facilitating students' effective progress in both spiritual maturity and personal development. This ensures consistency of assessment across Personal Tutors and with every level.

5.3 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 BA is a nested programme with Cert. HE and Dip. HE programmes. Upon completion of the BA programme, students can build on the vocational specialisms (e.g. Bible and Theology, Arts, Peace and Justice Studies, Cross-cultural church ministry) and can progress onto MA (Missiology, Church in Mission and World Christianity, Intercultural Leadership, Transformational Development, Diaspora and Intercultural Church, Staff Care and Wellbeing) or MTh in Contextual Theology or any other postgraduate studies in the field of Theology and Religious Studies.

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

N/A

5.5 List of all exit awards

Cert. HE in *Biblical and Intercultural Studies* (120 Credits)
Dip. HE in *Biblical and Intercultural Studies* (240 Credits)
BA (Hons) in *Biblical and Intercultural Studies* (360 Credits)

5.6 Programme structure and learning outcomes

5.6.1 *Programme Structure - LEVEL 4*

Compulsory Modules (120 credits)	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
4.100 PERSONAL AND SPIRITUAL FORMATION I 4.101 PRACTICAL MINISTRY I 4.103 INTERPERSONAL SKILLS 4.104 SKILLS FOR MISSION 4.200 OLD TESTAMENT AND MISSION 4.201 NEW TESTAMENT AND MISSION 4.202 THEOLOGY, HISTORY AND MISSION 4.300 INTRODUCTION TO CULTURE AND RELIGION 4.400 INTEGRAL MISSION FOUNDATIONS AND PRACTICE	10 10 10 10 20 10 15 15 20	N/A	N/A	N/A	Terms 1-3

Part-Time Structure		
The table below assumes that part-time students will complete 60 credits per year with suggested priorities each term indicated (Core modules are mentioned in CAPITAL letters). FDL students can choose to do the programme in full-time or part-time mode.		
	Year 1	**Year 2**
Term 1	PSF1 OT and MISSION	INTEGRAL MISSION FP
Term 2	NT and MISSION	INTRO TO CULTURE & RELIGION INTERPERSONAL SKILLS
Term 3	SKILLS FOR MISSION	THEOLOGY, HISTORY AND MISSION
Whole Year	PRACTICAL MINISTRY I	

5.6.2 *Intended learning outcomes at Level 4 are listed below:*

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: A1 have a working knowledge of certain key global issues, underlying theoretical concepts and working principles in the interdisciplinary study of cross-cultural mission. A2 understand the composition and broad elements of the content of the Bible, with a closer exploration of selected texts. A3 be aware of aspects of different cultures and religious traditions (e.g. historical, social, ritual), secular worldviews, new religious movements and important facts and trends in World Christianity, together with their historical and theological precedents. A4 be familiar with the broad lines of established Christian doctrine and practice, as they have developed through the centuries, and as they are debated and applied in familiar and unfamiliar contexts.	**Learning and Teaching:** A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, videos, reading and engaging with relevant sources, completion of and feedback on assignments. **Assessment:** A1-4 A wide range of assignments including written work (essays, workbooks, reflective reports and exams), presentations (individual and group) and the presentation of a creative piece.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: B1 be able to identify and apply established principles, concepts, theoretical frameworks and approaches in the interdisciplinary study of mission recognising their relative strengths in familiar and unfamiliar contexts. B2 be able to apply established methods to exegete and engage with a range of issues of interpretation of various texts, biblical and other, with critical use of secondary sources B3 be able to synthesise information and ideas and formulate creative proposals to address established missional issues or opportunities in both familiar and unfamiliar contexts B4 be able to analyse and evaluate the relevance and significance of information and data (both quantitative and qualitative) using established principles, frameworks, criteria and techniques for both familiar and unfamiliar missional contexts.	**Learning and Teaching:** B1-4 Cognitive skills are developed through lectures, workshops, seminars and group discussion, student-led presentations, case studies, reflective reports and group work. **Assessment:** B1-4 Cognitive skills are assessed through written and creative assignments, individual or group presentations and examinations.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of the programme, students will: C1 be able to contribute to the design and development of ministry activities and projects of church/Christian organisations using skills acquired to inform own and/or others' learning, living, working and practice in familiar and unfamiliar cross-cultural contexts. C2 apply learned interpersonal, intercultural team and networking skills to recognise factors that affect team performance in familiar and unfamiliar cross-cultural contexts. C3 be equipped to apply the biblical message in contemporary mission and cultural contexts <u>and</u> be able to live out and communicate the Christian gospel effectively to audiences in familiar and unfamiliar contexts using established methods of contextualised communication with awareness and sensitivity. C4 be able to evaluate and nurture their own personal and spiritual development and capabilities, recognising the importance of self-awareness, pastoral skills and self-leadership.	**Learning and Teaching:** C1-4 The programme has a strong vocational emphasis. Under supervision, students take placements in the community and local churches and are encouraged to reflect upon their own personal experiences and apply their learning to contemporary situations. Practical courses provide the opportunity to acquire and develop a range of practical skills. C1-4 Community life and worship provide further opportunities to develop ministry skills. C4 A Personal Development Workbook guides the students to reflect upon their own personal and spiritual development and helps them to progress in self-awareness, pastoral skills and self-leadership. **Assessment:** C1-4 Ministry Placement skills and personal development are assessed through a written reflective report contained within their Placement Workbook in cooperation with their Placement Supervisor. C1-4 Students' team and communication skills will be assessed as part of the core modules, as well as by their Placement Supervisor. C4 Each student completes a formative Personal Development Workbook in consultation with their Personal Tutor.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of the programme, students will: D1 be able to select, summarise, evaluate and synthesise information, from a wide range of printed and digital resources, and apply that information within familiar and unfamiliar contexts. D2 be able to manage resources and time effectively and ethically, and reflect upon one's strengths and weaknesses as a learner. D3 be able to communicate coherently and effectively in written, oral and visual forms, including developing clear, well-structured and persuasive lines of argument. D4 be able to work collaboratively and ethically as members of a team or group, demonstrating self-awareness, openness, and the ability to engage with, and reflect upon, the ideas and arguments of others, in a way that respects individuals' gifts, skills and perspectives	**Learning and Teaching:** D1-3 Study skills are promoted formally and informally in taught sessions, self-directed learning and appropriate assignments. Questionnaires are used to facilitate the development of self-awareness. D3-4 Communication skills are central to the presentation of assignments and class seminars. Skills are modelled, promoted and nurtured in speakers' groups, group discussions, preaching, study skills sessions, workshops and peer feedback sessions. **Assessment:** D1-4 Assignments are assessed not only on their content but also structure, coherence, clarity and presentation. D2 Learner strengths and weaknesses are evaluated with the Personal Tutor on a twice termly basis. D4 Group participation is evaluated with the relevant module tutor.

Exit Award: Cert HE in *Biblical and Intercultural Studies*

5.6.3 *Programme Structure - LEVEL 5*

Compulsory Modules (80 Credits)	Credit points	Optional Modules (40 Credits)	Credit points	Is module compensatable?	Semester runs in
		5.203 Hermeneutics and Homiletics	10	N/A	Terms 1-3
5.100 PERSONAL AND SPIRITUAL FORMATION II	10	5.204 Psalms and Wisdom Literature	10		
		5.205 Pauline Literature	10		
5.101 PRACTICAL MINISTRY II	10	5.206 Acts of the Apostles	10		
5.102 MINISTRY INTERNSHIP	10	5.207/6.207 New Testament Greek	10/20		
		5.208/6.208 Biblical Hebrew	10/20		
5.200 PENTATEUCH	10	5.209 Pastoral Care	10		
5.201 SYNOPTIC GOSPELS	10	5.302 Engaging with Islam (Dec)	10		
5.202 THEOLOGY OF MISSION	15	5.303 Islam: Faith and Practice	10		
		5.304 Africa: Missional Issues	10		
5.300 MISSIOLOGICAL ANTHROPOLOGY	15	5.305 Asia: Missional Issues	10		
		5.306 Latin America: Missional Issues	10		
		5.307 Europe: Missional Issues	10		
		5.308 Research Paper*	10		
		5.309 Leadership	10		
		5.310 Missional Business	10		
		5.400 Holistic Community Transformation	10		
		5.401 Holistic Community Programme Management	10		
		5.500 Visual and Western Culture	10		
		5.501 Creative Media	10		
		5.502 Performing Arts in Education	10		
		5.503 Arts for a Better Future	10		
		5.504 Multicultural Worship	10		

- *Self-taught module
- Level 5 optional/elective modules must be selected from more than one vocational specialism (theology and ministry/cross-cultural mission/poverty and justice/arts). It is strongly recommended that one module should be a module on missional issues from a region.

	Level 4		Level 5	
	Year 1	Year 2	Year 3	Year 4
Term 1	PSF1 OT and MISSION	INTEGRAL MISSION FP	PENTATEUCH 1 Elective	SYNOPTIC GOSPELS 1 Elective
Term 2	NT and MISSION	INTRO CULTURE & RELIGION INTERPERSONAL SKILLS	PSF II MISSIOLOGICAL ANTHROPOLOGY	THEOLOGY OF MISSION
Term 3	SKILLS FOR MISSION	THEOLOGY, HISTORY AND MISSION	1 Elective	1 Elective
Whole Year	PRACTICAL MINISTRY I		PRACTICAL MINISTRY II	MINISTRY INTERNSHIP

Part-Time Structure

The table below assumes that part-time students will complete 60 credits per year with suggested priorities each term indicated (Core modules are mentioned in CAPITAL letters). FDL students can choose to do the programme in full-time or part-time mode.

5.6.4 *Intended learning outcomes at Level 5 are listed below:*

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: A1 have wide-ranging knowledge and critical understanding of a range of key global issues, theoretical concepts and working principles, and their development, in the interdisciplinary study of cross-cultural mission. A2 understand selected relevant biblical texts and their exegesis, and be able to derive appropriate and nuanced contextual applications. A3 have a knowledge of how aspects of, and diversity within, the history and religious perspectives of at least one region of the world (e.g. political, social, textual, philosophical, historical, theological, ritual, practical, ethical, institutional and aesthetic) impact Christian work and relate to a range of related facts and trends in World Christianity. A4 be aware of how Christian theology in its global diversity perceives the nature, role and practice of the Church in the world, acknowledging methodological assumptions, the limits of knowledge, ongoing debates, and application in contexts of varying complexity.	**Learning and Teaching:** A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, seminars and group discussion, videos, reading and engaging with relevant sources, student-led presentations, case studies, reflective and ethnographic reports, proposal development and group work and completion of and feedback on assignments. **Assessment:** A1-4 A wide range of assignments including written work (essays, workbooks, reflective reports, ethnographic report, proposal development and exams), presentations (individual and group) and the option of the presentation of a creative piece.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: B1 be able to identify and apply a range of relevant principles, concepts, theoretical frameworks and approaches in the interdisciplinary study of mission recognising competing perspectives in contexts of varying complexity. B2 be able to exegete and engage with a range of issues of interpretation of various texts, biblical and other, with critical use of secondary sources and awareness of the impact of cultural context, belief and values of varying complexity. B3 be able to synthesize information and ideas and formulate creative and appropriately contextualised applications, proposals and solutions to address a range of missional issues or opportunities in contexts of varying complexity. B4 be able to analyse and evaluate the reliability and validity of a variety of information and data sources (both qualitative and quantitative) using and comparing a range of principles, frameworks, criteria and techniques in missional contexts of varying complexity.	**Learning and Teaching:** B1-4 Cognitive skills are developed through lectures, workshops, seminars and group discussion, student-led presentations, case studies, reflective and ethnographic reports, proposal development and group work. **Assessment:** B1-4 Cognitive skills are assessed through written and creative assignments, individual or group presentations and examinations.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: C1 be able to contribute to the development of a range of ministry activities and projects of church/Christian organisations using skills acquired to improve own and/or others' learning, living, working and practice in cross-cultural contexts of varying complexity. C2 apply and adapt learned interpersonal, intercultural team and networking skills to contribute to enhanced team performance in cross-cultural contexts of varying complexity. C3 be equipped to apply the biblical message in contemporary mission and cultural contexts and be able to live out and communicate the Christian gospel effectively to a variety of audiences using an appropriate range of contextualised communication methods with awareness and sensitivity. C4 be able to evaluate and nurture their own and/or others' personal and spiritual development and capabilities, understanding the importance of self-awareness, pastoral skills and exercising self and team leadership	**Teaching and Learning:** C1-4 The programme has a strong vocational emphasis. Students take placements in the community and local churches and are encouraged to reflect systematically upon their own personal experiences and apply their learning to contemporary situations. They also engage in a Ministry Internship of 3-5 weeks in a cross-cultural context. Practical courses provide the opportunity to acquire and develop a range of practical skills. C1-4 Community life and worship provide opportunities to develop ministry skills. C4 A Personal Development Workbook guides the students to reflect upon and evaluate their own personal and spiritual development and helps them to progress in self-awareness, pastoral skills, self and team leadership. **Assessment:** C1-4 Ministry Placement skills and personal development are assessed through a written reflective report in cooperation with their tutor and Ministry Placement Supervisor. C1-4 Students' team and communication skills will be assessed as part of the core and elective modules, as well as an assessed Ministry Internship report where students reflect upon the context, team dynamics and on an issue experienced during the internship in cooperation with their Supervisor and Ministry Internship tutor. C4 Each student completes a formative Personal Development Workbook in consultation with their Personal Tutor.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: D1 demonstrate the ability to select, summarise, evaluate and synthesise information, from a wide range of printed and digital resources, and apply that information within contexts of varying complexity. D2 be able to manage resources and time effectively and ethically, and reflect upon and evaluate their strengths and weaknesses as a learner. D3 be able to communicate coherently and effectively in written, oral and visual forms, including developing clear, well-structured and persuasive lines of argument, and relate material to an intended audience. D4 be able to work collaboratively and ethically, and, if necessary, demonstrate leadership, as members of a team or group demonstrating critical self-awareness about their own beliefs, commitments, and prejudices, and sympathetic openness towards those of others in a way that respects individuals' gifts, skills and perspectives and enables them to develop effectively.	**Learning and Teaching:** D1-3 Study and research skills are promoted formally and informally in taught sessions, self-directed learning and appropriate assignments. D3-4 Communication skills are central to the presentation of assignments and class seminars, skills are modelled, promoted and nurtured in group discussions and projects, preaching, workshops and peer feedback sessions. Communication skills are also nurtured during Ministry Placement and Ministry Internship opportunities. **Assessment:** D1-4 The written assignments and exams are assessed not only on their content but on their structure, coherence, and clarity, and presentation. D2 Learner strengths and weaknesses are evaluated with the Personal Tutor on a twice termly basis. D4 Group participation is evaluated with the relevant module tutor.

Exit Award: Dip. HE in *Biblical and Intercultural Studies*

5.6.5 *Programme Structure - LEVEL 6*					
Compulsory Modules (50 Credits)	**Credit points**	**Optional Modules (70 Credits)**	**Credit points**	**Is module compensatable?**	**Semester runs in**
6.100 PERSONAL AND SPIRITUAL FORMATION III 6.101 PRACTICAL MINISTRY III 6.102 RESEARCH IN MISSION*	10 10 30	6.200 Isaiah 6.201 Johannine Literature 6.202 Old Testament Theology 6.203 New Testament Theology 6.204 Contemporary Apologetics and Evangelism 6.206 Issues in Theology and Ethics 6.207/5.207 New Testament Greek 6.208/5.208 Biblical Hebrew 6.300 Advanced Mission Studies* 6.301 Church-Planting and Discipleship 6.302 Religion and Society 6.303 Global Migration and Diaspora Studies 6.304 Contemporary Islam 6.305 Intercultural Team Leadership 6.400 Vulnerability and Resilience 6.402 Global Peace and Justice Studies 6.500 Performing Arts in Community 6.501 Music and Global Worship 6.502 Arts, Culture and Identity	10 10 10 10 10 10 10/20 10/20 10 10 10 10 10 10 10 10 10 10 10	N/A	Terms 1-3

- *Self-taught module
- Level 6 elective modules must be selected from more than one vocational specialism (theology and ministry/cross-cultural mission/poverty and justice/arts) and must also include at least one biblical and theological module from the 'theology and ministry' specialism.

	Level 4		Level 5		Level 6	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	PSF1 OT & MISSION	INTEGRAL MISSION FP	PENTATEUCH 1 Elective	SYNOPTIC GOSPELS 1 Elective	1 or 2 Electives	1 or 2 Electives
Term 2	NT & MISSION	INTRO CULTURE & RELIGION INTERPERSONAL SKILLS	PSF II MISSIOLOGICAL ANTHROPOLOGY	THEOLOGY OF MISSION	1 or 2 Electives	PSF III
Term 3	SKILLS FOR MISSION	THEOLOGY, HISTORY AND MISSION	1 Elective	1 Elective	1 or 2 Electives	RESEARCH IN MISSION
Whole Year	PRACTICAL MINISTRY I		PRACTICAL MINISTRY II	MINISTRY INTERNSHIP	PRACTICAL MINISTRY III	

Part-Time Structure

The table below assumes that part-time students will complete 60 credits per year with suggested priorities each term indicated (Core modules are mentioned in CAPITAL letters). FDL students can choose to do the programme in full-time or part-time mode.

