

Regulations and Procedures Handbook 2022-23

CertHE, DipHE, BA (Hons) and MTheol Theology

PGCert, PGDip and MA Theology

Validated by Middlesex University, London, UK

Programme Leader:

Revd Dr Matthew Sleeman (Vice-Principal)

Institution Link Tutors:

Caroline Hinch (Senior Registrar) and Anne Andrews (Quality Assurance & Enhancement Manager)

Middlesex Link Tutor:

Dr Delia Cortese (Senior Lecturer in Religious Studies, Middlesex University)

Information in Alternative Formats

This Handbook can be found on the College's website (via each of the programme pages at: <https://www.oakhill.ac.uk/study-with-us/programmes>) and also on Acorn, the College's Virtual Learning Environment (VLE), under *Acorn-Study/Programmes-Info/Regulations-Procedures-Handbook*. Useful extracts from the Handbook (such as information about Coursework and Extensions) can be found under *Acorn-Study/Programmes-Info/Quick-Reference-Handbooks*.

If you have a specific learning difficulty (SpLD) which makes reading this handbook or navigating our website/Acorn difficult, you would be welcome to request information in an alternative format. Prospective students should contact the Admissions Officer, Rosie Cowan, at admissions@oakhill.ac.uk; after enrolment, students should contact the Senior Registrar, Caroline Hinch, at carolineh@oakhill.ac.uk. We can supply sections from this publication in a number of alternative formats including:

- an electronic Word document with enlarged type (and alternative fonts if required)
- a printed copy with enlarged type
- a printed copy on non-white paper

Other formats may also be possible: to help us, please be as specific as you can about the information you require and include details of your particular needs. We will do our best to respond promptly.

Purpose and Status of the *Regulations & Procedures Handbook*

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at Oak Hill College. It also contains information about Middlesex University who validate the College's programmes. In the Handbook, you will find four different symbols beside the main text:



This shows that the section covers *basic information*, useful for your time with Oak Hill. Read at your leisure.



This shows that the section covers *information for students with special circumstances*. This might be useful if you are asked to sit on a College Board/Committee, if you have a detailed enquiry, or if you have special circumstances. You won't normally have to be familiar with these sections to cope with your programme of study.



This shows that the section covers *important information*. You are strongly advised to read these sections and remember or refer back to them. These sections probably refer to situations where *not* knowing the procedure could make things difficult for you.



This shows that the section covers *formal regulations*. You will need to ensure that you are familiar with all of the regulations in this Handbook, since they govern the terms of our working partnership with you as a student.

The material in this Handbook is as accurate as possible at the date of publication (August 2022); however, regulations and procedures may change during the academic year. You will be informed of any major changes in a timely manner and will be consulted where appropriate.

Your comments concerning any improvements to this Handbook are welcome: please put them in writing (an email will suffice) and send them, along with the name of the Handbook, to the Quality Assurance & Enhancement Manager, Anne Andrews, at annea@oakhill.ac.uk.



The University Regulations

Oak Hill College is a Validated Partner of Middlesex University and, as such, has regulations and procedures which have been approved by and are in accordance with those of the University. In some sections of this Handbook, you will be pointed towards Middlesex University Regulations, which are available online at www.mdx.ac.uk/about-us/policies (scroll to University Regulations).

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Section A: Introduction and Welcome

Welcome! We are delighted that you have chosen to study with Oak Hill College. Our aim is to serve you and the local churches in which you will be ministering both during your time as a student with us and in the years and decades to come.



1. Introduction to Oak Hill College

History and Ethos

Oak Hill College was founded in 1932 by Charles Baring Young, who was passionately committed to seeing people becoming Christians. One of his particular concerns was that the blessings of the gospel be enjoyed in this life by the disadvantaged. To that end, he used his considerable fortune to establish Kingham Hill School in rural Oxfordshire and Oak Hill College in what is now North London.

Oak Hill College aims to serve the church of Jesus Christ by preparing men and women for a lifetime of ministry in a diverse and changing world.

In keeping with its founding documents and founder's vision, the College seeks to advance Christian education in accordance with the Protestant and evangelical faith, preparing students to love the triune God and their neighbour and to embrace the gospel, living it out with faithfulness and integrity in their own lives and sharing it among the people they are called to serve. We know that every form of Christian ministry will make broad and deep demands of our students and so we are determined to provide them with a theological education of corresponding breadth and depth. In line with the Trust's governing documents, we are actively seeking to ensure access for those who are economically, socially or personally disadvantaged.

Since its foundation, Oak Hill has aspired to be a learning and worshipping Christian community, and is now made up of almost equal numbers of Anglican and Independent students. We cherish the integration of learning, worship and hospitality in our life together. Our desire is not merely for students to acquire the skills and knowledge required for ministry, but also to grow in their walk with Christ and in Christ-like virtues, recognising our dependence for all this on the work of the Holy Spirit.

Who to Contact for Advice

All staff at Oak Hill want students to feel able to approach them with any query or concern whatsoever: staff will be very happy to help you themselves, or to re-direct your query as appropriate. To support you in various ways at College, you are always welcome to contact:

- The *Academic Office* for (queries about) academic administration matters; programmes or modules; support for specific learning difficulties; submission of assessment; 'Confirmation of Student Status' letters; changes to personal details; NUS TOTUM Cards, Rail Cards etc.; and any documents which need a College stamp (such as Rail Card application forms and so on);
- The *Admissions Office* for queries or information about admissions, interview days, open mornings, Welcome Week, flexible learning, internal communication (e.g., how best to communicate something within College using Acorn, email and Hangout Groups, etc.), leaving students and Graduation;
- The *Finance Office* for (queries about) payment of fees and rent for accommodation;
- *Teaching Staff* for queries about the content of modules and related assignments;
- The *IT Office* for technical problems associated with your computer or mobile device;

- The *Librarian* for help with wider questions about learning resources and the Learning Hub;
- The *Site Team* for assistance with respect to site matters (e.g., maintenance and security).

More generally, students are very welcome to contact the Academic Administration Team at any time. The Team comprises:

- *Senior Registrar*: Caroline Hinch, carolineh@oakhill.ac.uk, ext. 204
- *Academic Administration Officer*: Tricia O’Gorman, tricio@oakhill.ac.uk, ext. 252
- *Quality Assurance & Enhancement Manager*: Anne Andrews, annea@oakhill.ac.uk, ext. 207

As well as using these direct email addresses, you can also email the whole team at academic-office@oakhill.ac.uk.

2. Introduction to Middlesex University



General Information

Although you will enrol at and attend Oak Hill College, your programme of study is validated by Middlesex University, and therefore you are a student of both. Within Middlesex University, Oak Hill’s Link School is the School of Law and our University Link Tutor (responsible for the smooth operation of the College’s programmes) is Dr Delia Cortese. The Institution Link Tutors for Oak Hill are Caroline Hinch (Senior Registrar) and Anne Andrews (Quality Assurance & Enhancement Manager).

Being a Middlesex student means that, if you successfully complete your programme, you will receive a certificate from Middlesex University for the relevant qualification title (e.g., DipHE or BA (Hons) Theology). However, please note the following:

- You will *not* receive a Middlesex ID card (although you may apply for an NUS TOTUM card, about which more information can be found on p.22);
- You will *not* become a member of the Middlesex University Students’ Union;
- You will *not* have access to University facilities such as the Library (although you *may* have access to their sports facilities).

The list above is not exhaustive, and further information will be provided for you as part of Enrolment. Please speak to Caroline Hinch (carolineh@oakhill.ac.uk) if you have any questions about your entitlements as a Middlesex student.



Middlesex University Regulations

As a Validated Partner of Middlesex University, all of Oak Hill’s regulations and procedures have been approved by or are in accordance with those of the University. We would strongly recommend that students familiarise themselves with these regulations and procedures in their entirety and be aware, in particular, of the following:

- *Academic Appeals Procedure* and *Academic Integrity & Poor Academic Practice Policy & Procedures*: The College uses its own regulations for handling student appeals and academic integrity/poor academic practice matters (including plagiarism), which means that these sections of the University Regulations (Sections G and F respectively) do not apply. More information about the College’s appeals process is available on p.97 and on Acorn under *Acorn-Study/Policies-*

Forms; similarly, information about the regulations relating to academic integrity/poor academic practice can be found on p.97 and on the same page on Acorn.



Partnership Documents

There are a number of formal agreements which set out the relationship between Middlesex University and Oak Hill College. The *Partnership Agreement* describes the overarching relationship between the two institutions. Each suite of programmes is then governed by a *Memorandum of Co-operation* which, amongst other things, sets out the responsibilities of both partners with respect to programme delivery, including (in brief) admissions, promotional materials, assessment, student feedback, link tutor responsibilities and so forth. There is also a *Contingency Plan* which specifies how College and University will work together in extreme and unforeseen circumstances to ensure that students can complete their programmes (see also p.98). If you would like to see any of these documents, then please contact Caroline Hinch (carolineh@oakhill.ac.uk) in the first instance.



3. Introduction to Other External Bodies

The Office for Students

The OfS is the statutory regulator for UK Higher Education. The OfS's primary aim is to ensure that Higher Education Providers deliver positive outcomes for students such that students from all backgrounds (particularly the most disadvantaged) can access, succeed in and progress from higher education. More information about the work and regulatory priorities of the OfS can be found at: www.officeforstudents.org.uk; information about what the OfS does for students can be found at: <https://www.officeforstudents.org.uk/for-students/what-the-ofs-does-for-students/>.

Until 31 August 2021, the Kingham Hill Trust was registered as an 'Approved Provider' with the OfS; on 1 September 2021, the Trust began a five-year period of phased withdrawal from registration, during which some ongoing conditions of registration will continue to apply. For more information about this 'saving provision', please speak to Grant Farrant (grantf@oakhill.ac.uk) or Anne Andrews (annea@oakhill.ac.uk) in the first instance.

The Church of England

Oak Hill College is an approved training institution for Church of England Ordinands, and all of its full-time programmes in Theology (with the exception of the CertHE and PGCert) are validated pathways for ordination training. Each year, the College produces an Annual Self-Evaluation (ASE), the preparation of which is overseen by the Quality Assurance & Enhancement Manager in conjunction with an external Quality Advisor. The College is also subject to a six-yearly Periodic External Review (PER): the most recent PER Review took place in March 2022 and the report can be found on the Church of England website at <https://www.churchofengland.org/resources/diocesan-resources/ministry/training-institutions> and on the College website at <https://www.oakhill.ac.uk/reports/c-of-e-external-review>.

The Quality Assurance Agency for Higher Education (QAA)

The QAA is an independent agency which plays a key role in upholding the academic quality and standards of all universities and colleges in the UK. A key mechanism for this is the UK Quality Code (<https://www.qaa.ac.uk/quality-code>) which outlines minimum standards for all UK Higher Education Providers, including the way in which institutions should manage partnership arrangements, such as

the programme you are now enrolled on: the 'Partnerships' element of the Code can be viewed at: <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships>. Until 2019, when the Office for Students became the primary regulatory for English Higher Education, the College was subject to independent quality review by the QAA: a selection of their reports about quality and standards at the College (up to and including the report for 2019) can be viewed on the QAA website at: <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/The-Kingham-Hill-Trust-Oak-Hill-College->.