5.6.6 *Intended learning outcomes at Level 6 are listed below:*

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: A1 have an in-depth and critical understanding of a wide range of key global issues, theoretical concepts and working principles addressed in research concerning the interdisciplinary study of cross-cultural mission, some of which is at, or informed by, the cutting edge of scholarship. A2 have a systematic understanding of relevant biblical texts, their exegesis and nuanced contextual applications, making use of contemporary scholarly research and reviews, with a detailed study of key books. A3 have a detailed knowledge of certain key concepts and debates regarding religion and society and how they relate to the practice of mission, recognising the uncertainty, limits and ambiguity of knowledge and relevant contemporary conceptual frameworks, together with their relation to historical and contemporary facts and trends in World Christianity. A4 demonstrate a coherent understanding of how different Christian confessions in their global diversity have addressed selected mission themes, debates and methods, acknowledging methodological assumptions, the limits of knowledge, ongoing debates, and application in contexts of varying complexity and interrelatedness.	**Learning and Teaching:** A1-4 Knowledge and understanding is acquired through lectures, small group work, interactive workshops, seminars and group discussion, videos, reading and engaging with relevant sources, student-led presentations, case studies, reflective and ethnographic reports, proposal development and group work and completion of and feedback on assignments. At Level 6, personal research assumes greater importance. **Assessment:** A1-4 A wide range of assignments including written work (essays, reflective reports, proposal development and exams), presentations (individual and group) and the option of the presentation of a creative piece. A1-4 Research paper or Extended Arts Project

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: B1 be able to select and apply relevant specialist principles, concepts, theoretical frameworks and approaches from competing perspectives in the interdisciplinary study of mission and critically identify new ideas in complex and inter-related contexts, whilst recognising their ambiguities and limitations. B2 be able to critically engage with a variety of issues of interpretation (including exegesis) of various texts, biblical and other, with critical use of secondary sources and have an in-depth awareness of the impact of cultural context, belief and values in complex and inter-related contexts. B3 be able to synthesise specialist and inter-related information and ideas, formulates and develop creative and coherent proposals to address selected missional issues or opportunities in complex contexts. B4 be able to critically analyse and evaluate the reliability, validity and significance of in-depth data and evidence, selecting effective principles, frameworks, criteria and methods of investigation (e.g. philosophical, anthropological, sociological, historical and hermeneutical) to support conclusions in complex and inter-related missional contexts whilst appreciating their uncertainty and limits.	**Learning and Teaching:** B1-4 Cognitive skills are developed through lectures, workshops, seminars and group discussion, student-led presentations, case studies, reflective and ethnographic reports, group work, proposal and strategy development and field research. **Assessment:** B1-4 Cognitive skills are assessed through written and creative assignments, individual or group presentations and examinations. B1-4 Research paper or Extended Arts Project

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: C1 be able to develop and design specialist ministry activities and projects of church/Christian organisations using skills acquired to enhance inter-related areas of own and others' learning, living, working and practice in complex contexts. C2 Apply and develop interpersonal, intercultural team and networking skills to contribute to enhanced team performance in complex cross-cultural and inter-related contexts, and engage with relevant missional, governmental and non-governmental bodies. C3 be equipped to relate the biblical message in contemporary mission and cultural contexts and be able to train others to live out and communicate the Christian gospel effectively to audiences in complex contexts, integrating a range of specialised contextualised communication methods with awareness and sensitivity. C4 be able to evaluate, nurture and manage their own and others' personal and spiritual development and capabilities, applying self-awareness, pastoral skills and intercultural leadership in complex and ambiguous missional contexts.	**Learning and Teaching:** C1-4 The programme has a strong vocational emphasis. Students take placements in the community or local churches and are encouraged to reflect critically and systematically upon their own experiences and apply their learning to contemporary and complex situations. Practical Courses provide the opportunity to acquire and develop a range of vocational skills. C1-4 Community life and worship provide opportunities to develop ministry and leadership skills. C4 A Personal Development Workbook guides the students to reflect upon and evaluate their own personal and spiritual development and helps them to progress in self-awareness, pastoral skills, self and team leadership within complex and ambiguous missional contexts. **Assessments:** C1-4 Practical ministry skills are assessed through a written, critical reflection on a specific missiological issue that has emerged from their Ministry Placement and will include a supervisor's reference where appropriate. C1-3 Assignments within the Level 6 modules will require students to develop relevant ministry activities/projects to their context of choice C1-3 Each student undertakes either a written dissertation or Practical Project on a specialist missional subject, integrating contextual research and best practice. C4 Each student completes a formative Personal Development Workbook in consultation with their Personal Tutor.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
On successful completion of this programme, students will: D1 demonstrate the ability to select, summarise, evaluate and synthesise information, from a wide range of printed and digital resources in a coherent, critical and detailed manner and apply that information within complex and inter-related contexts. D2 be able to ethically and critically manage resources, gather and analyse data and manage time effectively in independent study. D3 be able to present written, oral and visual material in a coherently organised form relevant to complex and ambiguous cultural contexts, clearly and in a well-structured manner, using appropriate media, with logical arguments persuasively expressed and with a degree of originality. D4 be able to work collaboratively as members of a team or group, and lead, demonstrating critical self-awareness about their own beliefs, commitments and prejudices; with empathy, integrity and critical reflection concerning the convictions and behaviours of others.	**Learning and Teaching*:*** D1-4 Research and advanced study skills are promoted formally and informally in taught sessions, self-directed learning and appropriate assignments. All written assignments are presented in a scholarly format. Students are required to make use of a wide range of resources in different formats in their assignments. D3-4 Communication skills are central to the presentation of assignments and class seminars, skills are modelled, promoted and nurtured in group discussions, workshops and peer feedback sessions. Communication skills are also nurtured during Ministry Placement opportunities. **Assessment:** D1-4 Written assignments, presentations and exams are assessed with greater emphasis on their structure, coherence, clarity, criticality and presentation. D1-3 Research paper.

Award: BA (Hons) in *Biblical and Intercultural Studies*

5.7 Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - ➢ where in the structure above a professional/placement year fits in and how it may affect progression
  - ➢ any restrictions regarding the availability of elective modules
  - ➢ where in the programme structure students must make a choice of pathway/route

The curriculum for every level is designed to meet the educational aims of the programmes. It also ensures integration, progression and development of practical and professional skills. *PERSONAL AND SPIRITUAL FORMATION* and *PRACTICAL MINISTRY* modules in every level run throughout the academic year as an ongoing learning experience from one term to another. No specific pathway choice or award is offered in the BA programme. Students are free to select vocational specialist modules within a particular field of vocation.

Level 4 is designed as an integrated foundational year for the BA programme and, therefore, students will not be offered optional/vocational specialist modules. All modules at this level are compulsory modules. Students have a choice at this level in their selection of Practical Ministry placement. This structure is intentionally designed so that students will have basic and foundational modules on which they can build their level 5 and 6 programmes. Level 4 also meets the training needs of students who intend to study for one year only.

Level 5 and 6 programmes are designed for enabling students to go deeper in each field of study (e.g., theology and ministry, cross-cultural mission, peace and justice studies, arts) and have the opportunity to do specialist vocational modules. All modules in levels 5 and 6 address all the educational aims. The integration of the core modules and the breadth of specialisms offered ensures a balanced curriculum.

Diploma and BA students have to do a placement as part of the level 5 *MINISTRY INTERNSHIP* core module where they engage in a three to five-week cross-cultural placement in the UK or abroad and write up a reflective report credited towards that module. Students usually do this either at the end of level 4 (Diploma students) or level 5 (BA students). Level 6 students have to do a research paper (worth 30 credits) as part of their *RESEARCH IN MISSION* core module.

The optional/vocational specialist modules in levels 5 and 6 will be available each year provided that there is a minimum of 7 students wishing to access the module.

Students are required to complete 120 credits per year to progress onto the next level. They must not take more than 140 credits per level. Where students have exceeded the limit of 120 credits, their awards will be calculated by taking the required number of optional/vocational specialist modules credited with the best marks.

5.8 Support for students and their learning.

1. Virtual Learning Environment (VLE) and Hybrid Mode Delivery

The College uses Moodle as its VLE platform for delivering online learning content, providing course related resources and for communication. Every student has access to the resources on the VLE 24/7 both on and off site. The College's three Moodle servers have been

upgraded to run the latest software versions, enabling resources to be increasingly more interactive and dynamic. Advances have been made in using Moodle for the submission of student assessments and students can now access their grades, attendance records and transcripts 24/7 through Moodle. Electronic marking outside Moodle has been extended to all levels whilst the move towards Moodle-based marking continues.

Following on from the experience of conducting all College events, as well as delivering all undergraduate teaching, via Zoom during 2019-21 (in response to COVID), we are now able to offer levels 4, 5 and 6 flexibly (via campus and/or remote access [RAL]) after the successful validation of these programmes by the OU. This is up to 2 years ahead of the schedule that College initially was working towards in line with the strategic direction of the College. Work has continued to equip all teaching rooms with video-conferencing facilities with all teaching rooms now in use for blended/integrated learning. The College continues to develop its facilities to make the integration of RA and on-site students and the quality of their learning experience as seamless and positive as possible.

2. Study and Research Skills

The College provides study and research skills training for all undergraduate students to develop and enhance their research skills. This training includes foundational level study skills classes for students in level 4 on using sources, reading effectively, good academic practice (citation and how to avoid plagiarism) and writing skills. At level 5, training is focussed on developing further skills in essay writing, critical thinking and evaluation.

In level 6, more advanced training is given in critical thinking and writing, including sessions on 'Engaging with Texts', 'Building an Argument' and 'Writing Critically and Analytically. Level 6 students are also provided with research skills training on how to choose a research topic, develop a research strategy, write a research proposal, analyse data and write a research paper. This training is designed to help students understand the processes involved in research and best research practice. It feeds directly into the *Advanced Mission Studies* essay and the *RESEARCH IN MISSION* module, but also impacts learning in other modules.

3. Foundation Study for Two-Year BA Students

Every year the College runs a 7-week course in term 1 entitled, 'Foundation Study for the Two-Year BA' for students entering directly into level 5. These 3-hour sessions aim to cover some of the foundational topics from the *En Route* short course (non-validated course) and level 4 programme. This ensures that the new level 5 students are up to speed with the rest of the level 5 students. The sessions help them develop their self-awareness, their understanding as learners and lay a foundation for the rest of their studies in the BA programme.

Based on the feedback received from the students in the last few years, adjustments have been made to enhance their experience. The main change implemented is that those who join directly in level 5 are requested to arrive 3 days early to College so that some of the sessions can be covered before the official start of the term. This has proved to be successful and all students have appreciated the opportunity to engage with the topics and settle well into community life.

4. Library Resources

The College library is one of the most important missiological resource centres in the country. Its mission is to provide a supportive environment for learning and study in which

all library users can find high-quality information resources and services to facilitate their current or continuing education, their personal and professional development and their role within the College community. Library holdings at the close of the academic year, 2022-23 comprised 60.000 resources in the Library itself; in addition, the library has more 11,000 eBooks in its EBSCO eBook collection. This is being updated on a regular basis and covers a wide range of subjects including leadership, anthropology, theological and biblical studies, mission and world religions.

The library has a subscription to EBSCO Religion and Philosophy Collection. This is an online journals database providing residential and online students with access to the details and articles of 300 journals. The Library Resources section of the VLE provides RAL and CAL students with access to the library catalogue, and the EBSCO journals and eBook collections throughout the College campus. It provides details of new books added to the library collection and new job opportunities. It is updated regularly. This resource is extremely useful for our postgraduate students, both those studying on campus and online, and for the BA students who are preparing research papers. It is anticipated that this collection will encourage wider use of substantive theological journals by all our students as recommended by our External Examiners. The collection is also proving to be a useful resource for all academic staff members.

The library also has a subscription to the e-book site Perlego. This is a collection of over 1 million professional and academic titles across 500+ different topics and subtopics. Free online resources have also been researched and access to these have been made available on the VLE. The librarian also provides extra help with scanning and accessing resources to any student who cannot access the library in person, whether they are studying permanently online or are temporarily without access to the library.

The library budget comprises 2.5% of student tuition fees per annum. This figure included 50% of the previous year's income generated from external user subscriptions and sales of surplus and donated books.

The library is a member of the Association of British Philosophical and Theological Libraries (ABTAPL) - a partnership of over 100 libraries that share expertise and resources in several areas. An inter-library loans service is available, enabling students to borrow books, theses, periodical articles, etc. from ABTAPL libraries, and various other libraries. The library is also a member of the Centre for Inclusion and Collaborative Partnerships (CICP)'s Librarians' Network of the OU.

The Library Committee, which meets termly, includes representation from students from all levels. All students have the opportunity to give feedback on library services through an annual library survey. Any issues raised are addressed in order to further enhance students' learning opportunities. The Library Committee reports to the LST (Learning Services Team) and the LST reports to the Academic Board.

5. ICT Facilities

Our ICT Facilities include:-
- Fast, reliable Internet connectivity
- Secure Wi-Fi across most of the site, including student accommodation
- Student printing, photocopying and scanning facilities
- Lecture Halls and Classrooms set up for hybrid delivery via Zoom, including the use of Nureva® microphone mist technology™
- Large LED screens and digital projectors in most rooms
- Digital camera and video recording equipment available to book

- Free College 365 student email address with access to 365 web applications
- General help, support and advice with ICT issues via our onsite IT team

6. Tutorial Support

The College seeks to enable all students to reach their full potential and therefore always takes its commitment to the support and guidance of the students very seriously. The first mechanism of this support is through the tutor groups, to which all members of the College community are assigned each year. The part-time and RAL students are also assigned Personal Tutors. Based on the feedback from students, we have a dedicated RAL tutor group for those accessing studies remotely. The College staff-student ratio allows tutors to have pastoral oversight of 8-9 students. The groups aim to provide fellowship and support in a small unit within the larger College community. Each group is made up of men and women, married and single, different nationalities, levels of study, denominations, etc. to encourage cross-cultural awareness and understanding of differing needs and responsibilities.

Tutor groups meet twice each week for worship, prayer and social activities and also participate as a group in other social and sporting occasions, organised within or between tutor groups throughout the year. Through this life of fellowship, worship and social interaction the tutor group provides warm and caring personal and pastoral provision for the students.

Each tutor group is led by one or more member(s) of the teaching staff who function as the designated Personal Tutor for the students within their tutor group. All students are offered a minimum of two individual tutorials per term, although a student may always request additional meetings. A typical tutorial will last 45-60 minutes and may include discussions over the choice of modules, assignments, ministry placements, general progress and any personal or pastoral matters that the student may wish to discuss. Full confidentiality is always respected. Tutors prepare an end-of-year report on each of the students in their group, which is passed to the following year's tutor. Whilst personal and emotional support is offered first through the Personal Tutor, the College also has a Pastoral Care Team who provide pastoral care for students. Students have the opportunity to meet with the Pastoral Care and Spiritual Formation Tutor to talk through any personal issues they may wish to raise.

In certain circumstances, for example those related to mental-health, students are encouraged to consult their doctor. Students may be referred to a counsellor, with financial support being made available. Confidentiality is respected at all stages in the process.

7. Programme Induction

Essential information (e.g. the content of student and programme handbooks) is given to students during orientation. Guidelines on assignment word count, calendar of deadlines for assignment submissions, penalties of late submission, and the offer of modules in different terms are also explained. Dedicated orientation sessions are conducted for each level of study at the beginning of the term. Tutors and Programme Leaders offer guidance to students in levels 5 and 6 in the choice of elective modules. All essential information is made available on the VLE to all students. We have a separate student handbook for campus based and remote access students. All students are introduced to the hybrid learning experience and good online practice in order to build effective community between those on site and those online

8. Personal Development Plan (PDP)

Students attend *PERSONAL AND SPIRITUAL FORMATION* modules at all levels in the undergraduate programme and are required to have a PDP in place. They have the PDP booklet which includes sections relating to the setting of personal development objectives, regular reflection on progress towards these goals and reflection on wider learning experiences throughout the academic year. Students meet with their Personal Tutor two to three times per term to facilitate and monitor progress relating to their PDP and the personal development modules.

In direct response to student feedback in previous years, the PDP booklet has been enhanced to make the process of personal development planning easier to follow. The initial pages are amended to present the idea of personal development planning more clearly. The PDP document is made smaller and compatible with both online and paper formats. More reflective questions are included, which encourage the students and Personal Tutors to reflect together and make it less of a 'tick box' exercise. Tutors are given specific training on how they and the students should complete the document and how they could engage in reflection more. Reflective elements are increased in word length at the request of students in order for them to engage in reflection more.

9. Students with Learning Difficulties and Disabilities

The College is committed to supporting all students pastorally and academically throughout their studies and to ensuring 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. It therefore aims to provide personal support to each individual as required. This support takes place both within the general teaching and learning frameworks of the college, including the personal tutorial system, but also through the provision of one-to-one assistance by the Learning Service Team (LST).

The LST, provides one to one advice for students with learning difficulties, disabilities and health conditions on how to manage their studies and support with tasks such as time management, assignment planning, using library resources and Information and Communications Technologies (including assistive technologies).

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

10. Support for International Students

The College recognises and celebrates the richness that international students bring to the community 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 LST. The Study and Research Skills Foundation Course is designed to help new undergraduate students, but international students in particular, to adapt to UK study methods and academic culture. English language support is provided for all those who need additional assistance, with a particular focus on using English for biblical and theological studies.

11. Career Service

The College supports students in many ways to find employment. Every year the College has a Missions Fair, where 25-35 mission organisations come and display their work with a view to recruiting potential students for mission within and outside of the UK. Graduates go on to work cross-culturally as educators, medics, water experts, pilots to name a few. Job opportunities are updated and published on the VLE. Apart from this annual Missions Fair, there are other frequent opportunities throughout the year where leaders of mission agencies visit the College and meet with staff and students. This has proved to be an excellent opportunity to explore potential job opportunities. Another way of support is through the LST members and tutorial staff who offer guidance to students considering their future service. In some cases, the weekly practical ministry placements and the internship opportunities later prove to be places of employment for some students.

5.9 Criteria for admission

For full entry criteria, please refer to Section 12 of the Admissions Policy.

Applicants to all of the undergraduate programmes must:
- prove they have appropriate academic qualifications,
- prove they have sufficient English ability,
- Show an active interest in intercultural mission,
- Show a commitment to personal formation in community,
- demonstrate a positive attitude to learning,
- engage fully with the application process by responding to requests for information in a timely manner.

The specific undergraduate entry requirements vary slightly depending on which level a student is entering their programme of study. Unless students have been permitted to enter their programme at level 5 or 6 (e.g. through RPL), all students will begin at level 4. The range of possible entrance and exit routes for full-time access are as shown in this diagram:

Level/Award	Entry Level	Exit Level
Certificate	Level 4	Level 4
Diploma	Level 4 (or Level 5 with RPL)	Level 5
BA (Hons)	Level 4 (or Levels 5 or 6 with RPL)	Level 6

1. **Biblical/Theological Knowledge:** previous Biblical/theological knowledge is not required for students starting at level 4. However, students who begin their studies at level 5 or above must satisfy the College they have sufficient Biblical and theological knowledge and skills or attend a Foundation Course which requires them to complete some extra assignments in their first year of study (see entry requirement in Section 12 of the Admissions Policy for specific level 5 and 6 requirements)
2. **English Language:** students may not start or transfer to a programme of study without satisfying the appropriate English Language requirements. The permitted tests are listed with more details on the Entry requirement charts (see Section 12 of the Admissions Policy). This includes students taking the Guided Personal Study scheme but excludes those taking modular studies and those who progress from level 4 to level 5 after completing their level 4 studies.
3. **Safeguarding:** basic DBS check and/or Certificate of Good Conduct will be required to be shown by successful residential applicants at enrolment.
4. **Prior Extenuating Circumstances:** If an applicant wishes to plead extenuating circumstances that may have led to them achieving a past academic performance that

is not accurately indicative of their true potential, they must mention this in their application. In these circumstances, the College reserves the right to request further information from a third party to substantiate their claim. This could include contacting, with the applicant's permission, the awarding academic institution, examination body, doctor or another appropriate third party.

5. **Age on entry:** for undergraduate students, the usual age on entry is 21 years at the point of enrolment however, the College will consider younger applicants. Having the opportunity to gain some life and mission experience before they come to College, enables students to have a context to which they can apply their learning and achieve their learning objectives. We will assess the maturity of all applicants through their responses, particularly, to the entry criteria in the orange boxes on the entry criteria charts.

6. In addition, every applicant is required to:
   ● have the ability to type and have in place by the start of the course a laptop or other device to access the learning and produce assignments digitally.
   ● be interviewed by a member of the UG admissions panel either in person or via video conferencing technology
   ● be willing, if entering the programme at level 5 or 6, to complete the Foundation Course and associated assignment(s) during their first year of study.

5.10 Language of study

English

5.11 Information about non-OU standard assessment regulations (including PSRB requirements)

The College's assessment strategy reflects the QAA subject benchmark assessment statement for Theology and Religious Studies (QAA Benchmark statements, 2019). A variety of assessment methods are used appropriately to enable students to meet the intended learning outcomes and demonstrate different skills at each level of study. Assessments include the use of workbooks, written examinations, essays, language tests, oral presentations, project reports, book critiques, placement reports, reflective reports, and research projects. Students have the opportunity to encounter these assessment methods, as they progress from one level to another.

Assignments in level 4 are intended to assess foundational academic skills. Therefore, level 4 is assessed through a broad range of assignments including short answer questions, reflective reports, questionnaires, short essays, reading logs, class presentations and journaling. Within these assessments, there are formative and summative assignments. The strategy is to set work that is equivalent to 2,000-2,250 words for each 10 credit module (100 notional hours). All assignments are compulsory but graded pass/fail and some are assessed through peer feedback.