The Office of the Independent Adjudicator (OIA)



The College has been a member of the Office of the Independent Adjudicator (OIA) since September 2015. The OIA acts as a final port of call for unresolved student complaints, including those relating to consumer protection law: more information about its work can be found at <http://www.oiahe.org.uk/> and in the College's *Academic Appeals* and *Student Complaints & Grievances* policies.

Independent HE

Independent HE (<http://independenthe.com/>) is the national representative body for independent providers of higher education, and works to support and enhance the independent HE sector: this includes liaison with government departments and other representative bodies; the sharing of good practice across the sector; training in a variety of areas; and collaborative working with members to help them overcome the particular challenges they face within the higher education market. The College is a member of Independent HE and regularly attends meetings with members of the Independent HE Team and staff at other independent providers.

The Home Office/UK Visas & Immigration

Oak Hill College is not on the UK Government's Register of Licensed Sponsors and so is unable to sponsor migrants under the student route of the points-based immigration system. The College therefore cannot accept applications from individuals who need a student visa in order to study in the UK. More details can be found on our website at <https://www.oakhill.ac.uk/study-with-us/international-students>. Please contact the Admissions Office if you have any queries.

Section B: Key Contacts



1. Teaching Staff and Visiting Lecturers

College President:

Revd Johnny Jukes is the **President** of Oak Hill College and a member of the College's Leadership Team. He lectures in Advanced Christian Leadership, Anglican Ministry and A Theology of the Digital; he also provides particular support for Anglican students and part-time students (Email: jemimas@oakhill.ac.uk (Executive PA) or johnnyj@oakhill.ac.uk).

Vice-Principals:

Dr David Shaw serves as **Vice-Principal** alongside Matthew Sleeman and is a member of the College's Leadership Team. He teaches in the areas of Biblical Studies (New Testament) and Greek, and his modules include Biblical Studies III (Biblical Theology); Biblical Studies IV (Canonical Exegesis); Pauline Theology; and Pastoral Epistles (Email: davids@oakhill.ac.uk).

Revd Dr Matthew Sleeman also serves as **Vice-Principal** alongside David Shaw and is a member of the College's Leadership Team. He likewise teaches in the areas of Biblical Studies (New Testament) and Greek, and his modules include Biblical Studies II (New Testament); Place & Season, Others & Self; General Epistles; and the Theology of the Book of Acts (Email: (Email: matthews@oakhill.ac.uk).

Teaching Staff:

David Baldwin (part time) is the **Director of Global Mission** and teaches various modules within that discipline including Foundations for Cross-Cultural Ministry; Engagement with Cross-Cultural Ministry; and Cross-Cultural Outreach for Church-Based Ministry (Email: davidb@oakhill.ac.uk).

Dr Graham Beynon (part time) is the **Director of Independent Ministry Training** and teaches in the areas of Independent Ministry, Pastoral Ministry and Pastoral Epistles (Email: grahamb@oakhill.ac.uk).

Dr Matthew Bingham is the **Director of Postgraduate Studies**. He teaches Systematic Theology and Church History, including a range of modules in Church History (such as Church History I and II; A Religious Genealogy of Modern Britain; and English Puritanism); Justification; and BA (Hons)-Level Guided Reading (Heppe's *Reformed Dogmatics*) (Email: matthewb@oakhill.ac.uk).

Dr Alden McCray also teaches in the areas of Systematic Theology and Church History, including modules on Worldview, Anthropology & Culture; Evangelical Public Theology for Mission; Reading Calvin's *Institutes*, Doctrine of Creation; Doctrine of God; and Hermeneutics, Epistemology & the Knowledge of God. He serves as the **College Chaplain** and also has a role in developing and delivering the College's learning skills programme (Email: aldenm@oakhill.ac.uk).

Kristi Mair is a **Research Fellow in Philosophy, Ethics & Apologetics** and teaches modules in Philosophical Foundations; Christian Ethics; Evangelism & Apologetics; and Hermeneutics, Epistemology & the Knowledge of God. She is also the College Safeguarding Officer and has a role in pastoral support for female students (Email: kristim@oakhill.ac.uk).

Dr Andrew Nicholls is the **Director of Pastoral Care** and the **Director of Placements**. He teaches Pastoral Ministry, provides pastoral care across the student body, has overall responsibility for the placements scheme and ministry/mission experiences and, as Designated Safeguarding Lead, works

with the College Safeguarding Officer to support and develop safeguarding procedures and supply safeguarding training (Email: andrewn@oakhill.ac.uk).

Dr Eric Ortlund is the **Dissertations Co-ordinator**. He teaches various modules in Old Testament and Hebrew, including Advanced Biblical Hebrew Reading; the Psalms; and Master's-Level Guided Reading in a Biblical Language (Email: erico@oakhill.ac.uk). He will be on study leave during Semester 1 of 2022-23.

Dr Sydney Tooth teaches in the areas of New Testament and Greek, specifically Introduction to New Testament Greek; Intermediate New Testament Greek; Biblical Studies II (New Testament); John's Gospel & the Johannine Epistles; and General Epistles (Email: sydneyt@oakhill.ac.uk).

Revd Dr Tim Ward teaches a number of modules including Scripture for Theology & Ministry; Word Ministry I and II; and Hermeneutics, Epistemology & the Knowledge of God; he also provides feedback to students who are preaching in Chapel (Email: timw@oakhill.ac.uk). He will be on study leave during Semester 2 of 2022-23.

Visiting Lecturers:

The College welcomes a number of **Visiting Lecturers** each year to teach in particular disciplines. For 2022-23, this will include **Dr Chris Ansberry** (Wisdom Literature); **Robin Barfield** (Children's, Youth & Family Ministry); **Revd Chris Edwards** (New Testament Greek); **Thomas Elms** (Biblical Studies I (Old Testament); Introduction to Biblical Hebrew); **Dr Keith Ferdinando** (Global Theology & Practice); **Revd Andy Meeson** (Biblical Studies IV: Canonical Exegesis); **Revd Ray Porter** (Introduction to the World Church); **Dr Aaron Prelock** (Doctrine II); **Robert Scott** (Islam); **Revd Dr Thomas Renz** (Reading Biblical Hebrew; Theology in the Old Testament & Today); **Dr Karen Sleeman** (Issues in Pastoral Counselling); and **Revd Dave Walker** (Anglican Ministry).



2. Non-Teaching Staff

Director of Operations & Finance:

Grant Farrant is the **Director of Operations & Finance** and a member of the College's Leadership Team. His responsibilities include oversight of Finance, Governance, Human Resources and employment matters, Site and Facilities (Email: grantf@oakhill.ac.uk).

Admissions Department (Admissions Office, off the Square):

Clare Osborne is the **Admissions & Internal Communications Manager**. She manages the College's admissions process from enquiry through to Enrolment (including managing Welcome Week), working with the Admissions Officer. She also helps facilitate effective internal communication, working with the Vice-Principal (David Shaw) and Director of Operations and Finance. This includes, amongst other things, managing Acorn (the College's VLE), email communications, providing administrative support for the management of placements, and organising Graduation (Email: clareo@oakhill.ac.uk).

Rosie Cowan is the **Admissions Officer** and is the first port of call for all prospective students; she organises Interview Days and also handles the annual gathering of Financial Assurances Forms for both incoming and returning students (Email: rosiec@oakhill.ac.uk).

Academic Administration Team (*Academic Office, next to the Conservatory, Off Reception*):

Caroline Hinch is the **Senior Registrar**. Together with the other members of the Academic Administration Team, she provides wide-ranging support to the Vice-Principal (Matthew Sleeman) with a view to ensuring that all of the College's academic administrative responsibilities are met, both internally and externally, and supporting students and the teaching, learning and assessment provision of the College. Caroline is normally available four days a week, usually excluding Wednesdays (Email: carolineh@oakhill.ac.uk).

Anne Andrews is the **Quality Assurance & Enhancement Manager** and is responsible for ensuring that the College meets its obligations to Middlesex University, the Quality Assurance Agency, the Church of England, the Office for Students, and relevant UK Government departments. She also manages the College's internal quality assurance mechanisms and provides administrative support for some of its academic boards and committees (Email: annea@oakhill.ac.uk).

Tricia O'Gorman is the **Academic Administration Officer**, and supports all of the work of the Academic Administration Team, with particular responsibility for assisting with coursework submission and general student enquiries (Email: tricio@oakhill.ac.uk). Tricia is normally available four days a week, usually excluding Thursdays.

Marketing & Digital Communication (*Office off the Square*):

Jon Wright is the **Marketing & Digital Communication Officer**. He supports the marketing work of the College, and has particular expertise in the use of digital and social media. He also has responsibility for our audio-visual provision and works closely with the IT Officer on this area (Email: jonw@oakhill.ac.uk).

Library (*Office in the Library, Academic Centre top floor*):

David Fordyce is the College's **Librarian** and provides support and advice for students with respect to the College's learning resources, both electronic and hard copy. He also manages the Learning Hub, working with the College Faculty and the Learning Hub Administrators Group (Email: davidf@oakhill.ac.uk).

ICT Information & Communications Technology (*Office off the Square*):

Anthony Sarpong is the College's **IT Officer**. He provides support and advice for students and staff regarding the College IT network; the WiFi systems serving the main buildings and domestic housing; Acorn; the office telephone system; security systems; and other technical IT matters, including helping to support the audio-visual equipment in teaching rooms (Email: anthonys@oakhill.ac.uk or it@oakhill.ac.uk).

Executive Support for the President (*Office off the Square*):

Jemima Sohn (part time) is the **Executive PA**, providing executive support for the College President: appointments with the President should always be made through her. Her office is located off the Square, next to the IT Office (Email: jemimas@oakhill.ac.uk).

Finance (*Office off the Square*):

Karen Sparkes is the **Trust Finance Manager** and helps the Director of Operations & Finance with the various financial aspects of the College's life. Karen should be the first port of call for queries about

tuition fees; rent payments for accommodation; and other financial matters. She can receive payments to the College via online banking, debit card and cheques (Email: karens@oakhill.ac.uk).

Sammie Ranasinghe is the **Payroll Officer & Finance Assistant** and provides assistance to the Director of Operations & Finance and the Finance Officer on a range of issues, with particular responsibility for staff payroll and pension arrangements. She is normally available three days per week, usually Mondays, Tuesdays and Wednesdays (Email: sammier@oakhill.ac.uk).

Facilities & Site Team (Basement Offices):

Should you need to contact a member of the Site Team in person, please go to reception in the first instance. Requests for work should be submitted via maintenance@oakhill.ac.uk.

Isobel Wasp is the **Facilities & Site Manager** and the **College Duty Manager**. She has overall responsibility for the care, upkeep and safe operation of the College site, including all buildings and the grounds (the “Estate”). This includes the day-to-day and long-term maintenance of the College’s buildings, plant and equipment, and coordination of major work on the Estate. She is responsible for ensuring that the College meets all of its legal responsibilities in the areas of health and safety, fire safety, water treatment and food hygiene. Maintenance issues should be notified to Isobel and her team via a dedicated email address (maintenance@oakhill.ac.uk); all other matters relating to the site or to accommodation should be addressed to the Site Team via site@oakhill.ac.uk.