Since assignments in level 5 are intended to assess analytical and evaluative skills, longer essays, presentations, reflective reports and exams are introduced. Level 6 assignments include long essays, exams, research proposals, literature reviews, independent research projects and presentations, all of which are intended to assess analytical, evaluative, and critical thinking skills. Levels 5 and 6 are marked in percentage grades according to the grading criteria published in designated Handbook. All the assessment questions in levels 5 and 6 are scrutinised internally by at least one tutor other than the module tutor and then by external examiners before they are published to students. All work in levels 4, 5 and 6 is

marked by module tutors, moderated internally by another tutor and then sent to the external examiners for ensuring consistency and fairness in marking and moderation.

All assignments have word limits. These are set out in the Programme Handbook. The maximum word length for all pieces of work for a 10 credit taught module in level 5 is 2,250 - 2,500 words and for level 6 is 2,750 - 3,000 words. Footnotes and bibliography are not counted in the word limit. If the work exceeds the published word limit, there is a penalty of 2% for every additional 100 words (or up to 100 words). Late submissions (without authorisation of the Undergraduate Programme Leader) will incur a penalty of 10% per day for up to 6 days, after which submission will be refused. To pass the module the student must re-submit with a new assignment which will be capped at 40%.

5.12 For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

5.13 Methods for evaluating and improving the quality and standards of teaching and learning.

1. Peer-observation of Teaching

In order to evaluate and improve the quality and standards of teaching and learning and to enhance students' learning opportunities in the area of modelling good pedagogic practices, the College has peer-observation of teaching by tutors. All tutors seek to model reflective practice and this ethos is nurtured through peer observation. Each tutor's teaching is observed by another tutor at least once a year. A peer-observation pro-forma is completed by the tutor who is to be observed, before the delivery of their teaching session indicating the aspects of teaching they would appreciate feedback on from the observer. The peer observation evaluation form is used by both the tutor and the observer to evaluate various aspects of teaching such as the relationship between the tutor and students, the aims and objectives of the session, the structure of the session and the teaching methods used, the quality of the content and the materials used. During the subsequent debriefing, both the tutor and the observer discuss ways for further improvement in any area of teaching identified by the observer. This provides an opportunity to disseminate good practices in teaching and learning and also for improving and enhancing their teaching. Both the tutor and observer are required to sign a form recording the details of the peer observation. This is kept as a record in the Academic Office.

2. Teaching, Learning and Assessment Methods

The College has a Teaching and Learning Strategy as well as an Assessment Strategy which sets out clearly the basis of effective learning and teaching. The College employs a variety of teaching methods and learning styles, providing breadth, depth and challenge appropriate to the learning outcomes, level and subject to try and ensure that each student develops appropriate knowledge, skills and understanding. Programmes have a multiplicity of assessment methods and assessments are linked to learning outcomes. Students receive extensive feedback on formative and summative assessments, peer and tutor feedback on oral presentations.

3. Staff Development

The College has a robust system of staff development. All academic staff are expected to continue to develop their competence in academic disciplines through such means as (a) continuing formal post-graduate study through to doctoral level, (b) continuing lifelong learning by attending conferences, training and seminars and (c) publication of articles/books. This is facilitated through the provision of funding for training, the provision of sabbatical leave, encouragement for further study and in-house staff development training. Staff development is monitored by the Principal/Vice-Principal at annual appraisals.

4. Induction for Visiting Lecturers

In order to maintain the enhancement of learning opportunities of students, all new staff and visiting lecturers are given an induction to the ethos and values of the College and are also encouraged to feel part of the community. Their teaching is evaluated by other tutors through peer observation and their assessment questions are scrutinised by the Programme Leader and the external examiners. Their CVs are submitted to the OU through the Annual Monitoring Report. Like our permanent tutors, our visiting lecturers come not only from relevant educational sectors but also with a wealth of cross-cultural mission experience both in the UK and overseas.

5. Student Representations in the Undergraduate Committee.

Student representatives from levels 4, 5 and 6 are asked to collect feedback on teaching and learning and bring them to the Undergraduate Committees once a term. The Undergraduate Programme Leader initially tries to resolve the student issues and then communicates them to the class through student representatives. If issues cannot be resolved at this level, they are taken to the Undergraduate Committee, where issues are discussed and decisions are made. This is reported to the Quality Assurance Committee as it monitors the quality and delivery of the programme. This ensures that the quality and standards of teaching and learning are maintained.

6. Termly Module Evaluation by Students

At the end of every module being taught, students are required to give anonymous written feedback on the teaching and learning through an online questionnaire on the VLE. The module evaluation includes questions such as how well the modules fulfil the learning outcomes, the quality of content and resources, standard of teaching and assignments. The form also includes questions on the most useful and least useful features of the module and requests suggestions to improve teaching and learning related to the module. Tutors are required to fill out their comments on the overall module and what appropriate action they would implement for the future, based on the overall evaluation of the modules they deliver. The module feedback is also scrutinised in the Undergraduate Committee and Quality Assurance Committee and
any concerns raised are communicated to the tutors concerned for improvements. The Academic Board receives the minutes of these committees. Student representatives from all levels attend these meetings and they are aware of the actions taken to address any issues to enhance the learning opportunities.

7. Annual Programme Evaluation by Students

One of the ways by which the College fulfils its responsibilities for maintaining quality and standards of teaching and learning and also enhancing students' learning opportunities is through a rigorous method of annual programme evaluation by students. Towards the end

of the academic year, students at all levels are strongly encouraged to fill out an extensive annual evaluation form anonymously through the VLE. The evaluation form requests feedback on the programme as a whole, aspects of teaching and learning, assessments, library and ICT facilities and opportunities for personal development. The collated feedback is analysed and discussed in the training team and the Undergraduate Committee. The action taken to enhance students' learning opportunities is presented to the Quality Assurance Committee and the Academic Board. The student representatives from every level attend the Undergraduate Committee, Quality Assurance Committee and the Academic Board meetings. The enhancement plan and its progress are sent to the OU as part of the Annual Monitoring Report.

8. External Examiners

The external examiners, who are approved by the OU, make sure that all assessments are carried out fairly and consistently and that academic levels maintain parity with national standards. They are sent draft copies of all assessment questions set by the tutors to make comments and suggestions before they are finalised. They moderate the marking of assessed work in levels 4, 5 and 6 and are sent selections of essays and exam scripts. They are also consulted over the general running of the programmes, programme proposal for revalidation, and any other matters where their advice could be helpful. This ensures that the marking process is as fair and consistent as possible. They also provide annual written reports on several aspects of the curriculum including the quality of teaching and learning.

9. Quality Assurance Committee

The Quality Assurance Committee monitors the delivery of quality across a range of activities such as teaching, staff development, learning resources, student support services, programme monitoring and enhancement. It receives undergraduate programme reports, external examiners' reports, and programme and module evaluations by students. It actively involves students in monitoring the quality of teaching and learning. It reports to the Academic Board, is chaired by an external member, has student representatives from each level, and meets once every term.

10. The Open University Annual Monitoring Process

Every year the programme is reviewed through the annual monitoring process of the OU, where all aspects of the programme are analysed and evaluated. This gives the College the opportunity to improve any area that directly or indirectly affects the quality of teaching and learning. In addition, the Quality and Partnerships Manager of the OUVS or the Academic Reviewer assigned to the College attends the Academic Board or the Examination Board to monitor the procedure we have in place.

11. The QAA Review Process

The College reviews its strategies, policies, regulations and procedures against the QAA UK Quality Code (2018) and they are approved by the Academic Board to ensure we continue to follow maintain academic standards. The programme includes reference to the appropriate QAA subject benchmark statements for Theology and Religious Studies (2019) as part of the curriculum design and content. When developing or restructuring programmes for revalidations, the FHEQ (2014) is used and referenced in accordance with the OU Handbook for Validated Awards to ensure that the programme specification and learning outcomes are developed at the right level and against the subject benchmarks statements for Theology and Religious Studies. The prescribed template is followed and is subject to detailed discussion in preliminary and final re-validation meetings. Since 2012, the QAA-

HER major inspections and the subsequent annual inspections give the College the opportunity to review its academic standards, academic quality and enhancement of students' learning opportunities and meet all the QAA expectations.

5.14 Changes made to the programme since last (re)validation

All levels have been approved by the OU to be offered in Campus or Remote access mode. The following four changes were made to the programme in the last revalidation in 2022:

(1) Streamlining personal development modules

The current core module on *PERSONAL AND SPIRITUAL FORMATION* (PSF) will be *PSF* I, *PSF* II, *PSF* III for levels 4, 5 and 6 respectively to make the progression explicit from one level to another (Core modules are printed in CAPITAL letters and they are compulsory for all students at their given level). The existing two level 4 modules on *PSF* and part of *PERSONAL GROWTH* (PG) are combined to make the new *PSF* I for two reasons: (a) the student feedback over the years has highlighted that the names PSF and PG were confusing due to their similarity, and (b) since both modules focus on one's own personal growth (self), these modules are streamlined to achieve this emphasis on the aspect of 'self'. In addition, the 'cross-cultural life and work' component of the existing *PSF* module will be removed and it will become a new module on *SKILLS FOR MISSION* (SM), as the topics will focus on ministry and mission (looking outwards) so that there is an explicit progression from self to others and on to wider mission contexts. The level 4 *INTERPERSONAL SKILLS* (IS) module remains unchanged, as it focuses on relational topics (others). Thus, the changes proposed for level 4 will provide a clear distinction between the three personal development modules and also a progression from focusing on self to others and to wider mission contexts.

(2) Enhancing biblical, theological and cross-cultural components

At level 4, the credit allocation for *OLD TESTAMENT AND MISSION* core module will be increased from 15 credits to 20 credits (in the last revalidation in 2017, it was increased from 10 credits to 15 credits). Likewise, the level 5 *THEOLOGY OF MISSION* core module (10 credits) will be increased by 5 credits to strengthen knowledge and contextual interpretations of various aspects of theology of mission including creation care and race (15 credits). A new elective module in level 6 on *Issues in Theology and Ethics* will be added as a response to feedback from mission agencies, graduates and current students that there should be more coverage of complex theological and ethical issues faced by mission practitioners (e.g. abuses of power, decolonising of mission, gender and sexuality issues). This will meet not only the request for more biblical and theological components in the programme but also the need for addressing issues that missionaries face in the field. All these changes will complement the biblical and theological curriculum and the current set of modules in these fields.

Another enhancement the College proposes is in the area of offering biblical languages. Currently, we teach the introductory *New Testament Greek* module (10 or 20 credits) in level 5 and introductory *Biblical Hebrew* (10 or 20 credits) in level 6. It is proposed to make the *New Testament Greek* and the *Biblical Hebrew* modules available to students in either level 5 or level 6. It is not anticipated that there needs to be different teaching or standards since they are purely focused on introductory learning of these languages. Some students finish their studies at the end of level 5, so it is good to offer them the option of studying Hebrew instead of Greek if they prefer. Some students only come to the College for level 6, having transferred from another college, and may wish to study Greek or Hebrew during that year.

Some cross-cultural modules are also enhanced. The training team has decided to reduce the 25 credit level 4 module on *INTEGRAL MISSION FOUNDATION AND PRACTICE* (IMFP) to 20 credits. The rationale is that (a) the component of IMFP requiring students to research missiological and theological issues fits equally well within the core module *THEOLOGY, HISTORY AND MISSION* (see below proposal [4] on module titles) and therefore can be removed from IMFP, (b) the assignment component which is directly linked to the integral mission section of IMFP will remain unchanged and, therefore, the learning outcomes are not affected, (c) the arts component in the IMFP on practical evangelism aspect and its assessment are also retained in the revised module, (d) the reduction of credits is seen to be done for the benefit of the students – to reduce their workload. The reduction of IMFP to 20 credits is balanced by the corresponding increase in credits within level 4's *OLD TESTAMENT AND MISSION* module, thereby responding to the students' desire for more theological and biblical teaching.

At level 5, the 10 credits *MISSIOLOGICAL ANTHROPOLOGY* core module is increased to 15 credits. This change has been made to acknowledge the amount of essential learning content contained in this key module and the resulting student workload, which is higher than in other core modules. Thus, at level 5, the total number of credits for the core modules increase from 70 to 80 (5 for *THEOLOGY OF MISSION* and 5 for *MISSIOLOGICAL ANTHROPOLOGY*) and the credits for elective modules are reduced from 50 to 40.

(3) Addressing contemporary trends and needs in mission training

The College has introduced two new 10 credit elective modules: one in level 5 and another in level 6 in order to meet the training needs expressed by graduates and potential employers. The current students have also expressed an interest in these areas. These modules are *Missional Business* (level 5) and *Issues in Theology and Ethics* (level 6). *Missional Business* is a key aspect and approach of contemporary mission. It focuses on the role and opportunity for business and social enterprise to bless, enable and transform societies and communities. There is very little on this topic in our current curriculum and, therefore, this will address that gap going forward. As mentioned above in point (2), the addition of *Issues in Theology and Ethics* module will address key issues on various aspects of theology and ethics.

Two modules from the existing curriculum - level 5 *Urban Mission* and level 6 *Teaching Adult Learners* – are not included in this new curriculum. Instead, content from *Urban Mission* will be incorporated into other modules as cross-cutting themes, and good practices related to teaching adult learners will be demonstrated through the teaching practices of the training team. It may be that these modules are presented for revalidation at a later date. The addition of the two new modules mentioned above will offset the number of total elective modules in levels 5 and 6.

(4) Amending module titles to reflect their contents

In all levels, the *MINISTRY PLACEMENT* module is renamed *PRACTICAL MINISTRY* to better reflect the focus on relevant hands-on practical ministry skills. Also, similar to the progression of *PERSONAL AND SPIRITUAL FORMATION* modules across three levels, the *PRACTICAL MINISTRY* module will also be called *PRACTICAL MINISTRY I*, *PRACTICAL MINISTRY II*, and *PRACTICAL MINISTRY III* for levels 4, 5 and 6 respectively.

In level 4, *INTRODUCTION TO CHRISTIAN THEOLOGY* core module will be renamed to *THEOLOGY, HISTORY AND MISSION.* This is in response to feedback from mission agencies and graduates that church or mission history should be more prominent and this

change will address their concerns. There is already an element of history within this module but the renaming will make it explicit.

Some module titles will be shortened. In level 5, the *Hermeneutics and Homiletics in a Global Age* will become *Hermeneutics and Homiletics*. The team felt the phrase, 'in a Global Age' is unnecessary and would prefer a more concise title. *Creative Media and E-mission* will be shortened to *Creative Media* which better reflects the overall style, content and emphasis of the module. The term 'E-mission' is somewhat outdated now and not widely used in the current mission setting.

In level 6, the *Intercultural Evangelism and Apologetics* will be renamed *Contemporary Apologetics and Evangelism*. This is because the team wanted to highlight 'apologetics' as a primary focus for this module rather than evangelism. But 'evangelism' should still be in the title as an important component of the apologetic endeavour. We are using 'contemporary' rather than 'intercultural' as a lot of the apologetics will focus on key themes and issues primarily in the post-modern world, but will have some classes dedicated to responding to other religions. This will also go well with the existing level 6 module on *Contemporary Islam*.

5.15 **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	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	4.100 PERSONAL AND SPIRITUAL FORMATION I	X			X	X		X	X	X	X		X	X	X	X	
	4.101 PRACTICAL MINISTRY I	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
	4.103 INTERPERSONAL SKILLS	X				X		X			X	X				X	X
	4.104 SKILLS FOR MISSION	X				X			X		X	X	X	X		X	X
	4.200 OLD TESTAMENT AND MISSION		X		X	X	X	X	X		X	X		X		X	
	4.201 NEW TESTAMENT AND MISSION		X		X	X	X	X	X		X	X		X		X	X
	4.202 THEOLOGY, HISTORY AND MISSION	X		X	X	X		X	X	X	X	X	X		X	X	X
	4.300 INTRODUCTION TO CULTURE AND RELIGION	X		X		X	X	X	X	X	X	X	X	X	X	X	X
	4.400 INTEGRAL MISSION FOUNDATIONS AND PRACTICE	X	X	X	X	X	X	X	X	X	X	X		X	X	X	

Level	Study Module/Unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	5.100 PERSONAL AND SPIRITUAL FORMATION II	X	X			X	X	X	X	X			X	X	X	X	X
	5.101 PRACTICAL MINISTRY II	X	X			X	X	X	X	X	X	X	X	X	X	X	X
	5.102 MINISTRY INTERNSHIP	X	X	X		X	X	X		X	X	X	X	X	X	X	
	5.200 PENTATEUCH		X			X	X	X	X			X	X	X	X	X	
	5.201 SYNOPTIC GOSPELS	X	X			X	X	X	X			X		X	X	X	X
	5.202 THEOLOGY OF MISSION	X		X	X	X	X	X	X		X	X	X	X		X	X
	5.203 Hermeneutics and Homiletics	X	X	X	X		X	X	X		X	X	X		X	X	X
	5.204 Psalms and Wisdom Literature		X			X	X	X				X	X	X	X	X	
	5.205 Pauline Literature		X			X	X	X				X	X	X	X	X	
	5.206 Acts of the Apostles		X			X	X	X				X	X	X	X	X	
	5.207 New Testament Greek	X	X			X	X	X	X		X			X		X	X
	5.208 Biblical Hebrew	X	X			X	X		X			X		X	X		
	5.209 Pastoral Care	X				X		X		X	X		X	X		X	
	5.300 MISSIOLOGICAL ANTHROPOLOGY	X		X		X			X	X	X	X		X	X	X	X
	5.302 Engaging with Islam	X		X	X	X	X	X	X	X	X	X		X	X	X	
	5.303 Islam: Faith and Practice	X	X	X		X	X	X	X	X	X	X		X	X	X	
	5.304 Africa: Missional Issues	X		X	X	X	X	X	X	X	X	X		X		X	X
	5.305 Asia: Missional Issues	X		X	X	X		X	X	X	X	X		X	X	X	
	5.306 Latin America: Missional Issues	X		X	X	X		X	X	X	X	X		X		X	X
	5.307 Europe: Missional Issues	X		X	X	X	X	X	X	X	X	X		X		X	X
	5.308 Research Paper	X	X		X	X	X	X	X			X	X	X	X	X	
	5.309 Leadership	X	X			X	X	X	X	X	X		X	X	X	X	X
	5.310 Missional Business	X	X			X		X	X	X				X		X	X
	5.400 Holistic Community Transformation	X	X	X	X	X		X		X			X		X		X
	5.401 Holistic Community Programme Management	X				X		X	X	X				X		X	
	5.500 Visual and Western Culture	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	5.501 Creative Media	X	X	X	X	X		X	X		X	X	X	X	X	X	X
	5.502 Performing Arts in Education	X	X	X	X	X		X	X		X	X	X	X	X	X	X
	5.503 Arts for a Better Future	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	5.504 Multicultural Worship	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Level	Study Module/Unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	6.100 PERSONAL AND SPIRITUAL FORMATION III	X				X	X	X	X	X	X	X	X	X	X	X	
	6.101 PRACTICAL MINISTRY III	X	X			X	X	X		X	X	X	X	X	X	X	X
	6.102 RESEARCH IN MISSION	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	6.102 RESEARCH IN MISSION (Extended Arts Project)	X	X	X	X	X	X	X	X			X		X	X	X	X
	6.200 Isaiah		X			X	X	X	X			X	X	X	X	X	X
	6.201 Johannine Literature	X	X			X	X	X	X			X	X	X	X	X	X
	6.202 Old Testament Theology		X		X	X	X	X	X			X	X	X	X	X	
	6.203 New Testament Theology	X	X		X	X	X		X		X	X		X	X	X	X
	6.204 Contemporary Apologetics and Evangelism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	6.206 Issues in Theology and Ethics	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
	6.207 New Testament Greek	X	X			X	X	X	X		X			X		X	X
	6.208 Biblical Hebrew	X	X			X	X		X		X			X	X		
	6.300 Advanced Mission Studies	X	X	X	X	X	X	X	X		X			X	X	X	
	6.301 Church-Planting and Discipleship	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
	6.302 Religion and Society	X		X		X		X	X	X	X			X	X	X	X
	6.303 Global Migration and Diaspora Studies	X		X		X	X	X	X	X	X	X		X	X	X	X
	6.304 Contemporary Islam	X		X	X	X	X	X	X	X	X	X		X	X	X	X
	6.305 Intercultural Team Leadership	X		X		X		X			X		X	X			X
	6.400 Vulnerability and Resilience	X		X		X		X		X	X	X	X	X	X	X	X
	6.402 Global Peace and Justice Studies	X	X	X	X	X	X			X	X			X			X
	6.500 Performing Arts in Community	X	X	X		X	X	X		X	X	X	X	X	X	X	X
	6.501 Music and Global Worship	X			X	X		X	X	X	X	X	X	X	X	X	X
	6.502 Arts, Culture and Identity	X		X	X	X	X	X	X	X	X	X		X	X	X	

5.16 **Programme Structure at a glance (2023-24)**

All modules are 10 credits unless stated otherwise. **CORE OR COMPULSORY MODULES** are in capital letters. **Optional (electives/vocational specialist) modules** are in standard letters.

Level 4 students must select 120 Credits of 9 CORE Modules at Level 4.

Level 5 students must select 120 Credits at Level 5 of 8 CORE Modules (80 Credits) and at least 40 credits of elective modules. NB These must be selected from more than one vocational specialism and one Cross-Cultural Mission module is highly recommended.

Level 6 students must select 120 Credits at Level 6 of 3 CORE modules (50 Credits) plus at least 70 Credits elective module. These must be selected from more than one vocational specialism and must include at least one module from the Theological and Ministry specialism.

	LEVEL 4 (120 core)	LEVEL 5 (80 core)	LEVEL 6 (50 core)
Elective	4.100 PERSONAL AND SPIRITUAL FORMATION I 4.101 PRACTICAL MINISTRY I 4.103 INTERPERSONAL SKILLS 4.104 SKILLS FOR MISSION**	5.100 PERSONAL AND SPIRITUAL FORMATION II 5.101 PRACTICAL MINISTRY II 5.102 MINISTRY INTERNSHIP	6.100 PERSONAL AND SPIRITUAL FORMATION III 6.101 PRACTICAL MINISTRY III 6.102 RESEARCH IN MISSION (30 credits/options for Extended Arts Project)
Theology and Ministry	4.200 OLD TESTAMENT AND MISSION** (20 credits) 4.201 NEW TESTAMENT AND MISSION 4.202 THEOLOGY, HISTORY AND MISSION ** (15 credits)	5.200 PENTATEUCH 5.201 SYNOPTIC GOSPELS 5.202 THEOLOGY OF MISSION (15 credits) 5.203 Hermeneutics and Homiletics 5.206 Acts of the Apostles 5.208 Biblical Hebrew (10/20 credits)	6.200 Isaiah 6.201 Johannine Literature 6.202 Old Testament Theology 6.203 New Testament Theology 6.204 Contemporary Apologetics and Evangelism 6.206 Issues in Theology and Ethics 6.208 Biblical Hebrew (10/20 credits)
Cross Cultural Mission	4.300 INTRODUCTION TO CULTURE AND RELIGION (15 credits)	5.300 MISSIOLOGICAL ANTHROPOLOGY (15 credits) 5.302 Engaging with Islam (Dec) 5.305 Asia: Missional Issues 5.308 Research Paper	6.300 Advanced Mission Studies 6.301 Church-Planting and Discipleship 6.302 Religion and Society 6.304 Contemporary Islam 6.305 Intercultural Team Leadership
Poverty and Justice	4.400 INTEGRAL MISSION FOUNDATIONS AND PRACTICE** (20 credits)	5.400 Holistic Community Transformation 5.401 Holistic Community Programme Management	6.400 Vulnerability and Resilience
Arts and Mission	**ARTS COMPONENTS ARE INTEGRATED IN VARIOUS MODULES	5.503 Arts for a Better Future	6.500 Performing Arts in Community 6.502 Arts, Culture and Identity

5.17 **Undergraduate Programmes Module Distribution, 2023-24**

	Term 1	Term 2	Term 3
Level 4	PERSONAL AND SPIRITUAL FORMATION I (JB)		
	INTEGRAL MISSION FOUNDATIONS AND PRACTICE (MG/JF/LM) OLD TESTAMENT AND MISSION (DB/TD)		INTRO TO CULTURE & RELIGION II (HG) SKILLS FOR MISSION (JB)
	SKILLS FOR MISSION (JF/JB) INTRO TO CULTURE & RELIGION I (HG)	NEW TESTAMENT AND MISSION (AM/RB) THEOLOGY, HISTORY AND MISSION (SB/AM/JF) INTERPERSONAL SKILLS (JB/JF)	
Level 5	PERSONAL AND SPIRITUAL FORMATION II (JB) Biblical Hebrew (DB) Research Paper (VJS/KW)		
	PENTATEUCH (DB) SYNOPTIC GOSPELS (VJS/AM)	THEOLOGY OF MISSION (SB) MISSIOLOGICAL ANTHROPOLOGY (HG)	Acts of the Apostles (AM)* Holistic Community Program Management (MG)
	Foundation Study for New Level 5 (JB) Hermeneutics and Homiletics (SB) Engaging with Islam (December) (LM)	Holistic Community Transformation (MG)	Asia: Missional Issues (AM/VJS/LM/VL) Arts for a Better Future (JF/VL) – (Summer)
Level 6	PERSONAL AND SPIRITUAL FORMATION III (JB/D Bryan) RESEARCH IN MISSION (VJS/KW) Biblical Hebrew (DB)		
	Johannine Literature (VJS/AM) Church-Planting & Discipleship (IP) * Contemporary Islam (LM) * Vulnerability and Resilience (MG) Performing Arts in Community (JF)*	Old Testament Theology (RH) Isaiah (DB) Advanced Mission Studies (VJS) Religion and Society (HG) Contemporary Apologetics and Evangelism (LM/VL)	New Testament Theology (VJS/AM) Issues in Theology and Ethics (SB) Intercultural Team Leadership (MG) Arts, Culture and Identity (JF/SB)*
Level 7	M1 HOLISTIC LEARN FOUND (KW/HG) M2T THEOLOGICAL FOUNDATIONS (SB) M3 ISSUES IN ANTHROPOLOGY (HG) M30 RESEARCH STRATEGIES (KW/HG)	M2B BIBLICAL FOUNDATIONS (VJS/TD) M4 Community Transformation P& P (MG) M6 Leading Across Cultures (MG/VL) M8 Methods Model Context Theology **OL (**SB) M10 Staff Care – Principles &Process (SH/RB) M14 Creation Care Christian Mission (MG/VL) M16 Expressions of Church Worldwide (SB) M17 Migration, Diaspora & Church (RE/LE/VL) M19 Arts in Mission & Ministry (JF) M30/31/32 RESEARCH STRATEGIES KW/HG	M5 Community Trans: PDM **Easter** (MG) M7 Mission Strategy **Easter** (LE/RE/VL) M9 Missional Issues Context Theology **OL** (SB) M11 Staff Care – Issues & App **Easter** (SH/RB) M12 Context Engagement Islam **Easter** (LM) M13 Mission Europe: Context & Pract **Easter** (VL) M15 Vulnerable Children: B&T Persp **Easter** (TD) M18 Intercultural Worship **Easter** (JF/VL) M31/32 RESEARCH IN MISSION (KW/HG)

*offered if there is a viable number of student demand

5.18 Credit Requirements of each Level of Study

Certificate/Cert HE:	Must fulfil the requirements of Level 4 (120 Credits)
Diploma/Dip HE:	Must fulfil the requirements of Levels 4 above and Level 5 (240 credits)
BA (Hons) in 3 Years:	Must fulfil the requirements of Levels 4 and 5 above and Level 6 (360 credits)
BA (Hons) in 2 Years:	Must fulfil the requirements of Levels 5 and 6 above (240 credits to add to a pre-existing 120 transferrable credits)
BA (Hons) in 1 Year:	Must fulfil the requirements of Level 6 (120 credits to add to a pre-existing 240 transferrable credits)

5.19 Module Requirements of each Level of Study

Level 4	120 Credits of 9 Core Modules at Level 4.
Level 5	120 Credits of 7 Core Modules (80 Credits) plus at least 40 credits of elective modules at Level 5. NB These must be selected from more than one vocational specialism. Level 5 students are strongly recommended to take at least one module from the Cross-Cultural Mission specialism.
Level 6	120 Credits at Level 6 of 3 Core modules (50 Credits) plus at least 70 Credits elective modules at Level 6. These must be selected from more than one vocational specialism and must include at least one module from the Theology and Ministry specialism.

6   Module specifications

6.1   Module Content Overview

Full details of the rationale, aims, learning outcomes, teaching, assessment strategies and reading lists for each module can be found on the College VLE.

An overview of the module content can be found on the College website here: https://www.allnations.ac.uk/degree-module-information#Year1Modules Scroll down the page to access all the module overviews.

6.2   Module Specifications

The module specifications for each module can be found in relevant module section of the College's Virtual Learning Environment (VLE).

6.3   Delivery

The programme starts towards the end of September each year and concludes no later than the end of the first week in July.

Students attend classes over three, 10-week terms. Those taking the ANCC Dip, Dip (HE) or BA (Hons) are also required to organise a Ministry Internship before entering their final year of studies. (See section 16)

Classes are generally taught in the mornings but some classes are scheduled in the afternoons, particularly art based modules. Depending on the number of electives taken each term in Levels 5 and Level 6, students can expect to have around 120 hours of contact time with lecturers. Other contact time includes individual tutorials, research supervision in Level 6, ministry placements (usually weekly amounting to 70 hours over a year) and other support and guidance.

Students are given preparatory reading for most classes and lectures, and will be required to do supplementary reading and other activities within the modules, including presentations. For information on assessments see section 11.

Those students who access the BA (Hons) programme directly in either Level 5 or 6 must also attend the Foundation Course (see next section).

The whole of the undergraduate programme is available to those who wish to access their studies through residential (campus based) or remote mode. A few modules which involve a practical element will be delivered as residential intensives.

7 Foundation course – Direct Entry Students

7.1 Course Rationale

This course is designed for those who have gained direct entry into Level 5 or 6 on the BA programme and who have not studied either BA Level 4 or 5. The purpose of the Foundation Course is to introduce some of the essential Missiological, Theological and Anthropological themes that are built on through Levels 5 & 6 of the BA programme. As well as strengthening the foundations for the rest of your studies, it will also help you to develop your own self-awareness and understanding as a learner in a cross-cultural community.

The course runs specially designed sessions before term begins in Week 0, during Term 1, one **afternoon** during **Term 1** and a few additional sessions in Terms 2 and 3. Some sessions combine with other programmes. Sessions generally vary in length from 1.5 – 3 hours. However, certain sessions involving external lecturers will take place over a longer period (see time-table for details). The facilitators of this course are all experts in their respective fields. In Term 1 sessions are generally held on a **Monday afternoon**.

7.2 Learning Outcomes

Participants who have completed the foundation sessions will have:

- Understood how learning communities are formed and sustained;
- Recognised the potential impact of transition and interacted with Pollock's model of transition;
- Explored their learning preferences and developed an understanding of the four distinct stages of Kolb's learning cycle;
- Recognised the spiritual disciplines and their own spiritual gifts, and made a plan of specific actions they will take towards their own spiritual growth;
- Explored issues of personal identity through engagement with "Identity in Christ" teaching;
- Examined, critiqued and applied Belbin's model of team building;
- Interacted with a missional overview of the Old Testament;
- Understood the Biblical basis for *Integral Mission* and some contemporary implications/applications;
- Explored Biblical models of 'True Servanthood' and engaged with Elmer's model of Cross-Cultural Servanthood;
- Interacted with Lingenfelter and Mayers Cultural Values model as a tool for cross-cultural teamwork;
- Understood and practiced various methods for theological reflection;
- Gained a description of their personality type through participation of a Myers Briggs personality type workshop **[generally Week 3, Term 2]**;
- Engaged with issues of cross-cultural security and risk and participated in a security simulation exercise and debrief **[generally Week 6, Term 2]**;
- Explored issues pertaining to Friend-raising, Newsletters, Singles, Families and TCKs in mission **[Classes offered in all three terms at En Route]**;

7.3 Course Timetable 2023-24

TERM 1

Week 0	
Monday 18 September 2023	
9.30am-11.00am	**INTRODUCTION / Building a Missional Community [JB]**
11.30am-1.00pm	**Our Learning Preferences [JB]**
2.00pm-3.30pm	**Our Identity in Christ [MM]**
3.40pm-5.00pm	**Theological Reflection [SB]**
Tuesday 19 September 2023	
9.30am-11.00am	**Spiritual Formation & Holy Habits [MM]**
11.30am-1.00pm	**The Old Testament & Mission/Old Testament Assignment [TD]**
2.00pm-3.30pm	**Study Skills [KW]**
3.40pm-5.00pm	
Wednesday 20 September 2023	
9.30am-11.00am	**Our Team Role Preferences [JB]**
All classes below are from 2.00-3.30pm	
Week 2 Monday 2 October 2023	**Transition [JB]**
Week 3 Monday 9 October 2023	**Serving Cross-Culturally [RB]**
Week 4 Monday 16 October 2023	**Cross-Cultural Values [JB]**
Week 5 Monday 23 October 2023	**Introduction to Integral Mission [MG]**
Week 7 Monday 30 October 2023	**Spiritual Gifts & Mission [JB] / CONCLUSION**

TD – Tim Davy

JB – Jan Barlow

SB – Sue Barclay

MG - Mark Galpin

KW – Kate Wiseman

RB – Rosie Button

	Integral Mission
	Understanding Ourselves in Mission
	Bible, Theology & Mission
	Essential Study Skills

Term 2

1. Myers Briggs Personality Type workshop (with En Route: 9.25am-4.30pm);
   Date: Monday 22 January 2024 [Week 2] Facilitator: Anne Sloan

2. Risk & Security Training and Simulation (with En Route: 9.25am-1pm, both days);
   Date: Monday 12 & Friday 13 February 2024 [Week 6] Facilitator: Jo Goldsmith

Offered Each Term

Friend-raising, Newsletters, Singles, Families and TCKs in Mission (with En Route) **[Optional]**
    Term 1, 2 and 3 dates to be confirmed

7.4 Assessments

Level 5 and Level 6 students on the Foundation Course are required to complete separate assignments:

7.4.1 *Level 5 Assessments*

There are <u>two</u> assignments if you are joining at Level 5

1. Old Testament Timeline	Due: Friday, 5pm, Week 3 (13 October 2023)

Assignment pre-reading:

In preparation for this assignment, please read the following selections from the Old Testament in the New International Version (updated edition, 2011; <u>not</u> the 1984 edition) [available online on Bible Gateway https://www.biblegateway.com, select the New International Version – UK (NIVUK)]:

1. Genesis 1:1–25:18 *or* 25:19–50:26
2. Joshua 1–11 *and* 23–24
3. Judges 1–8; 1 Samuel 1–7
4. 1 Samuel 8–31; 2 Samuel 5–7
5. 1 Kings 1–19
6. 2 Kings 17–25
7. Ezra 1–7; Nehemiah 1–8
8. Psalms 1; 8; 19; 47; 51; 67; 73; 96; 100
9. Job 1–7; 19; Proverbs 1–3; 9–10; Ecclesiastes 1–3
10. Isaiah 1–2; 6; 19; 25; 40–42; 60–61
11. Hosea 1–3; Amos 1–5; Malachi 1–4

Make *brief* notes, including a summary of the main points and your reflections about the relevance of these books for *mission*. **You do <u>not</u> need to submit these notes for marking.**

Assignment:

Prepare an outline history of Israel in chart form, with a brief commentary, covering the period from Abraham to Jesus. It should make clear the major events, with dates so far as they are known, and major persons involved, including the prophets in their proper historical (and geopolitical) location.

The aim of this assignment is to grasp the sweep of Old Testament history, as the context for the laws, history, poetry, and prophecy which make up the Old Testament. This forms essential biblical background for the modules you will study at Level 5.

Please note the following points:

· The information needed should be obtained from Old Testament introductions and dictionaries. Several of the Bible dictionaries have articles on 'Chronology', which will be especially useful.
· Include a bibliography at the end of your assignment, listing the books you consulted, and observing the formatting requirements described in the *All Nations Style and Citation Guide.*
· Consult at least THREE different books, preferably more, because scholars sometimes disagree with each other about dating and other issues. Where there are such differences, consider the arguments and draw your own provisional conclusion about which is correct.
· The chart should fit on one A4 page and may be either produced electronically (using text and graphical elements), or drawn or handwritten. If drawn or handwritten, it should be scanned, so that it can be submitted electronically.

- You should aim for visual clarity and appeal: creativity is encouraged, but should not be at the expense of accuracy or legibility.
- The brief commentary should focus on points of interest or dispute in the chronology you have shown on the chart, and particularly on the reasons for the choices you have made about disputed dates. It should NOT simply re-tell the history represented on the timeline.

Word count for commentary: Minimum 300 words, Maximum 400 words.

Time guideline: 10 hours.

2. Acts Assignment	Due: Friday 5pm, Week 5 (27 October 2023)

Assignment Title:

> **Describe the spread of the Gospel in the Book of Acts.**
> **Are Paul's missionary methods still valid today? (2,500 words)**

Tasks:

Read and study the Book of Acts, and complete the following tasks:

1. From your readings of Acts write a brief (one side of A4) summary of the main stages in the spread of the gospel.

2. Choose a preacher, Peter <u>or</u> Paul, and contrast two of his sermons and explore how he contextualised the gospel to different audiences.

   a. Peter: Acts 2:14-41, Acts 10:34-48.

   b. Paul: Acts 13:16-42, Acts 17:22-31.

3. Read and critically assess Eckhard J. Schnabel's article on *Paul the Missionary Strategy: Goals, Methods and Realities* drawing upon your understanding of the NT data (principally the book of Acts), and any cross-cultural mission experience of your own.

Introduction

As this may be the first essay you have written for a long time / ever / on this sort of subject / in English, we want to set your mind at rest. The purpose of this assignment is to help you gauge your ability to write to a Level 5 standard and receive some useful feedback for areas of improvement, in preparation for future written assignments. This is an 'essay in 3 parts.'

Part 1: Summarise the <u>main stages</u> in the <u>spread of the gospel</u> in the book of Acts

The aim of this part is to help you see the book of Acts as a whole. You will need to read Acts through at least once, focusing on the spread of the gospel across the Roman Empire, and to appreciate the stages through which the Early Church grew. The danger will be to get absorbed in all the detail, but the intention is that you should have an overview of the book as a whole and discern the key developments of the gospel.

It may help you to have a Bible atlas to hand, and to note down main characters, changes of place and people, key texts and points where one section ends and another begins. You should <u>not</u> summarise the whole book chapter by chapter.