Anna-Louise O’Toole is the **Facilities Administrator** and works three days a week (normally Wednesdays, Thursdays and Fridays). She provides support for students and staff alike in a range of activities, including room and accommodation bookings; the purchase of laundry tokens and printing/photocopying credits; and payments for various College expenses (Email: reception@oakhill.ac.uk).

Liz Marnham is the **Site Administrator** and works three days a week (normally Mondays, Tuesdays and Thursdays). As well as providing administrative support for the Site Team and dealing with maintenance enquiries (via maintenance@oakhill.ac.uk), Liz also provides cover for reception on other days and during holiday periods.

Tony Lay is the **Building Manager**. He is in College four days a week, and is responsible for general building repairs and maintenance of College properties, arranging construction works for refurbishment and fit-out projects, and erecting fences, sheds and assisting with other work on the Estate. Work items for Tony are assigned by the Facilities & Site Manager.

Carl Dorey is the **Estate Manager**. He reports to the Facilities & Site Manager, and has overall responsibility for the care and upkeep of the grounds of the College (the “Estate”) and supervises any staff, students or volunteers engaged in grounds work. Carl has acquired detailed knowledge of the grounds over many years of service. He is one of the College’s Duty Managers and is also a **First-Aider** (Email: carld@oakhill.ac.uk).

Bambos Solomon is **Head of Housekeeping** and reports to the Facilities & Site Manager. He and his team may be contacted through the housekeeping@oakhill.ac.uk email address. Other members of the housekeeping team include **Andrea Correa**, **Leonora Gkousa**, **Sandra Sufran Luis** and **Mirela Tabaku**.

Tony Udall is the *Building Maintenance Technician*; he reports to the Facilities & Site Manager but generally works under the Building Manager's direction on construction, maintenance and repairs to the buildings; he also provides support for the Estate Manager with regard to estate maintenance.

A **Catering Team** is in place to provide lunches for students and staff. This service is managed by Connect Catering, with **Gail Stephens** as the Chef Manager. This contract is managed by the Facilities & Site Manager.



3. Email and Other Means of Communication

There are various ways in which Oak Hill staff and students can make contact with one another: in person, in writing (by letter or email), by telephone, or via pigeonholes.

Oak Hill Email Accounts

The Oak Hill email addresses that are given to students and spouses (of full-time and part-time programme students) are provided to facilitate communication within College and its community and so we would ask that you use this facility responsibly. College email addresses mean we are all ambassadors for the College, and stewards of its good name and reputation. We would therefore encourage students and spouses *not* to use their College email address generally to communicate externally about non-College matters, but rather to use an existing personal email account. Further details about email usage, including the Email Account & Usage Policy (last updated June 2022), can be found on Acorn under *Acorn-College-Life/Community/Communication/Email-Hangout-Groups*.

All students (including part-time students) should check their Oak Hill email at least once every weekday and ideally more frequently, as important information is often communicated only via this route. College staff will always use Oak Hill email addresses (not personal ones) when they need to contact students about College matters. If students email College staff from their personal email account, staff may reply to it.

Staff will endeavour to reply to students as quickly as possible, taking into account public holidays, annual leave and when they are on College business (e.g., attending a conference).

As Oak Hill email accounts only last for the duration of a student's programme, it is advisable for students to use an alternative personal email address to register for products and services that would continue to be used after leaving College. Exceptions to this include accounts which require an 'ac.uk' (i.e., an educational institution) email address as proof of eligibility for a student discount.

Other Contact and Personal Details (including Telephone Numbers)

Students must ensure that the personal and contact details which the College holds for them are kept up to date. Twice during the year, there will be a formal opportunity to update your personal information; outside of those times, you should contact the Academic Administration Officer, Tricia O'Gorman, if you need to make any changes - even on a temporary basis (tricio@oakhill.ac.uk).

College staff may use these additional contact details (e.g., a personal mobile number) to get in touch with students about legitimate College matters. Students and staff should be aware that, under the Data Protection Act 2018, *no member of the College community should ever pass on another individual's personal contact details to a third party.*



4. Use of Personal Data

The College will treat all personal data with appropriate confidentiality in accordance with the Data Protection Act 2018; this will include keeping all physical records in locked storage, and providing an appropriate level of security for electronic records such as those stored on the College Database (e.g., restricted access, password protection).

The sensitive nature of the information provided means that it will be kept and shared only to the extent necessary to assist you in your studies, your vocational formation and your personal welfare, in line with the guidance provided in our Student Privacy Notice and the wider Data Protection Policy (available on Acorn under *Acorn-College-Life/Safeguarding-Policies/Policies/Privacy-Notices-Data-Protection*).



Students who get Married whilst at College

Students should inform the Academic Office in the event that they get married whilst they are a student at the College. They will need to confirm:

- The name of their spouse;
- The date of the wedding; and
- Any changes to their contact details.

Students who would like to change their name after getting married will need to provide for the Academic Office a copy of their marriage certificate (along with the original for certification purposes) before their name can be changed on the College's records.

Section C: Student Responsibilities and Support

Although students are generally expected to be independent and to take responsibility for their own academic and personal life, there is still a lot of help and support available. This section covers both student responsibilities and the academic and pastoral support that is available during your time at College.

R

1. Student Responsibilities

Oak Hill College is committed to providing support for its students as far as possible – whether academic, pastoral or practical. The College also has certain expectations of its students:

- *Conduct:* That students will behave at all times in a way that is honouring to the Lord Jesus Christ, and is respectful towards/considerate of both their brothers and sisters in him and also those who are not believers or who are members of other faiths; you will be asked each year to confirm your agreement to abide by the College's Code of Conduct and Safeguarding Policy (see also the section on Safeguarding below, on pp.20-21).
- *Regulations:* That students will familiarise themselves with and abide by the regulations and policies that affect them, including those relating to their award, assessment, health and safety, safeguarding, use of the College IT network, the Prevent Duty and (where appropriate) ethical research.
- *Learning:* That students will take responsibility for their own personal and academic development including, wherever possible, recognising when they need help and seeking it in a timely manner; and that students will attend all lectures and other scheduled classes, and will catch up on any material missed when absence from a class is unavoidable (for example by watching recordings, working through set reading, or undertaking another task as recommended by the module tutor).
- *Seeking Support:* That students will raise awareness of any specific needs/circumstances that are likely to affect their work or their ability to study.
- *Chapel & Placements:* That students will attend and take part in the Chapel services required of them and will be faithful in completing the requirements of the placements scheme.
- *Planning:* That students will set and keep to timetables and deadlines, including planning and submitting work when required, taking exams/online assessments according to previously agreed timetables, and generally maintaining satisfactory progress in their studies.
- *Contact with College:* That students will maintain frequent and regular contact with the College, including personal and module tutors as appropriate; and that they will notify the College as soon as possible of any change to their contact details.
- *College Property:* That students will be respectful in their use of and movement around all College accommodation and property.
- *Use of the Library:* That students are responsible for the Library material they use; that all learning materials will be returned to the Library at the end of the student's course; that any books or other resources that have been lost or damaged whilst in the student's possession will be replaced by them; and that any fines incurred during the use of Library materials will be paid in full before departure from Oak Hill.

- **Fees:** That students will pay all fees to the College on request in accordance with the College Fees Policy (pp.93-94); and that, year on year, they will provide evidence when requested of their ability to support themselves financially for their next year of study.



2. Academic Support

Support from Academic Staff

All full-time students are assigned a personal tutor with whom they meet on a regular basis to discuss academic, personal or any other issues. Students may also discuss academic matters, problems or queries about a particular piece of coursework with module tutors; however, students should bear in mind that, while module tutors may give general advice about assessments, *they will not read drafts of essays, or parts of essays*: the College's commitment to anonymous marking (see p.63), which is part and parcel of its compliance with national academic standards, requires all teaching staff to use discretion when giving assistance to students.

Learning Skills Support and Guidance on Presenting Coursework

Oak Hill students have access through Acorn to a number of instructional videos and resources which help them to study and prepare their assessed work. These can be reached through a dedicated *Learning Skills* module (SK1.1), open to all undergraduate and postgraduate students. The College also provides a number of learning skills sessions, both during Welcome Week and on through the academic year, which are designed to help with time management, theological reflection, academic writing, preparing essays, revising for exams/online assessments and so forth. Dates for sessions in 2022-23 will be confirmed early on in the first semester.



Written guidelines on researching and preparing various types of assignment are also provided. At the start of each year, the College publishes a booklet entitled *Guidelines on Presenting Your Essay/Assignment*: this is updated each year and provides information about the formatting of standard essays, presenting footnotes and bibliographies, and how to reference different kinds of resources. It is a formal supplement to the College's Academic Integrity Policy and, as such, all students are routinely required to give an undertaking, through their Module Choice Forms, that they will read the booklet and will make every effort to avoid poor academic practice.



Students with Long-Term Medical Conditions

Students with a previously confirmed diagnosis of a physical, sensory or mental impairment which has a substantial and long term¹ adverse effect on their ability to carry out normal day-to-day activities, and which they believe will adversely affect their ability to study at Oak Hill, are encouraged to discuss this with the College at the earliest opportunity. For new students, an ideal time to do this would be during the Admissions process, allowing the College to discuss with them any possible allowances and/or adjustments which can be made; on arrival, such students will be encouraged to make an appointment early on with the Academic Office to discuss how any agreed arrangements can be put into place.

¹ To be considered long term, the effect of the impairment must have lasted or be likely to last at least 12 months.

Current students who receive a confirmed diagnosis when they are already at College should make an appointment with the Academic Office to discuss how the College can best support them throughout the remainder of their programme.



Students with Specific Learning Difficulties

Students with a previously confirmed diagnosis of a specific learning difficulty (SpLD), such as dyslexia or dyscalculia, should submit a suitably dated Educational Psychologist's Report to the Academic Office as soon as possible upon arrival at the College (if they have not already done so during the Admissions process). Support can then be tailored according to the educational needs set out in the report.

The Academic Office will, on behalf of the Vice-Principal (Matthew Sleeman), send each student a letter giving details of the support available to them. Depending on the nature of the specific learning difficulty, this might include, for example:

- Extended time in exams/online assessments;
- Use of a computer in exams;
- An agreement that grammar, spelling and punctuation mistakes can be disregarded in written coursework: students with registered SpLDs may be assured that their work will be identified (anonymously) and that markers will be informed of any special provisions to be applied within the marking process (see also p.45, p.51 and p.63);
- An alternative type of assessment: for example, students with dyscalculia, who might have greater difficulty with dates, might be asked to write an essay instead of sitting an objective test.

If a student who does *not* have a previously diagnosed specific learning difficulty begins to suspect that they *may* have one during their time at College, they will need to contact an Educational Psychologist in order to have their needs assessed. The contact details of one or more local Educational Psychologists can be obtained from the Academic Office on request. Once the assessment has taken place and the report has been received, any student who *has* been diagnosed with an SpLD may pass the report on to staff in the Academic Office, who will then outline for them what kinds of support may be available.



Please Note: The latest date for requesting/agreeing educational allowances for exams/online assessments in relation to a specific learning difficulty will be Week 5 of the semester in which the assessment will be required: this is to allow sufficient time to make the appropriate arrangements.



Disabled Students Allowance

As well as the special provisions outlined above, students who were registered with the College prior to 31 August 2021 may be able to apply for Disabled Students' Allowance (DSA) from the Student Loans Company. The Academic Office can provide assistance with completing the application form if needed.

Eligible students with a specific learning difficulty will need to submit to the Student Loans Company a suitably dated Educational Psychologist's Report (or equivalent) along with an application form; students with other disabilities will need to submit a DSA Disability Evidence Form completed by a medical professional who is familiar with their impairment. If the application is approved by the Student Loans Company, the student will receive a letter indicating that this is the case, along with a reference code: this will enable the student to make an appointment at an ACCESS Centre, of which there are around 60 nationwide (the nearest ACCESS Centre to Oak Hill itself is currently in Hendon

on the Middlesex University site; otherwise, the Student Loans Company should be able to advise on the nearest centre for each student's needs). The ACCESS Centre will carry out a number of tests for SpLDs, or will discuss the nature of the student's impairment for other conditions, and will write a report outlining any additional support that they believe would be beneficial. This report is sent on to the Student Loans Company, who will then indicate how much funding can be made available.

Students who registered with the College after 1 September 2021 will not be eligible to access DSA support from the Student Loans Company, but are welcome to discuss their support needs with the College so that, wherever possible, alternative arrangements can be made. Students should raise this with the Admissions Office prior to enrolment, or with the Academic Office afterwards.



College Use of Personal Medical/Specific Learning Difficulties (etc.) Data

The College will respect the sensitive nature of all information students provide in relation to medical conditions and specific learning difficulties etc., and will act in accordance with data protection regulations. The information provided on your Medical Form will be shared only to the extent necessary to assist you in your studies, your vocational formation and your personal welfare, and with limited staff members. These will include the Academic Administration Team and may also include your personal tutor, relevant module tutors, and members of the Pastoral Support Team. This list is not exhaustive. See the Student Privacy Notice on Acorn (under *Acorn-College-Life/Safeguarding-Policies/Policies/Privacy-Notices-Data-Protection*) and on the website (<https://www.oakhill.ac.uk/about-us/policies>) for more details.



English Language Requirements

As part of the Admissions process, all applicants must satisfy the College that they have a sufficient command of spoken and written English to meet the demands of the programme; various ways of meeting this requirement are listed in the Programme Specifications, on the College's website and in the *Programmes Handbook 2022-23*.

At the discretion of the Vice-Principal (Matthew Sleeman), and depending on the student's performance in the various tests/qualifications listed, those who have declared on their application form to study that they need support with their English may be eligible for special provision in exams/online assessments/tests; for example, such students:

- May be allowed the use of an English dictionary;
- May be allowed the use of an English/other language dictionary appropriate to their first language;
- May have an extra time allowance, although this allowance should decrease in subsequent years as the student's English improves:
 - Year 1: 25% extra time = 15 minutes per hour
 - Year 2: 20% extra time = 12 minutes per hour
 - Year 3: 15% extra time = 9 minutes per hour
 - Year 4: 10% extra time = 6 minutes per hour
- Part-time students should note that their allowance will decrease *each academic year* rather than at the end of each level of study, i.e., a student who is taking a DipHE part-time over four years will have their extra time allowance decreased by *3 minutes per hour in each academic year* and will therefore reach 6 minutes per hour by their fourth year.



Please Note:

- The latest date for requesting/agreeing educational allowances for exams/online assessments in relation to language requirements will be Week 5 of the semester in which the assessment will be required: this is to allow sufficient time to make the appropriate arrangements.
- Students who have declared on their application form to study that they need support with their English will *not* be allowed the use of (for example) an English/Greek or English/Hebrew dictionary for language exams, unless this allowance is made for all of the module's students.

Technical Requirements and Support

Students who experience technical difficulties are encouraged to seek support in one of the following ways depending on the nature of the problem:

- For issues which seem relatively minor, consider speaking to fellow students or using the *Can You Help?* Hangout group (*Acorn-College-Life/Community/Communication/Email-Hangout-Groups*);
- For IT/network issues, contact the College's IT Officer on it@oakhill.ac.uk;
- For Acorn and Learning Hub issues, contact acorn-help@oakhill.ac.uk.

Link Tutors

The Institution Link Tutors for Oak Hill College are Caroline Hinch (carolineh@oakhill.ac.uk) and Anne Andrews (annea@oakhill.ac.uk); the Link Tutor at Middlesex University is Dr Delia Cortese (d.cortese@mdx.ac.uk). All three are jointly responsible for ensuring that the College's programmes are delivered according to the arrangements agreed when they were approved, and attend meetings of the Courses Evaluation Committee, where they hear the views of students about the College's programmes and constituent modules. Students can contact any of the three Link Tutors with queries or suggestions.



3. Other Support Services

Pastoral Care

Andrew Nicholls is the Director of Pastoral Care, overseeing this aspect of the College's life.

All *full-time students* at the College are placed in a "Fellowship Group", led by a member of the Faculty who is also personal tutor to the members of the Group. These Groups meet regularly and are a forum for friendships to develop and for pastoral care for one another. Proactive pastoring happens as personal tutors initiate and sustain a conversation about each student's Personal Development Plan (PDP) which is based on the Graduate Profile, identifying goals for growth and steps by which it might be realised. They are also always available to students to give advice and help with, for example, academic progress, programme structure and personal issues. *Female students* may also discuss any matter with Kristi Mair.

The major locus of pastoral care for *part-time students* is their local church (in which they are often working) and they are not placed in a Fellowship Group. However, they are welcome to speak to the College President (Johnny Jukes who, as noted on p.9 above, is the contact point for part-time students), the Vice-Principal (Matthew Sleeman), or the Senior Registrar (Caroline Hinch) for any queries about programme structure or academic progress.

All students may also talk to the following people, as appropriate, about academic issues: the Senior Registrar (Caroline Hinch), the Vice-Principals (Matthew Sleeman and David Shaw), the Director of Postgraduate Studies (Matt Bingham), or the Director of Global Mission (David Baldwin).

A great deal of care in the ordinary things of life happens in prayer triplets, in Fellowship Groups and informally in the life of the College community, as well as in placement churches. In addition, the Director of Pastoral Care is able to provide or refer for counselling or other sources of help where more structured, ongoing support of a specialist nature is necessary. College provides a very valuable opportunity to explore God's grace for particular sins and struggles.

R Safeguarding

As a Christian institution, the College takes very seriously its responsibilities with respect to safeguarding the interests of children, young people and adults at risk of abuse. The College has its own Safeguarding Policy, a copy of which is available in the Library and via the *College Life* section on Acorn ([Acorn-College-Life/Safeguarding-Policies/Safeguarding/Safeguarding Policy](#)). All students are expected to read and abide by this policy, and all students (excluding Flexible Learners) are required to take part in safeguarding training (see below) and to sign up annually to a College-wide Code of Conduct. In addition, all students who will be completing one or more placements as part of their College programme will be required to undergo a DBS Check.

Any queries or concerns should be directed by email to Kristi Mair, College Safeguarding Officer (safeguarding@oakhill.ac.uk); if you are unable to contact Kristi, then the Alternative Contact is Andrew Nicholls, Director of Pastoral Care (andrewn@oakhill.ac.uk).

Safeguarding Training Requirements

The College requires every full-time and part-time student (excluding Flexible Learners) to complete compulsory safeguarding training during their time at Oak Hill. The aim is to equip students well in the area of safeguarding for when they are in ministry after their academic studies.

The Church of England (CofE) is developing high-quality safeguarding modules for churches, theological colleges and religious communities. The College uses some of these modules in its training, so that completion of the College's safeguarding modules fulfils the CofE's safeguarding training requirements for Ordinands. Although some of the material originates in the Church of England, it covers ground essential for all involved in church leadership.

In 2022-23, the College will provide a total of six safeguarding modules as follows:

- All new starters will complete **SG1.0 (Foundations)** online before they start at College (i.e., before 5 September 2022) and before embarking upon their placements; SG1.0 is a short (one and a half hours) online course and comprises the CofE's *Foundations* module (formerly C1 *Safeguarding Foundations*). Information on how to access the online course is given on Acorn (under *Acorn-College Life/Safeguarding-Policies/Safeguarding/Training-for-Safeguarding-in-Ministry*).
- **SG1.5 Domestic Abuse Part 1** comprises a short online course delivered through the same portal as SG1.0, and students will normally take this module during their first (CertHE) year of study.
- **SG1.3 Leadership in Safeguarding** will normally be taken in students' second (DipHE) year or in their final year (whichever comes first) and will comprise two taught sessions (one in each semester), with preparation for each, followed by a short reflective activity.

- **SG1.4 Safer Recruitment** comprises a short online course delivered through the same portal as SG1.0 and SG1.5, and students will normally take this module during their final year of study.
- **SG1.6 ‘Spiritual’ Abuse** takes the form of one taught session delivered during students’ final year (normally during Semester 1).
- **SG1.7 Domestic Abuse Part II** similarly takes the form of one taught session delivered during students’ final year (normally during Semester 2).

Students will be contacted in advance with respect to their expected participation in each of these modules during their time at the College. Please note: As these modules are normally taught in half-day blocks in the Reading Weeks, *students should not assume that they can be away from College during the Reading Weeks until the training dates for the year have been published.*

R The Prevent Duty and Guest Speakers

Given the rapid rise of extremism and terrorist acts in recent years, the Government has enacted legislation and published guidance to enable Higher Education Providers (HEPs) to act as their eyes and ears in spotting radicalisation of students that might lead to violent extremist activities. HEPs now have a statutory duty to report to the Government students, staff or visitors who might be “at risk” of radicalisation or might be vulnerable to being drawn into violent extremist activities.

The College has developed a Code of Practice and a Quick Reference Guide to help all members of the College community comply with this “Prevent Duty” – full details are available on Acorn under *Acorn-College-Life/Safeguarding-Policies/Policies/Prevent*. As part of this, students who are inviting external speakers to take part in College activities will need to complete an External Speaker Request Approval Form, which is also available in the *Acorn-College-Life/Safeguarding-Policies/Policies/Prevent* section on Acorn. For more information, please visit the relevant Acorn pages or contact the College’s Prevent Lead, Andrew Nicholls (andrewn@oakhill.ac.uk).