When you think that you have identified the main stages in the spread of the gospel, write your **one-page** summary (c. 450-500 words), using headings for each stage and giving verse references to indicate the extent of each section, and a short paragraph under each heading to describe each new stage in the story.

Part 2: Comparing and contrasting two sermons in different contexts in Acts

There are several 'speeches' or 'sermons' recorded in Acts, which give an insight into the preaching of the Early Church in different settings. On your reading of Acts, you'll begin to notice how the content and style of these sermons change depending on the audience. Select either the sermons of Peter or Paul, and study the way in which the preacher presented the gospel message to his listeners in their particular cultural setting. (The technical word for this process is 'contextualisation' - please read the two articles provided below). You may want to use some bible study tools to discover the background of the audiences addressed. A good online resource is: https://biblehub.com, https://bible.org.

From your own reading of the two sermons, note the similarities and differences in their audiences' cultural backgrounds and how the preacher adapted the message of the gospel. Having done that, **read at least two of the commentaries suggested below** for further insights on those sermons.

This section should be about **900-1,000 words in length**.

Part 3. Critically assess Eckhard J. Schnabel's article, *Paul the Missionary Strategy: Goals, Methods and Realities*

This section of the assignment is to prepare you for the 'Critical Analysis' parts of essay writing, and aims to gauge your ability to analyse, synthesise and evaluate an academic piece of writing.

As you are only expected to write about **900-1,000** words in this section, you will <u>not</u> be able to offer a critique of all the points mentioned in the article. One of the skills in reading for an assignment is learning to discern what is important for your task and to select those sections.

What we would suggest is to skim read through the whole article to get an overview, taking note of the sub-headings. You should give an overview of all the missionary goals and methods but then pick one missionary goal and one missionary method to focus your critique on. You should give reasons for choosing the goal and method (perhaps for its relevance to your context/ministry) you have chosen to focus on before proceeding with the critique. When doing a critique, remember to present <u>both</u> the strengths and weaknesses of the author's idea and your final evaluation. You will need to demonstrate the ability of making and <u>substantiating</u> your opinion, by using other written sources (the list below is a suggestion, but you are encouraged to look for others), and your own missions experience.

Reminder

If you quote Scriptural references, or reproduce words or sentences from a book, you should always put them in quotation marks and correctly reference the resources you have used (i.e. cite using footnotes and bibliography) according to the ***ANCC Style and Citation guide (2023)*** which will be introduced to you on Tuesday of the Foundation Course in Week 0. *(Please download from the VLE-Library page)*.

Conclusion

We hope that this assignment will further strengthen your understanding of the book of Acts and its missiological significance, as well as give you some tools for writing to a Level 5 standard.

Suggested Time Frame

A written assignment may take c.30 hours of study time. Enjoy your work!

Some Commentaries on Acts

Achtemeier, Paul J, Joel B. Green and Marianne M. Thompson. 2001. *Introducing the New Testament: Its Literature & Theology* (Grand Rapids: Eerdmans). Chapter 9, pp.245-270.

Carson, D A and Douglas J. Moo. 2005. *An Introduction to the New Testament* (Nottingham: Apollos). Chapter 7, pp.285-330.

Goldsmith, Martin. 2002. *Good News for All Nations: Mission at the Heart of the New Testament.* (London: Hodder & Stoughton). Chapter 4, pp.62-83.

Johnson, Luke Timothy. 2010. *The Writings of the New Testament*, 3rd edn (London: SCM Press). Chapter 8, pp.209-225.

Köstenberger, Andreas J and Peter T. O'Brien. 2001. *Salvation to the Ends of the Earth: A Biblical Theology of Mission* (Downers Grove: Apollos). Chapter 6, pp.127-160.

Larkin, William J. 1998. 'Mission in Acts', in Mission in the New Testament: An Evangelical Approach, ed. by William J. Larkin and Joel F Williams (Maryknoll: Orbis): 170-188.

Nissen, Johannes. 2010. *New Testament and Mission: Historical and Hermeneutical Perspectives* (Frankfurt: Peter Lang). Chapter 4, pp. 60-74.

Senior, Donald and Carroll Stuhlmueller. 1989. *The Biblical Foundations of Mission.* (Maryknoll: Orbis) pp.269-279.

Contextualisation

Taylor, Les. 2016. 'Culture and Contextualization', in *Ministry Across Cultures: Sharing the Christian Faith in Asia,* ed. by Warren R. Beattie (Oxford: Regnum): 11-21.

Nicholson, Phil. 2016. 'Worldview and Contextualization', in *Ministry Across Cultures: Sharing the Christian Faith in Asia,* ed. by Warren R. Beattie (Oxford: Regnum): 22-36.

Hibbert, Richard and Evelyn. 2014. 'Contextualising sin for cross-cultural evangelism', *Missiology: An International Review* ,42.3.

This assignment will be marked by Tim Davy and should be submitted electronically via the College VLE (Go to the Level 5/Elective/Foundation Course page and scroll down to Assignment Submissions)
Please save your assignment as: XXXXX_FC_FCA01
(replace XXXXX with your student number, which will be provided during orientation)

7.4.2 *Level 6 Assessment:*

There is <u>one</u> assignment if you are joining at Level 6

Theological Reflection Assignment	**Due: Friday 5pm, Week 3**

Assignment Title

Write a theological reflection on missiological issues pertaining to a particular cultural/demographic group of people within a context of your choice.

You should:

1. Select what you consider to be the most important social/cultural issues affecting these people, providing evidence from research (no more than three); [350-500 words]
2. Reflect theologically on these issues with respect to mission among these people, using appropriate theological themes*; [1,450-1,500] and,
3. Consider possible implications from your theological reflection for mission practice amongst these people; [450-500 words].

*Some theological themes you might consider are: *mission dei*, discipleship, transformation, kingdom of God, compassion, witness, contextualization, globalization, *imago dei*, evangelism, the spirit world, church, salvation, wholeness, reconciliation, justice, liberation, unity, relating to other faiths.

Your assignment must be **between 2,250-2,500** words in length.

Reminder

If you reproduce words, sentences from a book, you should always put them in quotation marks, and ideas that you adapt from various sources should be correctly referenced according to the *ANCC Style and Citation Protocol*, which will be introduced to you on Tuesday of the Foundation Course in Week 0. *(Please download a copy from the VLE-Library page).*

Preparatory Reading List

Bevans, Stephen B. 1985. 'Models of Contextual Theology.' *Missiology: An International Review* 13.2.

Bergmann, Sigurd. 2003. *God in Context: A Survey of Contextual Theology* (Aldershot: Ashgate).

Bosch, D J. 1991. *Transforming Mission*. (Maryknoll: Orbis). pp. 1-11, 363-367, 389-393. [Or the 2011 edition, pp. or 1-11, 372-376, 398-402]

Corbett, Steve, and Brian Fikkert. 2012. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself* (Chicago: Moody Publishers). Chapter 2

van Engen, Charles Edward. 2017. *Transforming Mission Theology* (Pasadena: William Carey Library). (Chapter – "Introduction" or document attached)

Escobar, Samuel. 2000. 'Evangelical missiology: peering into the future at the turn of the century', in *Global Missiology for the 21st Century,* ed. by William D. Taylor (Grand Rapids: Baker Academic): 101-122.

Hibbert, Richard and Evelyn. 2014. 'Contextualising sin for cross-cultural evangelism', *Missiology: An International Review* , 42.3: 309-321.

Kraft, Charles H. 1996. *Anthropology for Christian Witness* (Maryknoll: Orbis). Chapter 1.

Micah Network. 2001. 'Micah Global Declaration on Integral Mission'

Migliore, Daniel L. 2014. *Faith Seeking Understanding: An Introduction to Christian Theology.* 3rd edn (Grand Rapids: William B. Eerdmans). Chapter 9: 'Confessing Jesus Christ in Context'.

Myers, Bryant L. 2011. *Walking with the Poor: Principles and Practices of Transformational Development,* rev. & updated edn. (Maryknoll: Orbis). Introduction and Chapter 1.

Nicholson, Phil. 2016. 'Worldview and Contextualization', in *Ministry Across Cultures: Sharing the Christian Faith in Asia,* ed. by Warren R. Beattie (Oxford: Regnum): 22-36.

Padilla, C. René. 2021. *What is Integral Mission?* (Oxford: Regnum)

Pears, Angie. 2010. *Doing Contextual Theology* (Abingdon: Routledge). Chapter 1: 'The Contextual Nature of Theology', pp. 20-31.

Ramachandra, Vinoth. n.d. 'What is Integral Mission?'

Taylor, Les. 2016. 'Culture and Contextualization', in *Ministry Across Cultures: Sharing the Christian Faith in Asia,* ed. by Warren R. Beattie (Oxford: Regnum): 11-21.

Thompson, Judith. 2010. *SCM Studyguide to Theological Reflection* (London: SCM Press).

Chapter 1: 'What Theological Reflection Is – And What It Isn't'

Chapter 3: 'Ways and Means: A Variety of PTR Approaches and Models'

Green, Laurie. 2009. *Let's Do Theology*, rev. edn (London: Mowbray).

Chapter 2: 'A New Way To Do Theology'

Vanhoozer, Kevin. 2010. 'What is Everyday Theology? How and Why Christians Should Read Culture', in *Everyday Theology. How to Read Cultural Trends and Interpret Texts,* ed. by Kevin J. Vanhoozer, Charles A. Anderson & Michael J. Sleasman (Grand Rapids: Baker): 15-60.
(Note the Methodological Coda: Guidelines for Everyday Theological Interpretation of Culture)

Vanhoozer, Kevin. 2006. 'One Rule to Rule Them All?' in *Globalizing Theology* ed. by Craig Ott and Harold Netland (Grand Rapids: Baker): 85-126.

Walls, A. 1996. *The Missionary Movement in Modern History.* (Maryknoll: Orbis).

Chapter 1: 'The Gospel as Prisoner and Liberator of Culture'

Wright, Christopher J.H. 2006. *The Mission of God: Unlocking the Bible's Grand Narrative.* (Downers Grove: IVP Academic). Chapter 2: 'Shaping a Missional Hermeneutic'

This assignment should be submitted electronically via the College VLE (Go to the Level 5/Elective/Foundation Course page and scroll down to Assignment Submissions)
Please save your assignment as: XXXXX_FC_FCTF01
(replace XXXXX with your student number, which will be provided during orientation)

8   Student Support, Guidance and Advice

8.1   Orientation Arrangements

All students are provided with pre-commencement information prior to the start of their studies. Additional information is provided in the [Campus Access Student Handbook](#) and the [Remote Access Student Handbook](#),

Timetables and other necessary programme information is provided as part of the orientation pack for all new students.

8.2   Personal Tutors

Since the aim of All Nations is to equip the whole person – 'head, hearts and hands' - not just academically and spiritually for Christian Ministry, personal tutors support students not only in their studies, but in all aspects of their life – personal, professional and spiritual. The tutorial system is just one way in which the College tries to enable that to happen, but it is a very important way.

Each student is assigned a Personal Tutor. Students studying for more than one year will generally have a different Personal Tutor each year. The student-tutor relationship has several dimensions including academic support, pastoral care and personal development. Your tutor is concerned to help you get the best out of your whole experience here, not just to supervise your academic study.

We recognise that our students have a great variety of backgrounds, in terms of education, qualifications and experience, and also a great variety of intended future ministry. Therefore we try to be as flexible as possible in enabling every student to follow a programme of study that is personally relevant and that fits their own ability and gifts. The tutorial system is designed to create this flexibility.

The question of which modules you take, and which assignments you should write, is something which your tutor will discuss with you and help you to plan at the beginning of each term. Your tutor will be concerned that you achieve a good balance in your selections as well as developing your own special interests. He or she will also want to make sure that you are getting the best out of the programme and making steady progress through the modules. You should keep your own record on the appropriate form in the Handbook Supplement of Forms and check that your record matches the College's transcript of your studies.

8.3   Tutorials

Each tutor sees his or her students individually two/three times a term in personal tutorials. Most tutors post up, or circulate, a list of available times and then students sign up as convenient, making sure that they don't pick a time when they should be doing maintenance or a practical course. In the afternoons, maintenance work and practical courses take precedence over tutorials. A tutorial typically lasts between 45 and 60 minutes – though tutors vary a bit either side of that.

The first tutorial will mainly be spent in getting to know each other, and then in planning out your work for the term (or at least the first few weeks!). After that, tutorials will usually include discussion of any written assignments you have submitted; enquiry about your weekly ministry placement; general discussion of how you are getting on with the programme; any personal or pastoral matters that need attention.

Your tutor will be interested in how you are coping with the programme, what plans you are developing for the future, how you are progressing spiritually, how things are with your family, how

you are coping financially, your health and fitness, etc., etc. In other words, you are a whole person, and your tutor will treat you as such – not just as 'another student'!

So be confident to share with your tutor as regards any special personal or pastoral needs, sudden crises, or ongoing struggles. Full confidentiality will be respected.

You should also feel free to arrange to see your tutor at any other point as required and not just in the official tutorial times. They can be contacted by email, phone, or in person during College office hours (0915-1700 Monday – Friday). Please note that some tutors are not scheduled to work at College every day.

8.4 Tutor Groups

You will also be allocated to a Tutor group, led by your Personal Tutor with the help of student Tutor Group leaders. These groups meet at least twice per week on Tuesdays and Fridays before lectures start. This group comprises students and staff from all the College programmes and can be another useful support group.

The tutorial group system has many benefits within the All Nations training and expertise. All members of the community, students, staff and volunteers, belong to a group each year, including campus based and remote access students. The groups aim to fulfil the following goals: Cross-cultural relationships and understanding, fellowship and support, worship and prayer, social life, pastoral context and preparation for life in mission. See the Campus Access and Remote Access Student Handbook for details.

8.5 Study skills
In order to help students improve their study skills, we run a Study Skills Foundation Course that runs throughout the year, covering topics such as reading effectively, use and management of sources, citation and how to avoid plagiarism, and developing critical thinking. This course is open to all students. The sessions are particularly valuable for international students and those entering or returning to higher education. Additional study skills sessions to help develop the analytical, critical and evaluative skills needed to write assignments are also provided for students in Levels 4, 5 and 6. 10 hours of compulsory study skills sessions for Level 4 students run in terms 1 and 2 term. Levels 5 and 6 have 5 hours compulsory study skills sessions. All students are able to attend some optional extra study sessions.

Some study skills sessions are also run as part of student's preparation for research papers in Level 4 and Level 6.

We also conduct ten compulsory sessions for all students enrolled directly onto the Level 5 or 6 programme. These sessions aim to cover some of the foundational topics covered in the En Route and Level 4 programmes. Compulsory sessions on research skills are provided for final year BA students to support them with writing research proposals and writing research papers.

Individual support is available for those needing particular support with their studies. (Please contact the Head of Learning Services or your Personal Tutor for more information.)

8.6 Module Tutors and Other Staff Support
Students also have the support of the Undergraduate 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).

8.7 Responding to queries

All staff endeavour to respond to queries from students as quickly as possible. However, many staff work part-time. It should be noted that queries outside office hours will normally be dealt with on the next working day when the recipient returns to College.

8.8 Counselling

Personal and emotional support is offered first through the Personal Tutor. Further confidential support and advice is also available from the Pastoral Care team. In certain circumstances, students are encouraged to consult other sources of professional support. In a few cases, College may be able to provide financial help for students who are seeing an outside counsellor. The whole process is dealt with in confidence.

8.9 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 Equality and Diversity Policy

8.10 Additional Support Needs

8.10.1 *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 additional need, 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 additional needs
- Understanding how an additional need 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 Learning Services Team also works alongside specialist study skills tutors and mentors (for example, DSA approved suppliers to ensure that students with additional needs receive support that is tailored to their particular condition).

8.10.2 *Support for International Students*

The College recognises and celebrates the richness that International Students bring to the community 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.

A Study and Research Skills Foundation Course is designed to help new undergraduate students, but particularly International Students, to adapt to UK study methods and academic culture.

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.

8.10.3 *Support for Students with a 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. There are ground-floor bedrooms and 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.

8.11 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 situations 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. For full details see the Extenuating Circumstances Policy.

8.12 Careers and Placement Service

All Nations has traditionally provided high quality guidance through the tutorial system, information located in the library and from speakers from various Christian organisations. The Librarian can provide information on the many opportunities for Christian workers today. The College has good contact with many leading Christian mission organisations, and every year the College has a Missions Fair where 35 – 40 mission organisations come and display their work with a view to informing and recruiting students for mission inside and outside of the UK. This has proved to be a significant event for finding prospective employment opportunities. Graduates go on to work cross-culturally as educators, medics, water experts, and pilots to name a few.

8.13 Financial Advice and Support

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

9   Personal Development and Spiritual Formation Planning

9.1   What Is Personal Development Planning?

All students in Higher Education in the UK are now expected to keep a Personal Development Plan (PDP) alongside their course of study. At All Nations we have always encouraged constructive self-evaluation and disciplined reflection on personal development in the light of God's calling to serve in mission and ministry. So as part of your course at All Nations, it is necessary to keep a PDP alongside your formal college work.

Each student is assigned a Personal Tutor who will meet with you formally two or three times a term to work with you on your PDP, amongst other things. This tutorial time will involve monitoring work you do on personal development throughout your course and discussing personal development issues, as appropriate. The PDP can include reflection on your experiences and learning in your practical ministry, personal and spiritual growth and general well-being.

Personal development planning is a process which aims to improve your ability to understand what and how you are learning, and to review, plan and take responsibility for your own learning process. It will help you to get the most out of your student experience by helping you to proactively engage with your personal development process and by raising your awareness of the variety of opportunities for development.

Personal development planning is not just an important process for your time at All Nations but will prove to be a useful skill throughout life. Learning and development are continual processes and engaging in personal development planning will help you to develop a positive attitude to all aspects of learning.

9.2   Why Should You Do It?

- **Adjust to college life**: It helps make the transition to college life easier by prompting you to think about how you learn, to consider which specific areas you want to develop further and to plan for future academic and personal development.

- **Gain more than just an academic qualification**: Mission agencies and other employers are not only concerned about the academic subjects that candidate's study but are looking for evidence of the development of a wide variety of transferable skills and competencies.

The PD process will help you to understand the importance of taking the time to develop a range of skills and will raise awareness of the variety of opportunities for skills development.

- **Market yourself in an effective way:** With more students than ever in Higher Education, an All Nations qualification alone is no longer a guarantee of securing employment or guaranteeing a place for further study. Whilst a qualification from All Nations will impress mission agencies and other employers, they are increasingly looking for graduates who can demonstrate an "added extra" and this usually translates as the ability to articulate and demonstrate the skills you have acquired, and evidence of personal and spiritual maturity. Personal development planning will help you to prove and document your personal and professional development and develop the confidence and ability to articulate your skills and qualities to a wide range of employers and other professional bodies.

Employers such as mission agencies are looking for the same skills from graduate employees that make good undergraduates:

Flexibility, adaptability and the capacity to cope and manage change
Self-motivation and drive
Analytical ability and decision making
Communication and interpersonal skills
Team working ability and skills
Organization, planning and prioritization abilities
Customer focus and service orientation
Ability to innovate
Mental and physical resilience
Leadership ability

9.3 Personal Development Planning in Your Study Programme

Personal development planning will involve you in a cycle of self-evaluation, reflection, target setting and action planning, which will evolve throughout your time at All Nations. During your course, you will be offered the opportunity to participate in a variety of activities. These are based around several areas:

- o Having goals and vision for what you want to achieve
- o Understanding your own strengths, weaknesses and developmental needs
- o Successful self-management
- o Successful problem-solving and task-management
- o People skills
- o Creative thinking
- o Reflective thinking
- o Successful career-planning and job applications
- o Recording achievement
- o Self-assessment in the light of general and missionary competencies

9.4 How Can You Record the Outcomes of Personal Development Planning?

The Level 4, Level 5 and Level 6 PDP Workbooks can be found in the Personal and Spiritual Formation I, II and II Module of the relevant Level section of the College's Virtual Learning Environment (VLE). The PDP workbook contains all the materials you need to record the outcomes of personal development planning-related activities. It is available in print form and online so that you can personalize your own version and fill it in online. You can also be provided with a paper copy, if you prefer that.

9.5 What Support Will You Receive?

While the responsibility for participating in the personal development planning process rests with individuals, the College is committed to supporting students in this activity. Your Personal Tutor will be available to work with you on the process, and your completion of the PDP workbook will lead to the crediting of the Personal and Spiritual Formation module at each level of the programme.

9.6 Confidentiality

All personal development planning activities are private and personal. You do not have to show them to anyone else, even the Pastoral Care/Personal Development Tutor or your Personal Tutor. If issues arise where you would like to talk them through with someone else, you are free to do so. All that is required for the completion of the Personal and Spiritual Formation modules is some evidence that you have worked through the activities as specified.

However, we do encourage all students to be as open as possible with their Personal Tutor, other staff and students and to share their journey of personal development as much as they feel able.

10 Library and ICT Facilities

10.1 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 14 of the Remote Access Student Handbook

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

10.2 The College Virtual Learning Environments (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.

10.3 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 chapters18-19 of the Campus Access Student Handbook and those accessing their studies remotely should see chapter 15-17 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

11 Assessment and Moderation

11.1 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 (2019) and the FHEQ Level descriptors (2008, pp.14-23). It is carefully and purposefully linked to the stated learning outcomes for each level of the programme. The Programme Specification (section 5) provides the learning outcomes for the Undergraduate Programme and how they relate to the assessment strategy. Each intended learning outcome is linked to a purposive learning and teaching strategy. These are applied within the modules and progress in achieving the outcomes monitored through appropriate assessment methods.

11.2 Purposes of Assessment

The purpose of the assessment strategy 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 learning problems – diagnostic assessment

Such an approach enhances the quality of the students' learning experience, by providing a set of learning experiences that will enable students to develop their understanding and skills, as well as demonstrating they can progress through the programme and have achieved the intended learning outcomes. The emphasis is assessment *for* learning rather than *of* learning. The strategy ensures that the assessment methods are appropriate to measure the intended learning outcomes of each level of the programme. There is a multiplicity of types of assessments in place, to enhance the students' learning experience and to ensure that learning is holistic. Clear, published assessment guidelines ensure that students are prepared for each assessment and effective and timely feedback ensures that students can maximise the learning from each assessment.

11.3 Assessment Methods

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 encourage learning; 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 Undergraduate programme employs a variety of assessment methods which include: the use of workbooks, written examinations, essays, language tests, oral presentations, project reports, book critiques, practical ministry reports, reflective reports and research projects. Students have the opportunity to encounter these assessment methods, as they progress from one level to another.

Level 4 is seen as a preparatory year and modules completed in that year will not count towards the final grade for the BA (Hons). Assignments in Level 4 are intended to assess foundational academic skills. Therefore, Level 4 is assessed through workbooks which are designed for each module. Within the module workbook, there are formative and summative assignments (see section 11.4 below for details). All assignments in Level 4 are compulsory and are graded pass or fail. The workbook includes a broad range of assignments including short answer questions, reflective reports, short essays, reading logs, class presentations, journaling and questionnaires. Those who are progressing on to Level 5 can request a percentage grade for their Research Project module so that they know where they are in the classification of grades in order to address issues related to writing essays.

Since assignments in Level 5 are intended to assess analytical and evaluative skills, longer essays, presentations, reflective reports and exams in language modules are introduced. Level 6 assignments include longer essays than Level 5, language exams, research proposal, literature review, independent research project and presentations, all of which are intended to assess analytical, evaluative and critical and reflective thinking skills.

Exceptionally, viva voce examinations may be required by an Examination Board (with the approval of external examiners):

(a)   to confirm the progression/result status of a student;
(b)   to determine the result status of unusual or borderline cases;
(c)   when there is conflicting evidence from the various assessment components;
(d)   as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

11.4 **Assessment Types**

The assessment types for each module are clearly outlined in the module specifications. They include formative and summative assessments which may be graded or non-graded. At Level 4 most of the modules use a workbook that is designed to combine the formative and summative aspects into a series of learning activities that students engage in alongside the teaching sessions.

11.4.1 _Formative_

Formative assessments are designed to promote the learning by providing guided learning experiences that enable the students to engage with the learning. 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. They are compulsory and non-graded. The feedback given to students can be either informal or formal, and both oral and written. The feedback on the formative assessments includes suggestions on how to improve and enhance their work.

Examples of formative assessments at each level are shown in Table 1. Details of assessments are found in each module specification.

Table 1: To show examples of use of formative assessment at each level

Programme Level	Examples of formative assessments from selected modules (graded or non-graded* is shown in brackets)
Level 4: Certificate	Reading logs (non-graded, pass/fail), short answer questions, short reflective reports (non-graded, pass/fail)
Level 5: Diploma	Reading log (non-graded, pass/fail), prepared group discussion (non-graded), short reflective reports (non-graded, pass/fail)
Level 6: BA	Reading log (non-graded, pass/fail), student presentation (non-graded, pass/fail)
	* Assignments for students on the ANCC Cert and Dip are non-graded unless an indicative grade is requested.

11.4.2 *Summative*

Summative assessments are designed to determine students' progression and achievement in relation to their programme of study. They are compulsory and all are graded. They help the tutors and students to assess the category of award, the quality of learning and the overall achievement of students. Essays, written examinations, Practical Ministry and Ministry Internship reports and portfolios are some of the examples of summative assessments. NB Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

Other examples of summative assessments at each level are shown in Table 2. Details of assessments are clearly given in each module specification.

Table 2: To show examples of use of summative assessment at each level

Programme Level	Examples of summative assessment from selected modules
Level 4: Certificate	Explanation of a Christian doctrine in 500 words; reflective report
Level 5: Diploma	Essay 2,250-2,500 words; language exam; case study
Level 6: BA	Essay 2,750-3,000 words; complete a portfolio of planning material for a performing arts workshop; language exam; design a training and action programme for a specific group.

11.4.3 *Graded and Non-graded*

As explained above, generally the formative assessments are compulsory and non-graded, so they do not contribute to the calculation of deciding the overall award. Summative assessments are compulsory for all awards but graded for validated awards only), so that they contribute to the classification of the final award. All Level 4 assignments are graded either pass or fail. Level 5 and 6 are marked in percentage grade according to the grading criteria published in the Programme Handbook.

11.5 **Assignment Submission**

Assignments must be submitted in a particular format:

- **Presentation:** Essays must be word-processed. They should be presented as per the style and citation guide (See the Library home page on the VLE).
- **Cover Sheets:** are no longer required for assignment submissions
- **Title Page:** You *must* create a title page for every submitted assignment. Titles of prescribed assignments should be exactly as stated in the assignment instructions. For most assignments, the title page will be in line with the example below, but there will be different requirements for research papers and dissertations, and specific instructions will be given by the module tutor.   See ANCC Style and Citation guide section 3 for details of formatting, font size, etc.

Student: 01234
Module: New Testament and Mission
Tutor: Dr. A. Smith

'The Kingdom of God makes an interesting essay topic.' Discuss

10th October 2023
2496 words

- **No names:** For the purposes of anonymity and fairness, all students are given a student number; which is to be used on all cover sheets and on title pages of all assessment submissions. Student numbers should also appear **on every page of the assignment** as a header.

- **Submission Format:** All assignments apart from reading logs must be submitted in word **and** PDF format. See penalties below.

- **How to submit:** All assignments to be submitted digitally via the VLE by no later than 5pm on the date of the deadline.

- **Labelling:** The 'save as' name of the document must be in the following format or penalties could be incurred:

  Student number_Module code_assignment code_ date of submission
  e.g. 12345_4.101_PM01_1.5.22

  Module Codes and Assignment codes can be found on your Level's home page of the VLE.

- **Penalties:** Work will be rejected if both word and PDF documents are not submitted or the email or document is incorrectly labelled (i.e. the saved document name is incorrect).

  A late penalty will be applied if the deadline is missed or should work be returned (because it is incorrectly labelled), it results in a late submission. The tutor has the right to refuse a submission after the deadline (or extension deadline) has passed. See below for more information on Late Penalties and Extensions

11.6 Feedback

Feedback to students will seek to support learning and facilitate improvement. Several mechanisms on student performance have been designed. These cover both formative and summative assessment and include:

- feedback on written assessment is provided to students on a Feedback Form designed for the purpose ; this is normally summative and awards a grade (see Appendices);
- feedback on oral presentations is provided on the Presentation Feedback Form; this may be summative or formative depending on the module; there is a standard Presentation Form (see Appendices).

Tutors aim to return marked work to students within 5 working weeks. The norm will be for staff to mark work by the end of week 1, the moderators to complete their task by the end of week 2 and the administrators will return work to the students by the end of week 3. Work that is submitted late (with or without an extension) cannot guarantee being returned within this period. 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.

11.7 Returning Marked Work

The electronically marked work will be returned via the VLE.

Extensive feedback on all aspects of assessments, including arguments, understanding, style, sources and critical analysis, will be provided by tutors in the prescribed assessment feedback form and/or on the marked paper.

The PDF version of the assignment will be returned with specific comments from the marker. The feedback sheet will be returned via the VLE as a separate document. Small submissions may sometimes only receive comments on the marked submission and no separate feedback sheet will be provided.

Where an assignment is graded, these will appear as a percentage on the feedback sheets and as an 'indicative mark'. This is because grades are not finalized until the Examination Board at the end of the academic year. The grade book on the VLE will calculate the final mark for a module where this has several components making up the final grade.

If the final module mark is not a whole mark (for example if the module has several components) any figure with decimal points is not rounded in the official gradebook so that your final award grade is calculated using unrounded rather than rounded numbers.

11.8 Minimum Requirements for a Pass

The minimum aggregate pass mark for all undergraduate programmes of The Open University validated awards is 40%. This applies to assessments, modules, stages and qualifications.

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

The result of the overall assessment 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.

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.

11.9 Moderation Purpose

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 whether on validated or non-validated awards. This is achieved by internal and external moderation. For full details of the regulations concerning moderation see the Moderation Policy.

11.10 Word limits and Penalties

Regarding weighting and word limit of assessments, the strategy is to set work that is equivalent to 1,500-2,000 words for each 10 credit module (100 notional hours) in Level 4. The maximum word length for all pieces of work for a 10 credit taught module in level 5 is 2,250-2,500 words and for that in Level 6 is 2,750-3,000 words. Footnotes and bibliography are not counted in the word limit.

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.

11.11 Calendar of Deadlines

A calendar of deadlines for Level 4, 5 and 6 can be found in section 2 of this Handbook. The **general** deadline for work at all levels, for all assignments relating to modules taught in term 1 and term 2 is 5.00pm on the Monday of week 10 of that term, unless otherwise stated by the module tutor.

Final deadline for all work at Level 4, 5 and 6, including resubmitted work, is Monday of Week 8 of Term 3. Term 3 has an earlier general deadline because of the need to process all papers in time for the Examination Board. All final marks are considered by the Examination Board to either award a qualification or to progress students onto their next level of study.

11.12 Extensions to Assignment 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 Extenuating Circumstances Policy.

11.13 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 deducted from the overall marked score for each working day late, down to the 40% 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. 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.

11.14 **Appeals**

The [Academic Appeals Policy](#) contains details of the eligibility criteria and procedure for making an academic appeal. This policy is used where a student is appealing against a decision by an academic body (tutor, Examination Board, Admissions Panel etc).

11.15 **Failure of a module**

If a module has multiple assessment components, each component must obtain a minimum 40% for that module to be credited. Any resit or retake (see below) component will be capped at 40%.

11.15.1 *Resit Initial Options*

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

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

- Compensation – the award of credit by the Examination Board 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.

11.15.2 *Resit provision of Assessed Work*

The Examination Board 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 Examination Board 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 Examination Board 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 40% or above at UG level.

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

11.16 **Compensation**

Compensation will be applied when the following conditions are met:

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

- 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 40% 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.

11.17 **Options for the retake of study**

11.17.1 *Retake Options*

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

11.17.1.1 *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.

11.17.1.2 *Partial retake for assessment only:*

As in the previous paragraph, 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.

11.17.1.3 *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.

11.17.2 *Exit Award*

Where compensation, resit, and retake opportunities have been exhausted, an Examination Board may recommend a student for an exit award as defined in Section 4.17 above.

11.17.3 *Progression without the required credits*

With the approval of the Examination Board, students may be eligible to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage. They may exceptionally be allowed to do so if any of the following conditions are met:

- A minimum of 80 credit points at the lower level have been successfully completed including passes in all designated core modules;

- All requirements for academic prerequisites for the higher-level modules are met;

- The Examination Board have approved progression following a successful application for extenuating circumstances, and results are still pending in the student's profile.

11.18 **Grading (Validated awards only)**

At L4 all modules are graded pass/fail.

At L5 and L6 all modules are graded according to one of the two systems described below.

11.18.1 *Grading Scheme for Personal Development I, II and III*

The grading scheme for personal development is explained in full in the Personal Development Plan Workbook. The Level 4, Level 5 and Level 6 PDP Workbooks can be found in the Personal and Spiritual Formation I, II and II Module of the relevant Level section of the College's Virtual Learning Environment (VLE).

11.18.2 *Percentage Grading Scheme*

Percentage-marked work represents a mark out of 100%, but in line with standard British academic practice, a mark of 70% represents excellent work. However it is possible to score a mark between 70 and 100% for outstanding and exceptional pieces of work. A mark of 40% is the minimum for a pass, and it is rare for any mark lower than 35% to be given. The grading criteria under this scheme

are listed below in summary form. By comparing your mark to the listed criteria, you will see why your mark has received the mark it has.

11.18.3 _Grade Descriptors_

On the following pages you will find the general grade descriptors followed by the specific grade descriptors which are used for modules with different assessment requirements.

Students on an ANCC award programme will be given the word descriptor (written in bold on the following charts) on their feedback to indicate the standard of work achieved.

Grade	Description
86-100%	**Exceptional.** Deep knowledge of the issues; question answered accurately, sharply and in a very well-organised and structured manner; exhibits exceptional scholarship for subject; publishable quality; extensive knowledge and understanding, and study beyond the module content; exceptional understanding of theory, material, issues and contexts; evidence of very extensive reading; exceptional use of sources; excellent interaction with material; covers wide range of scholarly perspectives and sources; mature evaluation of sources; exceptional presentation skills; all points expressed highly accurately and clearly; stylishly written; excellent signposting; publishable without serious revision; exceptional ability to analyse, synthesise and evaluate; excellent ability to make and substantiate personal opinion; demonstrates evidence of creativity, independent judgment and originality; exceptional ability to apply theory; relevance beyond one's own context (s); work is of publishable quality.
70-85%	**Outstanding.** Question clearly understood and addressed in an admirable structure, with persuasive direction and development; no omissions/irrelevancies; extensive knowledge and understanding; theory, material, issue(s) and context(s) fully understood; excellent use of relevant critical terms and concepts; excellent interaction with wide relevant reading, including accurate and attractive presentation and referencing; outstanding use of sources; evidence of independent judgment applied to sources; outstanding presentation skills; all norms (in addition to referencing) fully respected; effective and well-focused content and style; outstanding clarity and accuracy; outstanding skills of analysis, synthesis and evaluation; makes a personal opinion; shows evidence of creativity and originality; excellent ability to apply theory; application to new situation(s) or context(s).
60-69%	**Very good** in nearly all respects. Question clearly understood and fully answered with few important omissions and little irrelevant material. Answer well-structured and clearly expressed. Demonstrates wide reading and good understanding of relevant literature while maintaining a critical distance from the opinions of others. Evidence of a sound knowledge of relevant theory. Respects the required academic norms of presentation.
50-59%	**Good work.** Question broadly answered, though with some omissions. Evidence of reading and understanding of appropriate literature without undue reliance on only one or two secondary texts. Ability to summarise fairly and evaluate the opinions of others. Written work structured and well expressed with little redundant or irrelevant material. Respects largely the accepted norms of presentation.
40-49%	**Satisfactory.** Attempts to answer the question, but fails to understand all that the question calls for. Limited breadth and/or depth of understanding of relevant literature and of relevant theory. Little critical distance shown, i.e. awareness of broad factual content, but with scant evaluation or analysis. Little or no originality. Presentation adequate but several departures from the required norms of layout, titles, footnotes, bibliography, etc.
40% (Pass)	**Pass.** Where a piece of work has failed to meet the above criteria, a student may still obtain a Pass grade for resubmitted work. A Pass grade may also be obtained in cases where a late penalty for submission reduces the mark to a pass mark.
0-39% (Fail)	**Fail.** Inadequate in all or most respects, due to one or more inadmissible factors such as: non-presentation, unacceptable standards of presentation; plagiarism, collusion, failure to understand or address the question, incoherence, mechanical reproduction of course material with little or no evidence of understanding, etc.

11.18.4 _Correlation between the two grading systems_

Percentage Equivalent	Degree Classification		Performance Standard**
96-100	High	First Class Exceptional	Excellent Pass
91-95	Mid		
86-90	Low		
81-85	High	First Class Outstanding	
76-80	Mid		
70-75	Low		
67-69	High	Upper Second Class 2.1	Very Good Pass
63-66	Mid		
60-62	Low		
57-59	High	Lower Second Class 2.2	Good Pass
53-56	Mid		
50-52	Low		
47-49	High	Third Class	Satisfactory Pass
43-46	Mid		
40*-42	Low		
35-39	Near	Fail	Fail
34-0	Clear		

*Where a piece of work has failed to meet the given criteria, a student may still obtain a 40% pass grade for resubmitted work.

** Students on an ANCC award programme will have their work given the description in the final column as an indicator of the standard of their performance.

11.18.5 *Grading criteria chart*

The Chart is to be read in conjunction with the preceding narrative description and is designed as a general guide only.

Grade	ARGUMENT	UNDERSTANDING	SOURCES	STYLE	CRITICAL ANALYSIS
1st Except-ional 86–100%	An exceptional answer; deep knowledge of the issues; question answered accurately, sharply and in a very well-organised and structured manner; exhibits exceptional scholarship for subject; publishable quality.	Exceptional: extensive knowledge and understanding, and study beyond the module content; exceptional understanding of theory, material, issues and contexts.	Exceptional: Evidence of very extensive reading; exceptional use of sources; excellent interaction with material; covers wide range of scholarly perspectives and sources; mature evaluation of sources.	Exceptional presentation skills; all points expressed highly accurately and clearly; stylishly written; excellent signposting; publishable without serious revision.	Exceptional ability to analyse, synthesise and evaluate; excellent ability to make and substantiate personal opinion; demonstrates evidence of creativity, independent judgment and originality; exceptional ability to apply theory; relevance beyond one's own context (s); work is of publishable quality.
1st Outsta-nding 70-85%	An outstanding answer, question clearly understood and addressed in an admirable structure with persuasive direction and development; no omissions/irrelevancies.	Outstanding: extensive knowledge and understanding; theory, material, issue(s) and context(s) fully understood; excellent use of relevant critical terms and concepts.	Excellent interaction with wide relevant reading, including accurate and attractive presentation and referencing; outstanding use of sources; evidence of independent judgment applied to sources.	Outstanding presentation skills; all norms (in addition to referencing) fully respected; effective and well-focused content and style; outstanding clarity and accuracy.	Outstanding skills of analysis, synthesis and evaluation; makes a personal opinion; shows evidence of creativity and originality; excellent ability to apply theory; application to new situation(s) or context(s).
2:1 Very good 60-69%	Very good: question addressed in a clear structure; with good direction. Minor omissions, few irrelevancies.	Very good: theory, material, issue(s) and context(s) largely understood. Very good use of relevant critical terms and concepts.	Very good understanding of wide relevant reading, with respect for the academic norms of referencing.	Very good: well presented; norms respected. Clear and readable.	Very good; able to assess others' opinions. Good originality.