R Student Responsibilities with Respect to Health and Safety

The College's Health & Safety Policy is available in full on Acorn (under *Acorn-College-Life/Finance-IT-Site/Facilities-Site/Health-Safety-Policy*) and includes a section relating to Student Responsibilities (Section 3.9), as follows:

3.9 Students, as regular users of the College are required to:

- 3.9.1 Take good care of themselves;
- 3.9.2 Comply with all College health, safety and security policies and procedures, specific risk assessments, appropriate ‘Codes of Conduct’ and any relevant legislation;
- 3.9.3 Consider health, safety and security risks prior to running events, such as parties, BBQs, and prepare risk assessments in discussion with the Facilities & Site Manager;
- 3.9.4 Follow any control measures identified through the risk assessment process;
- 3.9.5 Promptly report accidents, incidents, near miss or work/study-related illness to their personal tutor and by emailing safety@oakhill.ac.uk;
- 3.9.6 Notify the College’s Disabilities Officer and/or their personal tutor if they have a condition affecting health which may be caused by or made worse by their study activities;
- 3.9.7 Report any faults, damage, potential security breaches, unsafe or unhealthy working conditions, practices or equipment by contacting the Site Office or emailing maintenance@oakhill.ac.uk;

- 3.9.8 On discovering a fire, raise the alarm and leave by the nearest exit;
- 3.9.9 Ensure that their working methods or areas do not present unnecessary or uncontrolled risks to themselves or others;
- 3.9.10 Make use of items and protective equipment provided for health, safety and security reasons;
- 3.9.11 Never intentionally or recklessly interfere with or misuse any such equipment provided for health, safety and security or firefighting;
- 3.9.12 Be aware of fire precautions, evacuation arrangements and first-aid provision for their area;
- 3.9.13 On hearing a non-fire emergency alarm (e.g., intruder alarms or sewer pump failures) to contact Reception or the maintenance on-call number – 07794 336717;
- 3.9.14 Not remove any official notices and signs which are displayed for the purpose of information, warning or instruction as required by the Health and Safety (Safety Signs and Signals Regulations) 1996;
- 3.9.15 Notify the College's Disabilities Officer in advance to set up a Personal Emergency Evacuation Plan (PEEP) if they will need assistance to evacuate;
- 3.9.16 Not damage the fabric of the building, or connect directly to the services (e.g., gas, water, electricity etc.) - other than through a standard electrical socket - without prior agreement from the Facilities & Site Manager;
- 3.9.17 Bring to the attention of the Facilities & Site Manager or, in their absence, the Director of Operations & Finance, any breaches of this policy or health, safety and security arrangements;
- 3.9.18 Contact the "Competent Person", currently the Facilities & Site Manager, for advice on topics for which there are no existing health, safety and security protocols.

As regular users of the College and its facilities, students should ensure that they are familiar with the Policy in full, and in particular with the Student Responsibilities section.



4. NUS TOTUM and ISIC Cards

As you are not attending a Middlesex University campus, you are, unfortunately, not a member of the Middlesex University Students Union (MdxSU). However, you are still entitled to the TOTUM (formerly NUS Extra) and ISIC cards, as detailed below.

TOTUM Cards (Previously NUS Extra Cards)

This is a student discount card which can be purchased for periods of one, two or three years, and can be used at a very large number of retailers: please see the TOTUM website for further details (<https://www.totum.com/>).

Once you have enrolled with the College, the Academic Office will provide you with information about how to apply for a TOTUM Card: there will be a charge for this, payable to the NUS. Full-time and part-time students on a qualification may apply for a TOTUM Card using the normal 'Confirmation of Student Status Letter' which will be provided following Registration.

If you have already purchased an NUS Extra or TOTUM Card, you should receive an email from the National Union of Students shortly before your card is due to expire reminding you to renew it.

International Student Identification Cards (ISIC Cards)

All TOTUM Cards for full-time students and part-time students studying for 15 hours a week or more now come with a free ISIC Card on the reverse, valid for one year. This gives you discounts on travel, shopping and experiences in the UK and in over 130 other countries worldwide. To apply for a further ISIC Card, you will need your 'Confirmation of Student Status Letter' (the version showing study weeks/hours that is used for Council Tax exemption: see above); you will also need a digital photo, a scanned copy of your proof of identity (e.g., your passport or driving licence) and a method of digital payment (e.g., a credit card or PayPal). Please see: <https://www.isic.org/get-your-card/> for more information.

Student Rail Cards and Standard Oyster Cards

All Oak Hill students who study for 15 hours or more a week for at least 20 weeks of the year (National Rail's definition of a full-time student) may apply for a Student Railcard.

To make an application, students will need a 'Confirmation of Student Status Letter' (the version showing study weeks/hours that is used for Council Tax exemption: see above). If you are a mature student (i.e., over 25) then you can apply for a Student Railcard but will need to provide evidence annually of continuing study; as such, you will only be eligible to apply for a one-year railcard.

Student Railcards entitle the holder to a third off the cost of rail fares and can be linked to standard Oyster Cards to give a 33% discount on off-peak pay-as-you-go fares, subject to some minimum fare requirements. You will need to take your Railcard and Oyster Card to an underground station and ask a member of staff to set the discount for you. Please see <https://www.16-25railcard.co.uk/help/faqs/can-i-use-my-railcard-for-tickets-for-travel-on-the-london-underground/> for more information.

Student 18+ Oyster Cards

Student 18+ Oyster Cards entitle the bearer to a discount of 30% on Travelcards and can be applied for at <https://tfl.gov.uk/fares/free-and-discounted-travel/18-plus-student-oyster-photocard#on-this-page-2>. Student 18+ Oyster Cards can be linked to Student Railcards.

Please Note: Students must be living at a London address during term time, and must have at least 15 hours class time per week (undergraduate students) or 15 hours class time/writing up time per week.

Section D: Studying at Oak Hill



1. Enrolment

On arrival at the College, normally during Welcome Week, students are asked to enrol by confirming (a) that they are commencing their programme of study, and (b) which academic programme they are registering to study. As part of the Enrolment process, all students will be asked to sign an Enrolment Declaration Form which, amongst other things, will ask them to:

- Confirm that the information they have provided to the College during the Admissions process is accurate, full and complete;
- Confirm that the College may pass on their personal data to the University in certain defined sets of circumstances as outlined in the Student Privacy Notice (available at: <https://www.oakhill.ac.uk/about-us/policies> and on Acorn under *Acorn-College-Life/Safeguarding-Policies/Privacy-Notices-Data-Protection*): they will be given an opportunity to check their personal data at Enrolment;
- Confirm whether the College may use photographic images of them in its publicity;
- Confirm their agreement *not* to download and/or misuse lecture and other recordings (as outlined in detail on p.34 of this Handbook).

Students will also be provided with information on how the College uses their personal data to comply with any Government statistical return requirements.



Dependent Spouses

Oak Hill College is not on the UK Government's Register of Licensed Sponsors and so is unable to sponsor migrants under the student route of the points-based immigration system. As a result, student spouses who are resident in the UK as dependents and wish to attend modules as Spouse Creditors or Spouse Auditors should note the following:

- That *they* are responsible for ensuring that the legal basis of their stay in the United Kingdom is maintained (e.g., that their dependent's visa is renewed at the appropriate time, and with all of the correct documentation);
- That they *must* keep the College informed at all times about any changes to their immigration status.

Information about how to register/apply to audit or credit modules is provided in the summer prior to the student starting their programme and is also available on Acorn under *Acorn-Spouses-Network/Spouses-College*. Please note that, when attending modules, Spouse Creditors or Spouse Auditors should always wear their Community ID cards.



2. Attendance Requirements

Attendance at Classes, Chapel and Fellowship Groups

Oak Hill College is a distinctively Christian community. As members of the community, *full-time students* will attend all classes in person (whether taken for audit or credit) and will be present in College on all days on which they have a formal commitment, including Fellowship Group meetings, Wednesday speakers etc., and be faithful in meeting College requirements as regards Chapel and placements: while all students are normally expected to attend Chapel every day, Anglican ordinands

are *required* to attend Chapel daily; *part-time students* are required to attend all their classes in person and are normally expected to attend Chapel on days that they are in College.

Because attendance at lectures and seminars is compulsory, if a student needs to be excused from a particular lecture, s/he needs to seek the approval of the module tutor concerned. Longer absences must also be agreed by the Faculty via the personal tutor (where applicable). Tutors have some discretion within the guidelines set down by the Faculty but, except in the case of sickness, bereavement or any other such emergency, requests for absence for longer than two consecutive days in any semester need to be made to the personal tutor and will be referred to a Faculty Meeting. The Faculty Meeting's decision is final, ensuring that everybody is dealt with on a similar basis.

R **Please Note:** At the time of the birth of a child, or adoption or fostering, we want to support students and their families. Students who wish to take a leave of absence in such circumstances should request this in the normal way with their tutor (as above) and should not simply absent themselves from College.

Students who are unwell should normally email the relevant module tutor(s) to inform them that they will be away that day. If they are ill for more than one week, they should obtain a letter from the doctor, addressed to the Senior Registrar (Caroline Hinch), and submit this to the Academic Office. Students who contract a sickness or diarrhoea bug are requested to stay away from the College for 48 hours after their last attack.

All students are expected to make themselves available for the College exam periods as outlined in the Academic Calendar (see p.31 below); see also Deferral of Exams on p.61.

Full details of expectations around attendance are contained in the Attendance Policy.

R **Attendance by Zoom in Extenuating Circumstances**
There may be individual extenuating circumstances which make day-to-day in-person attendance at classes problematic or even impossible. These circumstances are described in the Attendance Policy. Students whose situations are covered by these scenarios may apply to attend classes via Zoom rather than in class **for the duration of a whole module**. Details of the application process are included in the Attendance Policy.

Attendance at Conferences

As attendance at lectures is compulsory, students may not attend conferences during teaching or exam weeks. Neither will exam deferrals nor coursework extensions be approved for attendance at conferences.

Reading Weeks

At various points in the year there are dedicated Reading Weeks. This time should be used for reading, research and reflection, as well as providing an opportunity to attend the Communication Workshops. Face-to-face Safeguarding in Ministry training sessions are often run during Reading Weeks as well. During these periods, students should bear the following principles in mind:

- These are *not* holiday weeks. While we do not expect you necessarily to be in College, we do expect you to be getting on with reading and College work. Your stewardship of time and resources will be important here.
- Daily weekday Chapel continues during Reading Weeks, albeit at 8.30-9.00am, as shown on the annual rota; this is also the case during Revision and Exam Weeks. These services are led by

members of the Faculty, rather than by a Fellowship Group. If they are in College, students are encouraged (but not required) to join this service.

- As a result of some people being offsite, other College activities will cease during these Reading Weeks, for example, College jobs and Fellowship Groups. However, College jobs will continue during Revision and Exam Weeks.

Namugongo Trips and the Kingham Hill School Mission

During the course of the year, there will normally be at least one opportunity to take part in a teaching visit to the Uganda Martyrs' Seminary, Namugongo; students may also take part in occasional week-long missions at Kingham Hill School in Oxfordshire.



Students would be welcome to take part in either or both of these activities; however, they should note that, where these trips take place in close proximity to Coursework Deadline Dates or exam periods, *coursework extensions or deferral of assessment will not normally be permitted*, i.e., students who wish to take part will need to plan their work carefully to ensure that all deadlines are met and that they have sufficient time to revise.

Academic Calendar

As shown on the Academic Calendar on p.31, the College's academic year is divided into two semesters, each of which normally includes twelve weeks of teaching. The position of the Easter Break follows the date of Easter, which varies each year.

Semester 2 does not finish until the Semester 2 Assessment Board meeting. While teaching and exams/online assessments finish earlier than this, the intervening time is used by students in a number of ways: some students will undertake ministry/mission experience placements during this period (MP2.8); others will use the time for dissertation/project preparation and research; and still others will use it to prepare for/participate in Communication Workshops and/or Summer Intensives.

Even if you are not on site during this period, and up to the date of Assessment Board, *you should ensure that the Academic Office is able to contact you at short notice at any time*; this is because:

- a) Students are expected to be available so that they can read aloud exam scripts to the marker if their writing is illegible; or (less frequently) attend any *viva voce* examinations, meetings with tutors, External Examiners etc. (available means contactable by phone and able to be in College at short notice or able to phone/Skype/Zoom if attendance in person is not possible);
- b) Students are assumed to be using this period to consolidate their learning and prepare themselves for the coming year or for the ministry they are entering.

Mid-term breaks are counted as holidays and students are not expected to be in College or to attend placement churches during that time. In normal circumstances Bank Holidays are observed, in which case all lectures that fall on those days are cancelled; however, please check before booking holidays etc., as some lectures may still take place or may be re-scheduled if at all possible.



Student Finance

Students who were registered with the College prior to 31 August 2021 and are in receipt of a maintenance loan from the Student Loans Company should note that holidays (including the October Mid-Semester Break and the January Inter-Semester Break) are excluded from their support package, and that the third term will be deemed to have ended *on the final day of the Semester 2 Exam Week*,

regardless of how you plan to use the summer break. You should therefore factor this in to your budgeting arrangements for the year.



Council Tax Arrangements

Full-time and part-time students may be exempt from all or part of their Council Tax. The exemption period will start from *the date on which they enrol at College* (currently the Monday of Welcome Week) and will continue until *the last day of the final semester of their taught programme*. Students may also be eligible for exemption during College vacations between those dates (including the summer breaks) as long as they will be continuing on the same programme in the next academic year. Most Councils now require students to meet three criteria in order to be eligible for Council Tax exemption. These are:

- The student must be studying for at least *21 hours a week*, including class time;
- The student must be studying at a *recognised educational establishment*;
- The student must be studying on a course that lasts for *at least one academic year*, during which they are required to attend for at least *24 weeks* of that year.

The Quality Assurance Agency for Higher Education (QAA) suggests that students can expect to expend on average ten hours of learning for each academic credit unit (including class time and personal study).² 'Confirmation of Student Status' letters are written on the basis that full-time students take 120 credits per year and part-time students take 60 credits per year; the number of personal study hours is also expected to be higher at postgraduate level than at undergraduate level. The 'Confirmation of Student Status' letter will give an *average* number of hours and so may not exactly reflect your own hours for any given year (e.g., if you are taking slightly more or slightly fewer credits than the norm); that said, we regret that *we will not be able to produce a letter for students who take less than 50 credits in an academic year*, because those students will not meet the minimum hour/week thresholds outlined above.

'Confirmation of Student Status' letters will be issued to all full-time and part-time students during Welcome Week *after* they have enrolled onto their programme at the College:

- One letter will be worded to allow for an application for Council Tax exemption (this can also be used for other purposes, whenever a statement of your hours/weeks of study is required);
- The other letter will be worded for anything else which requires you to confirm your student status but without the need for a statement of your hours/weeks of study.

You may ask for more copies of these letters if required once you have started at College; however, please note that we *cannot* issue the letters before then, i.e., before you have officially enrolled.

Finally, students should note that they are *not* exempt from Council Tax payments at certain defined periods, for example:

- The writing-up period for a dissertation or project which is due for submission at the end of August (i.e., *after* the end of the taught programme);
- When exams and/or coursework have been deferred (or are due to be re-submitted or re-taken) beyond the end date of the taught programme;
- During an agreed 'Interruption of Study' (see pp.29-30 below).

² See: <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>.



Moving House

If a student moves house during their time at College, they will need to inform the Academic Office of the new address and the date on which they moved. New 'Confirmation of Student Status' letters can then be provided if requested. Please note that proof of the new address (e.g., a rental agreement) will need to be produced *before* the letter can be issued.

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3. Changing Mode of Study

It is occasionally possible for students to change their mode of study (i.e., from full-time to part-time, or vice versa) at the end of certain defined blocks of study. For example, a student could potentially complete the first year of a DipHE Theology part time over two years, and then complete the second year of the programme full time in one year, making three years in total. Similarly, a student could complete a DipHE Theology full time over two years, and then top up to a BA (Hons) part time over two years, making four years in total.

However, students should note that changes of mode are *not* possible in the middle of a block of study; thus, a part-time student would need to complete the equivalent of a full-time year (120 credits) before switching to full-time study and could not change, for example, part way through their CertHE years of study.

Changes of mode have significant implications in terms of accommodation, Fellowship Groups, fees and so forth. In order for all of the implications to be worked through properly, we ask that students who are considering or have decided to change their mode of study should discuss this with the Senior Registrar at the earliest opportunity, regardless of whether or not they have already discussed it with their tutor. This will enable all relevant conversations to be had, coordinated by the Senior Registrar and the Admissions & Internal Communications Manager, before any change of mode may be agreed to, or at the very least the implications of any proposed change to be confirmed so that the student may make a decision. Confirmation of change of mode and the implications for that change will be communicated in writing by the Academic Office to the student. Students must also notify their consideration or intention to change mode through the 'Confirmation of Plans for Next Year' procedure, conducted each Spring by the Academic Office. Any changes need to be formally registered with both the College and the University and will therefore need official approval before they can take effect.

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4. Withdrawal from Study at College

If you wish to withdraw from study at College, either temporarily or permanently, during the course of the academic year, then, after discussion with your personal tutor, you should ensure that you do the following:

- Confirm your intentions in writing to the Senior Registrar, Caroline Hinch;
- Liaise with the Finance Office to settle your financial position;
- Liaise with the Site Team regarding the return of accommodation and study keys (as appropriate) and to agree your departure date from College accommodation;
- Return your ID card to Reception;
- Return any items to the Library that you have taken out on loan.

If you are considering withdrawing from the College and would like to discuss any aspect of this, then you would be welcome to talk to the Senior Registrar at any time. More information about temporary interruption of study is available below.



Normal and Maximum Periods of Registration

The Programmes Handbook states the normal and maximum periods of registration for all Oak Hill programmes. The maximum shall be twice the length of the normal length of registration.

Students shall enrol for the normal period of registration rather than the maximum length durations, which are designed to allow for possible periods of interruption of study and/or re-assessment and/or deferred assessment. In the event that students may, by agreement, take longer than the normal period of registration, they shall continue to meet the requirements of the programme and the sequencing of modules inherent in pre-requisite rules and, for part-time students, the part-time pathways.

Students who wish to take temporary interruption of study will need to ensure that they do not run out of time to return and complete their award.

In the event that the maximum period of registration expires and a student still has outstanding re-sit or deferred assessments to complete for their programme, enrolment with the College and registration on that programme of study will be withdrawn. No further assessments may be submitted and the student will be put forward to the next available Assessment Board for the possible conferment of an exit qualification if appropriate.

Queries about registration periods should be directed to the Senior Registrar, Caroline Hinch.



5. Temporary Interruption of Study

Application for Interruption

During the annual Confirmation of Next Year's Plans exercise in the Spring, a student may apply *in writing* for permission to interrupt his/her studies before completion of their course of study. Please note that interruption will not be possible part-way through a year, a semester or a module; normally it is taken at the end of a full year (or a stage for part-time students).

Applications for interruption should be submitted no later than the published deadline for the return of the form in the annual Confirmation of Next Year's Plans exercise. The deadline will be confirmed each year but will normally be in early March. In the event that a student applies after this deadline, the College will consider the application if there is still time to accommodate the request.

In considering the application, the Senior Registrar, together with the Admissions & Internal Communications Manager, will consult the relevant members of staff. In deciding whether to agree to an interruption of study, all those involved in the discussion will need to be convinced that the student has grounds for the request which make it highly unlikely that the programme can be completed without the interruption. Agreement to an interruption of study will not be unreasonably withheld.

The normal period for an interruption of study will be one academic year; the maximum period of interruption will be two years.

Students should be aware that they are not just suspending their studies but are also, in effect, suspending their relationship with the College. As such, they will not normally have any contact with the Faculty (as far as that pertains to their academic work) and will not be able to use the College's academic facilities (such as the Library) or site facilities (such as accommodation): students should therefore return all of their Library books before their interruption of study begins and ensure that all payments due to the College are made.

Students who interrupt their studies should also be aware that their current academic programme cannot be guaranteed to resume following resumption of study as if no interruption had occurred, and that it is their responsibility, before they resume their studies, to make themselves familiar with any changes in assessment policy or practice in the programme syllabus that may have taken place during their absence. Enquiries may be directed to Academic Office staff.

After an interruption of study has been agreed, if a student changes their mind and decides they no longer wish to interrupt their studies, they may indicate this, in writing, within a seven-day 'cooling off' period after the College's written approval for the interruption has been confirmed. After the seven days, the approval to interrupt will not normally be rescinded.

Resumption of Study

Preparations for the resumption of study will begin in the December preceding the September in which a student is due to return. Students will be asked to complete by a set deadline a 'Confirmation of Next Year's Plans' form, confirming whether or not they wish to return to the College. As above, the deadline for responding will be confirmed each year but will normally be early March. Students will then either be invited to come into College for a day or will be contacted by a member of staff via email or telephone to discuss their future module choices; academic programme and student record; the completion of a Financial Assurances Form and new health and criminal conviction declarations; and any accommodation requirements. Deadlines will be agreed by which certain forms will need to be returned in order to progress the 'return to College'.

If a student does not notify the College of their intended return by the set deadline, and has not been granted a further extension, they will be deemed to have withdrawn from the programme, and no recommencement will then be permitted; however, they *may* be considered for an exit qualification at the next meeting of the Assessment Board if they have met all of the requirements for a lower award.

Last but not least, students who interrupt their studies should bear in mind that the programme on which they interrupt *may not be available when they wish to recommence* (for example because of a programme review). This may in some cases render completion impossible if the changes have been significant. The College will not be under any obligation to draw up a programme designed to enable a student to complete a discontinued programme.

Students should ensure that they are aware of the notification date, the 'resumption of study' procedure and any factors affecting their return to study before their interruption of study commences.



6. Academic Calendar

The table on p.31 incorporates all of the key dates for the academic year 2022-23, including: Welcome Week; Semester Dates; Reading Weeks; Mid-Semester Breaks and other holidays;

Coursework Deadline Dates; Exam/Online Assessment Weeks; deadlines for the return of feedback on assessment; and the dates of the Assessment Boards.