2:2 Good 50-59%	Good: question broadly addressed in a generally coherent structure. A few omissions.	Good, general understanding of material and issues. Good use of relevant critical terms and concepts.	Considerable relevant reading with partial interaction. Largely respects required norms.	Generally good; norms largely respected. Generally clear and readable.	Good: some success in weighing opposing viewpoints. Some originality.
3rd Satis-factory 40-49%	Satisfactory: question addressed somewhat, but with several omissions. Sometimes confused.	Satisfactory: some understanding of the issues, and some use of relevant concepts, but inconsistent.	Satisfactory but over – reliance on one or two sources and little interaction. Departs from norms in places.	Satisfactory but lack of care; some norms not respected. Somewhat clear and readable.	Satisfactory but largely descriptive; little analysis and synthesis. Little originality.
40%	Where a piece of work has failed to meet the above criteria, a student may still obtain a Pass grade for **resubmitted** work.				
Fail 0-39%	Question not addressed, much irrelevant material. Largely confused structure.	Little understanding of the issues; little use of appropriate terms.	Few or no sources; no interaction. Plagiarism.	Untidy; norms not respected. Confused, and largely unreadable.	Scant evidence of analysis and synthesis. No originality.
NB Where an assessment has achieved less than 35% in any one category it will result in a clear fail for the whole assignment					

11.18.6 *Grading criteria chart for failure*

Level 4

35-39 F	Questions not adequately answered. Student has not met all the learning outcomes but shows a basic knowledge of the topic. The work is descriptive and uncritical with some inaccuracy and lack of coherence. Unable to always apply given tools/methods accurately to well-defined practical contexts and/or problems.
30-34 F	Questions not answered. Student has not met the learning outcomes and shows little knowledge of the topic with factual errors. The work is descriptive and uncritical with discussion which may be irrelevant or lack internal consistency. Insufficient understanding of given/tools methods to apply them to well-defined practical contexts and/or problems.
0-29 F	Student has failed the majority of the learning outcomes.

Level 5

35-39 F	Questions not adequately answered. Student has not met all the learning outcomes of the assessment with basic knowledge of some relevant topic issues and evidence of partial understanding. Work is largely descriptive with some unsubstantiated assertion. Analysis is minimal or contradictory. Unable to always apply essential learning to straightforward problems and/or practical contexts
30-34 F	Questions not answered. Student has not met the learning outcomes. Inadequate knowledge or understanding of the topic. The work is poorly descriptive and uncritical with unsubstantiated assertion. Insufficient understanding of given tools/methods to apply them to straightforward practical contexts and/or problems.
0-29 F	Student has failed the majority of the learning outcomes.

Level 6

35-39 F	Questions not adequately addressed. Student has not met all the learning outcomes of the assessment with only basic knowledge of key concepts and theories and weaknesses in understanding. There is little or no recognition of the complexity of the subject. Work is largely descriptive with some unsubstantiated assertion. Analysis is minimal or contradictory. Unable to always apply learning accurately to complex problems and/or practical contexts.
30-34 F	Questions not answered at all. Structure is confused. Student has not met the learning outcomes with inadequate knowledge or understanding of key concepts and theories. There is no recognition of the complexity of the subject. The work is poorly descriptive and uncritical with unsubstantiated assertion and a lack of analysis. Insufficient understanding of given tools/methods to apply learning accurately or safely to complex problems and/or practical contexts.
0-29 F	Student has failed the majority of the learning outcomes.

11.18.7   _Level differentials (to be considered in conjunction with the published grading criteria)_

Assessed work should display progression from one level (ie, year) to another, moving beyond description towards analysis and synthesis, increasing in self-confidence through wider awareness and understanding, and displaying increasing autonomy in the learning process (see chart below). The learner's work will demonstrate:

	Level 4	Level 5	Level 6
Knowledge & understanding	Basic factual/conceptual knowledge with appropriate terminology, demonstrating some insights gleaned from sources.	Detailed understanding, using accurate terminology, drawing on insights from a variety of sources.	Comprehensive understanding of the major issues enriched by a consideration of diverse and sometimes contradictory opinion and maintaining critical distance.
Cognitive skills	Some categorization and analysis of data, with guidance.	Increased evidence of comparative analysis of information and ideas.	Mature analytical and evaluative skills, able (with minimal guidance) to investigate and assess a variety of evidence.
Practical skills	Operation of standard techniques in predictable, defined contexts.	Use of a wider range of techniques in situations of varying complexity.	Selective use of a wide range of innovative or standard techniques in complex situations.
Key skills (generic)	Clear communication, basic information management, use and access of a range of learning resources. Key reflective skills: Ability to view experience subjectively and objectively, basic understanding of the impact of experience on them emotionally and, where relevant, ability to set and follow objectives.	Effective expression of ideas and information, ability to challenge received opinion, self-directed learning. Key reflective skills: Ability to view experience subjectively and objectively in detail; detailed understanding of the impact of experience on them emotionally and, where relevant, ability to set and follow more challenging objectives.	Independent management of learning process, with appropriate breadth and depth, and ability to express ideas clearly and persuasively, and with some originality. Key reflective skills: Ability to comprehensively view experience subjectively and objectively, comprehensive understanding of the impact of experience on them emotionally and, where relevant, ability to set objectives which will lead to greater depth and breadth of self-reflection.

11.18.8   Specific Grading Descriptors

In addition to the general grading descriptors above, many modules or types of assessment have specific grading descriptors. Students are advised to look at these before starting an assignment. They can be found in the UG Grading Criteria Charts in the Student Area (Student Information) on the VLE.

12 Research Papers and Projects

Research is an integral part of All Nations' UG 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.

12.1 Research Support

Students are provided with training in research skills 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 an assignment is given by module tutors. For specific research papers or projects, supervisory support is given to Level 4 students by their personal or module tutor, to level 5 students by the relevant subject module tutor and to level 6 students by a designated supervisor.

12.2 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. The Research Ethics Policy gives full details of:
• the College Ethical Research Code of Practice
• expectations of students and supervisors,
• when ethical approval must be sought
• procedures for obtaining ethical approval for assignments and research papers
• procedures for handling data and especially sensitive data
• what constitutes misconduct and how misconduct will be investigated and sanctioned
• the complaints and appeals process

All students undertaking research therefore must familiarise themselves with this policy.

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

12.3 **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.

12.4 **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.

12.5 **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 research 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.

12.6 **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 therefore be provided with a completed Research Participants Information Sheet (RPIS) and be required to complete a Research Participants Informed Consent Form (RPIC). These forms can be found in the UG Handbook Supplement of Forms (in the Student Information section of the Student Area on the VLE).

12.7 **Procedures for Applying for Research Ethical Review/Approval**

Can be found in section 7 of the Research Ethics Policy and all research forms can be found in the UG Handbook Supplement of Forms (in the Student Information section of the Student Area on the VLE).

12.8 Research in Mission Extended Arts Project

The Extended Arts Project is a practice-based research component of the level 6 Research in Mission core module. It is designed to enable students to explore in greater depth a topic relating to the Arts specialism of study in the BA (Hons) programme. It provides students with the opportunity to develop a practical and creative approach to research and learning.

1. Project

Students can work on an independent extended arts project consisting of a creative presentation with a written report of the research and process OR write an essay to explore in greater depth a topic relating to the Arts specialism of study in the BA (Hons) programme. Both options are discussed in consultation with the Arts tutor and, where necessary, another tutor who may have expertise in the chosen field. See the Extended Arts Project area of the VLE for more information.

2. Submission

Students need to submit a two-page research proposal on the prescribed template including a tentative title, aim of the research, brief description of the project, methodology, a tentative outline, and a select list of bibliography. This is compulsory and non-assessed. Students should submit the ethics approval form together with their research proposal. The research paper proposal and the ethics approval form are scrutinised internally by a panel of tutors and then the title is sent to external examiners for comments.

12.9 Research in Mission Essay Paper Guidance

Questions to Consider

1. Selecting a topic
- What interests me?
- Is my study an interesting one? Is it relevant to mission?
- How much has been written on this topic? What has already been researched? Is my topic similar to others? Are there any overlaps?
- Are there enough written sources? E.g. books and articles?
- Can I complete my research within the timeframe?
- What is the purpose of my research; can I apply this in my ministry?
- What ethical issues might arise in the course of my research? Could it cause harm to participants or myself?

2. Consider scope of topic:
- What are the key words, themes, and concepts?
- Does it cover a particular time period?
- Does it cover a specific geographical area?
- If it involves people, what age group, gender and place of origin are to be covered?
- Will my sources be limited to the English language or will I access sources in other languages?

3. Writing down a purpose statement.
- Can I summarise the aims and objectives of my research in a concise way?

4. Draft a proposal (NB you will be given guidance in Study/Research Skills sessions)
- Do I need to refine my topic, (broaden/narrow?)
- Do I have a focused title?
- Do I have clear research questions?
- Have I a clear and defined methodology? What research methods are appropriate?
- Is it achievable in the time frame available?
- What are the ethical implications?

- What is the tentative outline?

5. **Data collection**
   - What sources will help me to get started (e.g. start with a reference work on the topic . read journal articles)?
   - Is it literature based? Will I include live interviews?
   - If I include a questionnaire, what do I want to find out? Am I asking the right questions?
   - Have I supplied participants with the Participant Information Sheet and have they completed the Informed Consent Form?
   - What procedures do I have in place to manage my data effectively and ethically? E.g. do my notes clearly indicate the sources of my data and is it referenced correctly (See BA Citation Guide)
   - Am I giving priority to primary rather than secondary sources?
   - Am I being selective in my choice of data?

6. **Structure of the research paper**
   - Is there a clear structure to my paper e.g.:
     - Do my headings relate to the main topic of the study?
     - Have I set out the 'what' and 'how' in my Introduction?
     - Does the main body of the paper include: analysis, argument, evidence, strengths and weaknesses, personal opinion, does it use the collected data?
     - Can the reader clearly follow my argument and see where it is leading?
     - Is my conclusion a summary of what I discovered in my research and my own findings?
     - Have I avoided including a new argument or new material in the conclusion?

7. **Style and format:** The ANCC Style and Citation Protocols (2023) set out the presentation and formatting protocols to be adopted when submitting formal written assignments for assessment, particularly essays and research papers. The Protocols can be found in Student Information in the Student Area of the VLE. Students must set aside adequate time to check that their work conforms to these protocols and to proof-read the work.

8. **Submission**

   - A word and a PDF document should be submitted via the VLE.
   - Normal rules about word count, footnotes, bibliography and appendices apply (see Programme Handbook).
   - You are free to include a table of contents, if you wish. Dedications, acknowledgements, etc are not normal in a work of this length.

9. **Full Details**
   See the Extended Arts Project area of the VLE for more information

10. **Deadlines**
    Research Proposal Level 5 is not a compulsory module, Proposal should ideally be
    presented towards the beginning of Term 3
    Research Proposal Level 6: **5.00 pm, Thursday, Week 2, Term 2**
    All Levels Completed Research Paper: **5.00 pm, Tues, week 7, Term 3**

12.10 **Sources of Further Information**

The UK Research Integrity Office: Code of Practice for Research: Promoting Good Practice and Preventing Misconduct, (2023) http://ukrio.org/wp-content/uploads/UKRIO-Code-of-Practice-for-Research.pdf

British Sociological Association – Statement of Ethical Practice March 2002 (appendix updated May 2004) https://www.york.ac.uk/media/abouttheuniversity/governanceandmanagement/governance/ethicscommittee/hssec/documents/BSA%20statement%20of%20ethical%20practice.pdf

British Educational Research Association http://www.bera.ac.uk

See next page for Useful Research Resources

12.11 **Useful Research Resources**

Author	Year	Title	Publisher	Location
Baxter, L. et. Al	2001	How to Research	Open University	Buckingham
Bell, J.	1999	Doing your Research Project: A Guide for First time Researchers in Education and Social Sciences	Open University Press	Philadelphia
Cottrell, Stella	2014	Dissertations and Project Reports: A Step by Step Guide	Palgrave Macmillan	Basingstoke
Cottrell, S	2011	Critical Thinking Skills: Developing Effective Analysis and Argument	Palgrave Macmillan	Basingstoke
Greetham, Bryan	2009	How to Write Your Undergraduate Dissertation	Palgrave Macmillan	Basingstoke
Krabill, J, and F. Fortunato, R. Harris, and B. Schrag, (eds.)	2013	Worship and Mission for the Global Church: an Ethnodoxology Handbook	William Carey Library	Pasadena USA
Krabill, J, and F. Fortunato, R. Harris, and B. Schrag, (eds.)	2013	Creating Local Arts Together: A Manual to Help Communities Reach Their Kingdom Goals	William Carey Library	Pasadena USA
Redman, P.	2001	Good Essay Writing: A Social Sciences Guide	Sage Publications	London
Totten, M, L	2003	Ethnic Art Analysis System for Field Research	Fellowship of Artists for Cultural Evangelism	Pasadena USA
Walliman, Nicholas.	2005	Your Research Project: A Step-by-Step Guide for the First-Time Researcher. 2nd ed	SAGE Publications	London
Walliman, Nicholas S. R	2004	Your Undergraduate Dissertation : The Essential Guide for Success	Thousand Oaks	London

13 Academic Good Practice

13.1 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 students who have English as a Second Language (ESL) and those with learning differences, 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 difference 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 tick the relevant box when submitting their 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

13.2 Guidance on Reviewing and Proofreading of Student Texts

See Section 18 Appendix 1 of this Handbook

13.3 Style and Citation Protocols

The 'ANCC Style and Citation Protocols (2023)' 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 Protocols.

14 Misconduct and Grievances

14.1 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 section 18 Appendix 1.

For full details see the Academic Misconduct Policy

14.2 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 Student Disciplinary Policy

14.3 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.

14.4 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.

14.5 **Appealing to an External Authority**

If, having exhausted the College internal complaints and appeal procedure, students may wish to appeal to an external agency. All policiesexplain 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.

14.5.1 *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 1: Student Complaints and Appeals Procedure to find out the timescales, admissible grounds and procedures for appealing to them after you have concluded our internal complaints and review procedures. Any appeal must be in writing. You can contact them:
   - By writing to: The Vice-Chancellor's Delegate, The Open University, Academic Services, Student Casework Office, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.
   - By sending an email to: studentcaseworkoffice@open.ac.uk

14.5.2 *Appeal to The Open University and 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 OIAHE. 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.

15 Determination of Awards

The regulations, concerning the determination of an award, 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.

For students on an ANCC award, the Examination Board will confer an award on those who have passed the equivalent number of modules as those on an OU validated award. ANCC awards will not need to be ratified by an Open University Examination Board.

15.1 Certificate of Higher Education in Biblical and Intercultural Studies

To gain the Certificate of Higher Education in Biblical and Intercultural Studies, a student must take and pass all modules at that level with 120 CAT points.

15.2 Diploma of Higher Education in Biblical and Intercultural Studies

To gain the Diploma of Higher education in Biblical and Intercultural Studies, a student must have successfully completed 120 CAT points at Level 4, then at Level 5, successfully completed the core modules and pass their choice of vocational specialist modules at 40% or higher. One failure not below 35% is permitted without resubmission in term 3 and recorded on the student's Diploma Supplement as a pass, without requiring resubmission of work. This is at the discretion of the Undergraduate Examination Board. Students must have a total of 120 CAT points at Level 5.

15.3 BA (Hons) in Biblical and Intercultural Studies

To gain a BA (Hons), a student must have completed 120 CAT Points at Level 5 and 120 CAT points at Level 6. The BA student must complete and pass all core modules at Level 5 (80 CAT Points) and Level 6 (50 CAT Points) with a minimum of 40% pass mark. For compensation to be applied, one graded module may be failed at a minimum of 35% only in term 3 and recorded on the student's Diploma Supplement as a pass, without requiring resubmission of work. This is at the discretion of the Undergraduate Examination Board and in line with section 17.4 of the Regulations.

Where the final result of the 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.

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.

At Level 5, the mark for the core modules (80 credits) plus the elective modules (40 credits) will be used to calculate the average mark. At Level 6, all modules (50 credits core and 70 credits elective) will be used to calculate the average mark. If additional vocational modules are taken at either level, the best marks will be counted.

A student who has enrolled directly onto Level 6 will have their award calculated on their Level 6 marks and at the discretion of the External Examiners/Examination Board.

The Final mark of the whole BA Programme will be calculated as follows: Level 5 will be weighted as 33.33% of the whole award. Level 6 will be weighted as 66.67% of the whole. Classification of honours degrees will be as follows:

First class   Aggregate mark of 70% or above

Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

15.4 **Failure of a module and Resit Provision**

See 11.15-17

15.5 **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 Examination 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. See also 15.7 below.

15.6 **Posthumous and Aegrotat awards**

Should a student be prevented by illness, or other circumstances, from completing the final assessed component of the programme, the Examination Board 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.

15.7 **Returning to Study after Receiving an Award**

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.

15.8 **Appeals**

See the Academic Appeals Policy for full details.

16 Practical Ministry I, II and III and Ministry Internships

16.1 Practical Ministry

Practical training is an integral part of courses at All Nations. All students doing accredited courses are required to gain experience through a weekly practical ministry in each year of study and those completing Diploma and BA are required to do a 3 week Ministry Internship (see below).

The objective of the practical ministry modules I,II and III is to ensure that students get an opportunity to apply classroom based learning in a practical context, experience the dynamics of working under supervision in a multicultural context, identify and develop personal gifts and abilities as part of a team. It is also an opportunity for the student to test their sense of vocation and prepare them for ministry when they have completed their studies.

Full details of the criteria for the selection of a practical ministry, the allocation of practical ministries, the workload and assignments can be found in the Practical Ministry Handbooks. There is a different handbook for each level of study and they can be found in the Key Documents section on the relevant Practical Ministry module page of the College's Virtual Learning Environment (VLE).

16.2 Ministry Internship

Ministry Internship is an extended practical ministry taking place over a period of at least three weeks. It is usually completed during the summer vacation either before or after Level 5 and offers an opportunity for some students to travel overseas.

The same criteria apply to a ministry internship as to a practical ministry. It is an opportunity to practice classroom theory, demonstrate personal gifting as part of a team, work under supervision and communicate in a cross cultural context. It is also an opportunity to test the student's potential vocation and prepare them for ministry when they have completed their studies.

Instead of completing a ministry internship during their course, students who have had a minimum of six months cross-cultural experience (within the five-year period immediately prior to coming to College) can apply to have that experience recognized as fulfilling the ministry internship requirements.

Full details of the criteria for the selection of a ministry internship, the assignments and the process for applying to RPEL this module (Recognition of Prior Learning) can be found in the Ministry Internship Handbook, which can be found in the Level 5 Ministry Internship Module section of the College's Virtual Learning Environment (VLE).

16.3 Church attendance

Students who are assigned to a church practical ministry are expected to attend Sunday worship at the church of their ministry regularly. Those assigned to a charity practical ministry will be allocated to a local church which they are expected to attend regularly. RAL students are encouraged to attend a local church. We would strongly advocate that, whenever possible, all students attend a church denomination with which they are unfamiliar in order to broaden their cultural understanding and experience of a variety of forms of Christian worship and doctrine. This is an opportunity for students to bless and be blessed by what might be either a very small congregation or a very challenging one. It is also an opportunity to build future partnerships for the student and the College.

17 Student Participation and Evaluation

17.1 Student Feedback

17.1.1 *Module Evaluations*

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

17.1.2 *Programme Evaluation*

Towards the end of the academic year, all L4, L5 and L6 students are requested to complete a Programme Evaluation Form relating to the entire year. The collated results are discussed in various committees and boards.,

17.2 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.

17.3 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 representative. The Academic Board usually meets once a term. It is chaired by the Vice-Principal (Academic).

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 Undergraduate Committee is responsible for the design and delivery of all the undergraduate programmes and for ensuring the standard of each of those programmes (including the Certificate, Diploma and BA (Hons) degree programmes) and the quality of the student learning experience. It consists of the Undergraduate Programme Leader, all members of the Academic Staff who teach on the undergraduate programme, the Head of Learning Services, an undergraduate administrator plus a student representative from each level of study. This is the primary body to which any questions or concerns should be addressed, through either the student representatives or the Undergraduate Programme Leader. It is chaired by the Undergraduate 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.

17.4 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 Examination Board at the end of each year. The Board usually meets in July each year. As required by The 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 The 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 essays. They are also consulted over the general running of the Programmes and any other matters where their advice could be helpful. This ensures that the marking process is as fair and consistent as possible.

17.5 College Governance Structure
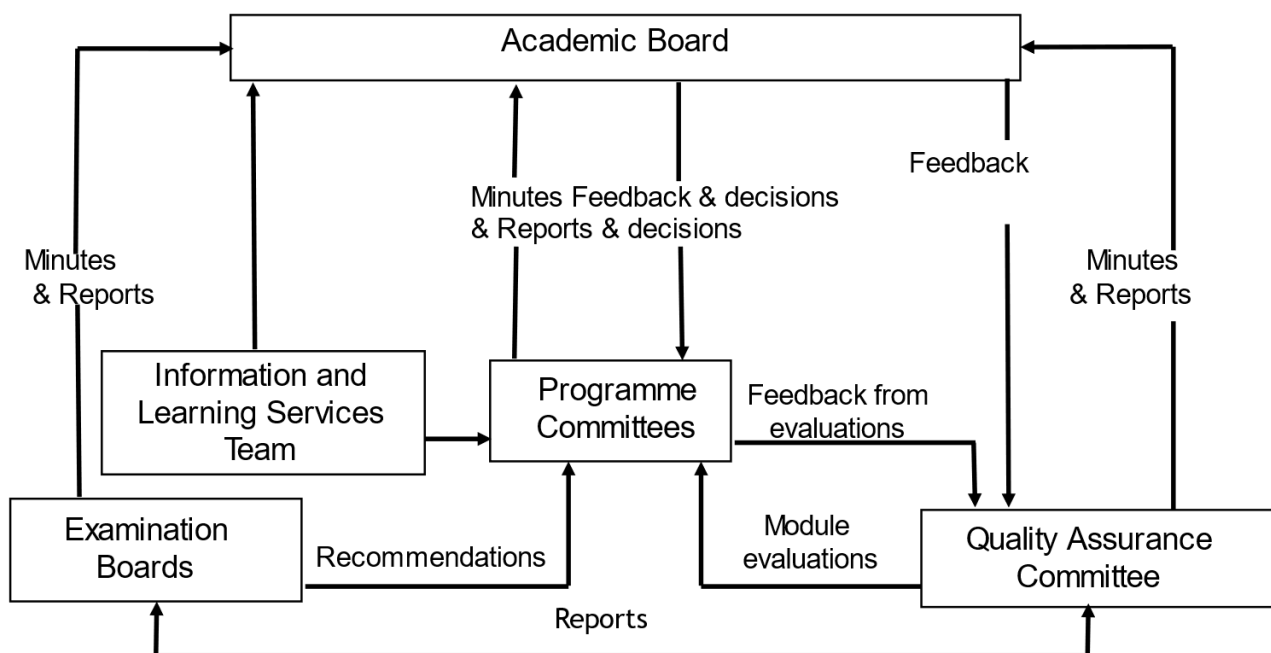
18 APPENDICES

In this section you will find the following guidance documents:

1. Guidelines for Reviewing and Proofreading Student Texts

2. Guidelines on Essay Content

3. Guidelines on Writing Book Critiques/Reading Critiques

4. Guidelines for Examinations

5. Summary of All Nations Policy and Procedures

6. Where to find other useful documents?
   - ANCC Style and Citation Guide (2023)
   - UG Handbook Supplement of Forms
   - UG Grading Criteria Charts.

Appendix 1: Guidelines for Reviewing and Proofreading of Student Texts

Introduction

These guidelines aim to encourage good academic practice. Since 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 English as a Second Language (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, proofreaders *can*:
1. Highlight the problem
2. Recommend use of spell-check software, 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 differences

Support staff offer particular support to those with a learning difference. 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 proof-reader 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 English as a Second Language (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)

18.1.2   *Appendix 2: Guidelines on Essay Content*

This section of the Handbook relates to the writing of essays for the Biblical and Intercultural Programme. It is intended to help particularly those who have not done much in the way of essay writing. For others it will be a reminder of what you already know.

A good essay will display the following:

1. Clear structure

Students should consciously plan where an essay is going, and breakdown the overall question into discernible steps or stages of answer, with introduction and conclusion. A plan is to an essay what the architect's design is to a building. It will help you considerably (and also the marker) if you preface your essay with a skeleton plan with numbered points; these points or headings and sub-headings will not necessarily appear as such in the essay but the paragraphs will reflect them. An essay (like a sermon) without a plan is likely to lose its way.

2. Commendable content

Content is obviously the single most important element of an essay. There should be evidence of the following:

2.1. Appropriate use of sources: you should use a variety of relevant sources (authors). Quotations should not be presented in isolation but rather in relation to affirmations you make in the essay. They must be properly referenced (see BA Citation Guide). Don't be afraid to express your own convictions, explaining why you agree with this author and disagree with the other (but avoid using 'I' and 'me', and do not use 'preachy' language in an essay).

2.2. Analysis and synthesis: this should show the development of your argument, your grasp of the question and its implications, and awareness, where appropriate of the wider debate that surrounds the question. Your answer should be expressed with clarity, balance, logic and persuasiveness.

2.3. Adequacy of coverage: within the constraints of the essay length, there should be no major aspects of the subject omitted, but neither should there be superfluous, irrelevant material that does not answer the question. Ask of every paragraph: does this help to answer the question?
In the analogy of the building process, this element of 'content' corresponds to the material construction itself, bringing the architect's plan into the reality of walls and roofing, rooms and windows.

3. Good presentation

This covers matters like English expression, spelling, grammar, and punctuation, and respect for referencing conventions for titles, footnotes, bibliography, etc. For further information see the BA Citation Guide.

Pursuing the analogy of house building, this aspect of 'presentation' would correspond to the tidiness and consistency of the brickwork, paintwork, etc.; - all that makes a house look attractive to the observer. Your main concern is to keep your reader happy by making it as easy as possible to follow what you are saying: a happy reader is to your own advantage!

18.1.3 *Appendix 3: Guidelines for Writing Book Critiques/Reading Critiques*

1. What is a book critique?

A critical review of a book or portion of a book or of an article, is more than merely a summary of it. It seeks to comment on and evaluate the work, assessing it in the light of specific issues. It asks not only, what the book is about but also, how effectively the author succeeds in his/her task.

2. Content and Structure

A book/reading critique should contain two main elements:

2.1 Summary A reader of your critique will want to know what the book/article is about and how the author goes about their task. As such, it should be fair, representing the author as equitably and as objectively as possible. If the author were to read your summary, they should have no cause for complaint that you have misrepresented what they wrote.

2.2 Evaluation This, the more important component of the critique, assesses the book's strengths and weaknesses. It will do this, not only by considering the internal coherence of the writing, but also by assessing how effectively it engages with the wider debate to which it is contributing. A critique that ignores any strengths only to hammer the weaknesses is, itself, weakened (the same would be true of a critique that ignores any weaknesses). See below for helpful approaches in critical reading.

These two elements should be present in proportion approximately of 40%:60%. However, it is not necessary to present them as two separate sections with headings; sometimes a critique can integrate the two functions, summarising an aspect before commenting upon it. Headings should generally be avoided as they can interrupt the overall flow of the argument.

3. Hints for critical reading and evaluative writing:

The reader will be interested to know:

Who the author under review is (nationality, position or profession)?
What is the central topic or issue of the book?
For what readership is it intended? (the preface and introduction can be helpful here).
Does the author state an explicit thesis?
Do they appear to have an axe to grind? (Are there any theoretical assumptions? If so, are they discussed explicitly in the book?)
Are the author's assertions persuasively argued?
Are other opinions taken into account and addressed?

In your evaluative section you will want to take up issues with the author and 'debate' them. Are there questions you would like to raise with them? Would it be possible to pursue the theme beyond the treatment which the author has given it, and if so, how?

Your critique should itself have coherence and 'movement' that makes it read well, rather than consist of a series of disjointed points. 'Critical distance' is absolutely essential. Do not assume that the evangelical way of looking at things is necessarily the right or even biblical one. It is not good to say for example, "Newbiggin is not evangelical enough at this point".

It is better not to quote the author extensively, although the occasional significant quotation can help. It is often better to put an argument in your own words, and then perhaps give a page reference (this reference can be in brackets in the text, rather than in a footnote). It is not necessary to write out verses of scripture to which you may wish to refer.

By all means express your opinion, but avoid making your critique too personal and subjective. For example, it is preferable in an academic paper to say (e.g.), "The author's argument on this topic is weakened by not referring to … ", rather than," I think …", "my feeling is …". The critique will be strengthened if it can refer to other literature on the theme of the book.

4. Layout

Submission should be as per 11.5 above, with the title of the book and its publication details given as the title of the assignment.

All the guidelines for writing, referencing, and bibliography apply. (See ANCC Style and Citation (2023).

Length: If the critique is the principal or only assessment for a module it will be the standard length of 2,500 words, but check with the module tutor about this.

For all the guidelines for writing, referencing, and bibliography, the ANCC Style and Citation (2023) apply.

18.1.4   *Appendix 4: Guidelines for Examinations*

10. **Revision**

1. You can minimise the 'anxiety of the unknown' by looking at the past exam papers: see the type of questions, the topics covered, and the choice or the options. The questions will not be identical but somewhat similar.
2. Make sure that you get enough sleep during your time of revision: keep your mind fresh, take a break of a day close to the exam. Fitness is as important as information.
3. Start your revision in plenty of time before the exam.
4. Try to understand the learning objectives and the overall view of the module.
5. Study the core topics in depth.

II. Helpful Exam Hints

1. Ensure you have everything needed for the exam (e.g. ID, student number, pen, pencil, water bottle).
2. Enter the exam room punctually with a positive attitude believing that you have learned and revised enough to pass the exam.
3. Do not panic! Read the instructions on the exam paper carefully.
4. Note the number of questions required to answer, budget your time accordingly.
5. Make sure you answer the full number of questions required; even if your answer is minimal, you will get some credit for it, whereas you cannot get any marks for a question you leave out altogether.
6. Read through all the questions carefully; decide which you will attempt and in what order.
7. Underline the key words of the question; these will influence the way you prepare your answer.
8. Before you start writing, take a few minutes to make a quick plan in rough of how you will structure your answer.
9. Start your answer with a brief introductory paragraph that makes it clear to the reader that you know where you are going in your answer.
10. Answer the question. Avoid saying, 'Before I answer the question, it would be useful to explore (a), (b) and (c)'. Do not 'dump' onto paper all you have revised in relation to a topic. Answer the question which is asked!
11. Understand what types of questions are asked: note the question words – describe, expound, what (they need a factual answer); why, how, to what extent (they need facts but you need to argue a case and reach a conclusion with supporting evidence); evaluate, assess (they need description, evaluation, personal opinion of the position; bring out weak and strong points and evaluate why they are weak or strong).
12. In your answer, group sentences into paragraphs that make a particular point relevant to the question. Avoid innumerable, separate one-sentence statements that do not cohere into a developing argument. Conversely, avoid huge paragraphs that say all sorts of things in no particular order.
13. Credit will be given where you can support your arguments with specific references to time/place/author, etc. However, it is probably not worth committing to memory long quotations.
14. If possible, draw your answer to a close with a brief conclusion
15. In brief, an exam answer will be considered good if it is well-focused, well-organised, well-supported and well-packaged.

III. Examination regulations

1. Before the start of the examination, the invigilator will add the candidates' name and student number to the attendance sheet when their ID has been checked.
2. Candidates must not take into the examination room any books, notes or similar material, except that which has been provided by the Programme Administrator, Invigilator or Tutor. All personal items should be placed at the back of the room and remain untouched during the examination, with mobile phones switched off.
3. Candidates may take into the examination room only writing implements and water bottles. Other items may be taken in only with the agreement of the tutor/Vice-Principal (Academic).
4. No food or drink is permitted in the examination room except water, which must be in a clear container or food which is for medical reasons (e.g. diabetes).
5. Candidates must not have a mobile phone or other communication device on the desk or on their person. The use of mobile phones, smart watches or other electronic devices is not permitted.
6. Candidates may only use Bibles provided by the invigilator if required, not personal Bibles.
7. The College operates a zero-tolerance policy in relation to cheating in examinations. Invigilators will announce at the beginning of each examination that it is an offence for candidates to be in possession of any notes, documents or unauthorised material or to have any information written on their body or clothing. The invigilators will ask anyone with such material to raise their hand. The material will then be collected and the opportunity provided for information on the body or clothing to be removed. After this point, if any candidate is discovered with such material or with any information written on any part of their body or clothing in the examination room it will be automatically assumed that cheating has taken place and the consequence will be a mark of zero to the module.
8. Candidates must not open the examination question paper or start writing until instructed to do so and must write legibly.
9. The start and finish time of the examination will be written clearly on the board and a clock will be clearly visible.
10. Candidates should enter their candidate number, not their name, on the examination answer sheet and on every page they write on during the examination, even sheets used for drafting answers.
11. Candidates may not remove examination scripts, excess stationery or jotted notes from the examination room. These must be collected by the invigilator before the candidate leaves.
12. The student should sign the attendance sheet to indicate when their paper has been collected or handed in.
13. The candidate must finish writing the moment they are told to put their pens down.
14. Examinations will start and finish on the instruction of the person delegated by the tutor.
15. The start and finish time of the examination will be written clearly on the board and the time will be clearly visible.
16. Candidates arriving late for the examination, but within the first half hour of the examination session will be allowed into the examination room but they will not be allowed to have extra time.
17. Candidates arriving later than the first half hour of the examination will not be allowed to sit the exam, but may apply to the tutor for permission to sit the examination at another time if there are acceptable extenuating circumstances.
18. Candidates may not leave the examination room during the first half hour, or during the final 15 minutes of the examination session, except in an emergency.
19. Outside these periods, if the candidate has completed the examination they may hand in the examination sheet, and all other examination papers to the invigilator who will sign that they have received it. Candidates will not be allowed back into the examination after handing in their paper.
20. Candidates may be allowed to leave the examination room temporarily (e.g. to use the bathroom), with the permission of the invigilator and under supervision. Candidates must

not consult or try to consult any books, notes or similar materials while temporarily outside the examination room.

21. Any candidate who leaves the room without an invigilator's permission will be deemed to have withdrawn from the examination and will not be allowed to return. A record will be made on the attendance sheet.

22. Candidates must not help or try to receive help from another candidate. Talking or communicating in any other way with other candidates in the examination room during an examination is forbidden. Failure to observe either of these requirements will be recorded on the attendance sheet and subsequently treated as a disciplinary offence.

23. Any candidate who causes a disturbance in an examination room will be reprimanded by an invigilator. If the conduct persists the candidate may be required to withdraw from the examination room and a report will be made to the Vice-Principal (Academic) for potential disciplinary action.

24. If a candidate wishes to speak with an invigilator s/he should raise a hand and remain seated.

25. Alternative examination arrangements may be made for candidates with long- or short-term medical conditions, specific learning differences or disabilities, subject to the overall requirement that academic standards must be maintained.

26. Requests for alternative examination arrangements on the grounds of specific learning difference should be made to the Head of Learning Services who will liaise with the Module Tutor concerned and the Programme Leader to make the best arrangements for all concerned. If a request for alternative examination arrangements is made on the grounds of either long- or short-term medical conditions it should be supported by a letter from a doctor and the application should be made to the Programme Leader who will liaise with the Module Tutor.

27. In the event of a fire alarm during an examination, candidates will be instructed by the invigilator to stop what they are doing, leave all materials on their desk and make their way to the nearest fire exit, noting the time. Candidates must not communicate with each other and examination conditions will be maintained.

18.1.5 *Appendix 5: Summary of All Nations Policies and Procedures*

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

ACADEMIC POLICIES	
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 your 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 reasonably practicable steps to ensure that freedom of speech within the law and academic freedom is secured for students, staff and visiting speakers.
All external speakers/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 those who have previous mission experience and who may be able to write a report 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 has dealt with your complaint.
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 student(s) initially since they meet regularly with the Principal/CEO and/or the Head of Operations. 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), the 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 complaint.
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
Making 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. The student disciplinary procedure will be followed in the event of an alleged breach of the Code of Conduct by a student. Any concern/accusation regarding staff members will follow the Staff Disciplinary Policy.
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 any form of harassment 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.
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, or you, 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 Designated Safeguarding and Prevent Lead. 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.

18.1.6   *Appendix 6: Where to find other useful documents:*

Other important documents for undergraduate students include:

1. **The documents included in the appendix of this handbook:**

   o   Guidelines for Reviewing and Proofreading Student Texts

   o   Guidelines on Essay Content

   o   Guidelines on Writing Book Critiques/Reading Critiques

   o   Guidelines for Examinations

   o   Summary of All Nations Policy and Procedures

2. **The ANCC Proofreading Policy Statement** – see page 99

3. **ANCC Style and Citation Protocols (2023):** this document can be found on the library page of the Campus VLE. It 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 Protocols.

4. **All Student Forms:** can be found in the Undergraduate Handbook Supplement (Forms)* and include:
   - Tutor Feedback Forms
   - Student Research Forms
   - Student Personal Record of Studies Forms
   - Record of Studies Form for Making up Missed Lectures

5. **Undergraduate Grading Criteria Charts 2023-24*** –Students should refer to these to understand how assignments are graded and how you can improve your grades.

6. **Transcript of Studies** – every September we produce a transcript of the studies you have completed so far and put this on the VLE. During the academic year you are advised to complete a Record of Studies form (see No. 4 above) as your marks are returned to you.

7. **Regulatory Documents*** these two weblinks contain virtually all documents which relate to your studies at All Nations: *Student Contract* and *Handbooks and Regulations*

All of these documents can be found in Student Information in the Student Area on the VLE along with many other documents also posted on the weblinks in No. 7 above.