Week Beginning Monday	School Holidays*	OAK HILL COLLEGE ACADEMIC CALENDAR 2022-23					
First Semester - Monday 5 September 2022 - Friday 13 January 2023							
		M	T	W	Th	F	
05 September 2022		Welcome Week				S1 Wk 0	Sem 2 R/D & Summer Intensive Feedback & Provisional Results: 09 Sept 2022
12 September 2022		Semester 1 Week 1					
19 September 2022		Semester 1 Week 2					Sem 1 Module Changes Deadline: Thurs 22 Sep
26 September 2022		Semester 1 Week 3					
03 October 2022		Semester 1 Week 4					
10 October 2022		Semester 1 Week 5					
17 October 2022		Semester 1 Week 6					
24 October 2022		Mid-Semester Break					Summer Dissertations Provisional Feedback: Wed 26 Oct
31 October 2022		Semester 1 Week 7					
07 November 2022		Semester 1 Week 8				Quiet Day	
14 November 2022		Semester 1 Week 9					
21 November 2022		Reading/Study Week					
28 November 2022		Semester 1 Week 10					
05 December 2022		Semester 1 Week 11					
12 December 2022		Semester 1 Week 12					Sem 1 Coursework Deadline: 15 December 2022
19 December 2022		Christmas Break					
26 December 2022		BH	BH	Christmas Break			Bank Holidays: Mon 26 & Tues 27 Dec
02 January 2023		BH	Revision Week				Marking; Bank Holiday: Mon 2 Jan 2023
09 January 2023		Semester 1 Exam Week					Marking
16 January 2023		Inter-Semester Break					Marking
23 January 2023		Inter-Semester Break					EE Moderation: Fri 20 - Wed 25 Jan; Assessment Board S1: Fri 27 Jan
Second Semester - Monday 30 January - Friday 23 June 2023							
		M	T	W	Th	F	
30 January 2023		Semester 2 Week 1					Sem 1 Feedback: Fri 3 Feb
06 February 2023		Semester 2 Week 2					Sem 2 Module Changes Deadline: Fri 10 Feb
13 February 2023		Semester 2 Week 3					Sem 1 AsB Results & Awards: Fri 17 Feb
20 February 2023		Semester 2 Week 4					
27 February 2023		Reading/Study Week				Teaching	3 Mar: Fri teaching in lieu of 17 Mar Quiet Day (S2, Wk 6)
06 March 2023		Semester 2 Week 5					
13 March 2023		Semester 2 Week 6				Quiet Day	
20 March 2023		Semester 2 Week 7					
27 March 2023		Semester 2 Week 8					
03 April 2023		Easter Break				BH	Bank Holiday (Good Friday): 07 April
10 April 2023		BH	Easter Break				Easter Sunday 09 April; Bank Holiday (Easter Monday): Mon: 10 April
17 April 2023		Semester 2 Week 9					
24 April 2023		Semester 2 Week 10					
01 May 2023		BH	Reading/Study Week				Bank Holiday: Mon 01 May
08 May 2023		Semester 2 Week 11					
15 May 2023		Semester 2 Week 12					Sem 2 Coursework Deadline: 18 May 2023
22 May 2023		Revision Week					Marking
29 May 2023		Semester 2 Exam Week					Marking; Bank Holiday: 29 May
05 June 2023		Exams	Placements				Marking
12 June 2023		Placements					Marking
19 June 2023		Placements					EE Moderation: Mon 19 - Thurs 22 Jun; Assessment Board S2 & Academic Year End: Fri 23 June
Summer Session - Monday 27 June - Friday 2 September 2023							
		M	T	W	Th	F	
26 June 2023		Placements					Sem 2 Feedback: Fri 30 June
03 July 2023		Summer Intensive - Week 1					Summer Module Changes Deadline: Mon 3 Jul (4 pm)
10 July 2023		Summer Intensive - Week 2					Sem 2 AsB Results & Awards: Fri 14 July
17 July 2023		Placements					Marking
24 July 2023		Placements					Marking
31 July 2023		Placements					Marking
07 August 2023		Placements					Marking
14 August 2023		Placements					Marking
21 August 2023		Summer Exam Week					Sem 2 R/D AND Summer Dissertations AND Summer Intensive Coursework Deadlines: Fri 25 August
28 August 2023		BH	Placements				Marking; Bank Holiday: 28 Aug
* as per London Boroughs of Barnet and Enfield							
The timing of placements during the Summer Session will be as per students' individual arrangements.							
						12/10/2021	

The Academic Calendar is also published on Acorn under *Acorn-Study/Academic-Dates/Academic-Calendar* and is kept up to date throughout the year. Please speak to the Academic Office in the first instance if you have any queries about these dates, or about likely dates for future years.

7. Timetable and Assessment Information



College Teaching Timetables

Timetables for each semester of the academic year are published in advance on Acorn (under *Acorn-Study/Academic-Dates/Timetables*). Although the College aims *not* to amend the timetables once they have been published, students will be notified in good time if a change *has* to be made (e.g., moving an optional class to a different room because a large number of students wish to take the module). If you have any queries about your timetable, then please contact the Academic Office.



Your Assessment Schedule

The pattern of the year's assessment points will be as set out below. At each assessment point, students will submit coursework/dissertations by a last possible Coursework Deadline Date and/or take exams/online assessments in the following Exam Week. These will be marked and moderated, and (after Semester 1 and Semester 2 only), feedback will be given and either provisional or final results published.

The Summer Session has an assessment point in August covering the Summer Intensives, Semester 2 re-sits and deferred assessments, and MA/MTheol dissertations.

IMPORTANT: *Broadly speaking, assessment (whether by exam/online assessment or coursework) will take place according to the following schedule. However, assessment deadlines may vary from this pattern (for example, a tutor may set an earlier deadline for a piece of coursework or may choose to have an exam/test at a different time). Deadlines also occasionally change. While every effort is made to ensure that dates are correct at the time of publication, you should check your email and Acorn on a regular basis to ensure that you are informed of any changes made. It is your responsibility to ensure that you know the correct submission deadlines and exam dates.*

Semester 1	Semester 2	Summer Session
<ul style="list-style-type: none"> Semester 1 modules' coursework & exams/online assessments (Final moderated grades) 	<ul style="list-style-type: none"> Semester 2 modules' coursework & exams/online assessments Semester 1 re-sits and deferred assessments (Final moderated grades) 	<ul style="list-style-type: none"> Summer Intensives coursework Semester 2 re-sits and deferred assessments Summer dissertations (Provisional grades)

With respect to exams/online assessments, an *Exam Timetable* is published in advance (normally during Week 4 of the semester) for each of the College's Exam Periods: this is also emailed out to students, along with a copy of the most up-to-date exam regulations. Copies are also placed on Acorn (under *Acorn-Study/Academic-Dates/Timetables*) and, during Exam Periods, on the door of each exam room. More information about exams/online assessments and exam timetables may be found on pp.53-56.

Further information about assessments (including details of how to submit coursework) can be found in Section E (pp.40-83).



8. Learning Resources

The College's Learning Resources comprise a large collection of both physical and online resources. The physical library collection is accessible 24 hours a day for students and is stocked with over 50,000 items, housed on the first floor of the Academic Centre. This includes a collection of print journals to use alongside the electronic collection. A range of online resources is provided, including access to e-book collections and electronic journals databases. Further information can be found via the Resources Hub on Acorn at *Acorn-Resources-Hub/Home*.

A self-issuing Library circulation system (*Heritage*) also enables remote renewals and reservations. There are networked computers connected to the 'Follow Me' print system. The Librarian is on hand to help with all enquiries with respect to the Library and its information resources, and is happy to provide information retrieval advice/training on request.

If a student wishes to request a new item for the Library, directly related to a particular module, s/he should refer to the tutor to see if the item should be purchased for stock. If a student wants something for their own study (e.g., 'reading around' for an essay), s/he will have to pay the full price.

At the Librarian's discretion, students taking third-year dissertation/project modules may receive £20 worth of 'free' inter-library loan requests, i.e., the Library will cover the costs. After this they will have to pay the full price for anything requested. Fourth-year/postgraduate students taking dissertation/project modules can apply for a small research grant (see p.49). This money may be used for inter-library loan requests, i.e., the Library will charge the full price to the student and the student should then claim it back from the grant.



Acorn (The Virtual Learning Environment)

The College's Virtual Learning Environment, Acorn, contains a wealth of information about academic study and College life, including module-specific sites which are only accessible to those who are registered for each module. General academic information (such as the Academic Calendar, Module Offerings etc.) is frequently conveyed using the *Study* section on Acorn. All students are encouraged to check the Study pages regularly, and also to check the pages associated with the modules for which they are registered at least once every two days.

New students are provided with details of their College email address during the summer preceding their arrival, after they have an assured place: it is this email address which provides access to Acorn. Students with any queries in relation to Acorn should contact the Acorn Helpdesk at acorn-help@oakhill.ac.uk. New students who are experiencing difficulties with accessing Acorn prior to enrolment can contact clareo@oakhill.ac.uk.

When using Acorn, and the College IT network in general, students should ensure that they have read the Computers Acceptable Use Policy (which can be found on pp.95-96 of this Handbook and on Acorn at *Acorn-College-Life/Finance-IT-Site/IT*).

Students will retain access to all of their module sites within Acorn for the duration of their studies at Oak Hill. Access to the sites will cease at the end of their final academic year. In 2022/23, the relevant date will be **Monday 31 July 2023**: after 31 July, the only final-year students who will have access to module materials will be those who need them for the purposes of deferred or re-sit assessments. Final-year students who wish to keep copies of handouts from their modules should make sure that these

have been downloaded and stored prior to 31 July; however, *please remember that the lecture recordings themselves may not be downloaded* (see the next section).

Lecture Recordings

The majority of classes at the College are recorded, and the recordings uploaded to the relevant module sites on Acorn. There are some important legal restrictions which govern the recording of lectures, and students should be particularly aware of the following:

Recording of Lectures

- Lectures will be recorded by the College and the recordings uploaded to Acorn.
- The College will presume from each student's presence at a lecture that they consent to that lecture (and any contribution they might make within it) being recorded by the College, and by other individuals who have previously sought permission to do so (see next bullet point).
- In certain circumstances, normally associated with a specific learning difficulty, individual students may request permission to record lectures for themselves: prior consent must *always* be obtained from the module tutor, using a form available from the Senior Registrar. Such recordings are made for an individual student's personal use only and may *not* be passed on to anyone else; they must also be *deleted* once the student finishes their programme and leaves the College.
- If a student wishes to withhold their consent to the recording of any lecture for which they are registered, they should inform the Senior Registrar beforehand using the appropriate form; they should do this in good time so that alternative arrangements can be discussed and agreed, bearing in mind the needs of all registered students who are participating in that module.

The Uses of Lecture Recordings

- For copyright reasons, students may only stream College recordings online; they are not permitted to download a copy of any recording to their own computer/device.
- College lecture recordings may normally only be used by those who have registered to study the module in question.
- In certain circumstances, directly related to teaching and learning on College programmes, recordings *may* be shared beyond the original group with the express written permission of two members of the College Leadership Team (one of whom *must* be the Director of Operations & Finance for Data Protection reasons). One example of this might be during a programme review when previously-taught material could beneficially be used to bridge a gap between old and new versions of a programme or one of its constituent modules; another would be when there is a change in the teaching staff responsible for a particular module, and the new member of staff would like to familiarise themselves with how the material has been taught previously.

If students have any concerns or queries about the recording of lectures, then they should speak to the Director of Operations & Finance or the Senior Registrar as soon as possible.

9. Modes of Study and Module Registration

Modules normally have a credit rating of 10 or 20 credits at Levels 4-6 and 15 or 30 credits at Level 7 (except for RD6.4 which is worth 60 credits). Full-time students will normally take modules worth 120 credits in one academic year; part-time students will normally take modules worth 60 credits.

Exceptionally, and by agreement with the College, undergraduate students only (including students on the MTheol Theology) may be allowed to vary this by up to +/- 20 credits a year, as follows:

Mode of Study	Normal Credit Load (per year)	Credit Range Available (per year)
Full-time mode	120	100-140 credits per academic year
Part-time mode	60	40-80 credits per academic year

All students should note the following:

- The credit range per year (the right-hand column in the table above) includes both *credited* and *audited* modules (see pp.36-37 below for more about auditing modules). For example, during a given year, a full-time student might choose to register for modules worth 120 credits for credit, plus a further 20 credits for audit. For full time students, the absolute maximum permitted per year will be 140 credits; for part-time students, the absolute maximum will be 80 credits. Audited modules are included in these limits because, even though auditors do not submit assessments, a certain number of hours per week will still be required for class time and (potentially) background reading. Setting these maxima ensures that students do not take on too many additional audited modules at the expense of their compulsory/optional credited modules.
- Each student's credit load for an academic year will take place during Semester 1, Semester 2 and, optionally, the *preceding* Summer Intensive period, i.e., undergraduate students (including students on the MTheol Theology) may opt to study up to 20 credits of their total required credits for the year in the Summer Intensive period *preceding* the start of their next academic year, subject to timetabled offerings. The exception to this is the CertHE Theology, for which the minimum number of credits is 120: a student registered on the full-time CertHE must register for and complete the full 120 credits across Semester 1 and Semester 2 only in order to complete the qualification in one year.

Part-time students should note that:

- If they choose to take *less than 60 credits* in one year, they will need to plan ahead carefully to ensure that they can make up the credit deficit in subsequent years from the selection of modules available to them on a Monday or a Tuesday.
- If they choose to take *the minimum 40 credits* in one year, this will fall below the current 50-credit threshold for Council Tax exemption (subject to confirmation by individual councils/government regulations); they will also be ineligible for Student 18+ Oyster Cards, Rail Cards and ISIC Cards.

Postgraduate students will normally take modules worth 120 credits in one academic year; part-time postgraduate students will normally take modules worth 60 credits. The regulations around auditing for postgraduate students are set out on p.37 below.

R Choosing Modules

With respect to module choices, *new students* will be guided through selection of their first year's modules in the weeks immediately prior to their arrival at College; *returning students* will be asked to make their module choices for the following academic year in Semester 2. In both cases, choices will be indicated using a dedicated Module Choice Form (MCF). Students will make their selections from the year's Module Offerings List, after which they should discuss their module choices with their tutor (where applicable) and submit the MCF, signed by their tutor (if required), to the Academic Office (for returning students) or the Admissions Office (for new students). *Part-time students* are encouraged to discuss their academic programmes with the College President (the point of contact for part-time students) or with the Academic Office. Personal tutors/the President and the Academic Office are involved in this procedure, ensuring that each student's choice of modules builds up to an

award; however, it is the student's responsibility to check that their choices fit with the published teaching timetables.

Any changes to a student's module choices should fit with the published timetables and **MUST** be authorised by their personal tutor (full-time students) or by the President (part-time students) if their workload increases. Changes (i.e., withdrawing from or starting new modules) must also be notified *in writing* to the Academic Office using the Module Choice Amendment Form (which is available on Acorn under *Acorn-Study/Policies-Forms*) *before the end of the second week of teaching in any semester or by the end of the first day of teaching for modules offered during the Summer Intensive period*. Failure to do so may result in:

- A student not being given credit for a module because, even though s/he attended the classes, s/he was not officially registered for it; or
- A student being liable for a module's tuition fees because, even though s/he did not study towards it, s/he remained registered for it.

Students may not start new modules after the end of Week 2 in a semester.

Once registered, students may not withdraw from auditing a module unless in exceptional circumstances: in such circumstances, they must inform the Academic Office and the module tutor in writing. Further information about auditing modules is given below.

Dissertations and projects (RD4.1 and RD4.2 at BA (Hons) level and RD6.1, RD6.2, RD6.3 and RD6.4 at Master's level) are a special case. The additional requirements relating to dissertation/project proposals mean that there are special regulations regarding registration for these: see the section on Dissertations & Projects (pp.46-53) for more information.

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Please Note:

- Some modules run across two semesters and credits are awarded at the end of the final semester. This means that there are penalties for completing anything less than both semesters of study, in that the module will result in no credit being awarded.
- The modules on offer in any year are subject to change; any changes will be confirmed before the start of the semester in which the module(s) are scheduled to run, via the Module Offerings List.
- For students on programmes, certain modules are normally excluded from the list of courses which may be audited. For 2022-23, these include: language modules at Levels 4 and 5 (BL1.1, BL2.1 and BL2.2); language modules at Levels 6 and 7 (BL4.1/BL5.1, BL4.2, BL4.3/BL5.3, BL4.4/BL5.4 (Hebrew option), BL4.7/BL5.7 (Hebrew option) and BL6.8 (Greek option)) unless at the discretion of the module tutor; dissertations, projects and guided reading modules at all levels; and Reading Calvin's *Institutes* (DC1.6). The Module Offerings List for each year will include a full list of the modules which cannot be audited (this can be found on the final page of the List).
- New students are generally encouraged not to audit additional modules during the first semester of their first year, to give themselves time to adjust to the demands of College life.

R

Auditing for Programme Students

In addition to the maximum number of credits permitted (see Modes of Study and Module Registration above), students are permitted to audit individual modules (i.e., to study, but not for credit) alongside the compulsory and optional modules that they are studying for credit as part of their programme.

For undergraduate students (including students on the MTheol Theology), the maximum permitted amounts for auditing shall be determined by the amount that students are studying for credit towards their programme in any given year as follows:

Audit taken during the Academic Year (i.e., Semesters 1 and 2 and Summer Intensives)		
Mode	Total Programme Credits	Maximum Audited Credits Permitted
Full-time	100 (min)	40*
	120 (norm)	20
	140 (max)	0
Part-time	40 (min)	40*
	60 (norm)	20
	80 (max)	0

* Permissible only at the discretion of the College.

Postgraduate students may audit at no extra charge up to two additional modules, regardless of credit rating or level, over the duration of their programme, i.e., this would normally mean two modules in one year for full-time students and one module per year for part-time students. Any modules taken for audit above the limit of two will be charged at the internal auditing rate (details available from the Admissions Office). For postgraduate students, auditing modules is subject to the approval of their personal tutor or the Director of Postgraduate Studies, as appropriate.

It is possible for a student to switch from auditing to crediting a particular module (or vice versa) as long as the change is requested and approved within the first two teaching weeks of the first semester in which the module is running, and as long as the student continues to satisfy all other programme rules. It is also possible for a student to audit a module during one academic year and to credit the same module at a later date: in such cases, however, the student will be expected to attend all classes and participate in all out-of-class activity as if the module were being taken for the first time. Queries about auditing and crediting modules should be addressed to the Senior Registrar in the first instance.



Student Spouses

- **Auditing** a module means listening to all the lectures and accessing the module learning materials, but not submitting any assessments; no mark, credits or feedback are received at the end of the module. To get the most out of the module, you will need to be willing to tackle the reading as well.
- **Crediting** a module means attending lectures, undertaking all of the assessments for the module, and receiving a mark, credits and feedback at the end.

Student spouses may choose to audit/credit individual modules in one of two ways:

- By physical attendance in class; or
- Via Acorn, i.e., listening live (via Zoom) or, additionally for spouses, listening to recordings (after the lectures have taken place).

Learning materials which are made available on Acorn will be accessible from the semester in which the module begins up until the end of the academic year.

Spouses may choose to credit/audit more than one module in a given year, and can opt for any of the methods each time (i.e., they can opt to credit/audit one module by attending classes and credit/audit a second module through Acorn). However, the method chosen at the start of each module must be pursued *throughout*, i.e., spouses may not attend the first few classes in person and then

switch to crediting/auditing via Acorn half-way through (or vice versa). Please note that it is not possible to credit a module by listening to recordings.

Spouses will normally register for and select their first modules during the Admissions process, before they arrive at College. Full details of the process are available on Acorn under *Acorn/Spouses-Network/Spouses-College*. Thereafter, applications to take subsequent modules will be made by following the same process and submitting the required forms to the Academic Office by the given deadlines: there will be a series of dates for this throughout the year, depending on whether the desired modules will be running in Semester 1, Semester 2, or during the Summer Intensive period.

R Student spouses should be particularly aware of the following:

- Information about the fees applicable to spouses who audit or credit modules are provided on Acorn under *Acorn/Spouses-Network/Spouses-College*. Please read these carefully.
- Registration dates to audit *in class* will be earlier than the dates for auditing *via Acorn* so that the College may finalise the teaching timetables in good time.
- All spouses should note and abide by the restrictions governing the use of lecture recordings (see p.34), especially the requirement that lecture content may *not* be downloaded or shared outside of the College community. **Spouses should note that it is inappropriate for them to use their auditing privileges to provide access to additional lecture materials for their (student) spouse.**
- While module tutors will do their best to ensure that as much of the module content as possible is recorded, it may not always be possible to hear everything that is said in the classroom (for example, during class discussions).

R 10. Exemptions from Modules

Exemptions can only be granted for modules that are *required* (i.e., are compulsory) for the programme a student is following, on the basis of prior study and/or experience. Exemptions should *normally* be dealt with as part of the Admissions process and will require appropriate documentary evidence such as a transcript, diploma supplement or certificate.

If, for any reason, a student finds that they need to seek an exemption *after* their arrival at College, then they should speak to the Senior Registrar (Caroline Hinch) as soon as possible; again, documentary evidence will be required, and will need to be submitted *by the end of the first week of the first semester in which the module is being taught, at the very latest*. Students should continue to attend all classes until the exemption has been granted.

The Vice-Principal (Matthew Sleeman), in consultation with the module tutor if required, will decide whether to grant an exemption and whether to do so with (EXC) or without (EX) credit:

- Credit will *not* be given (a) where work was already accredited to another degree or qualification at the same level, and/or (b) where no official documentation can be produced for the prior study/experience on the basis of which the exemption is being sought. In such cases, a student may be awarded an EX grade for the module, and will be required to credit another module (or modules) instead, up to the same credit value and at the same academic level.
- Where credit *is* given, and an EXC grade is awarded, a student will be encouraged to take replacement option modules up to the same credit value.

The College is currently reviewing its procedures with respect to the Recognition of Prior Learning (or RPL). Students will be kept fully informed of any changes in this area which are pertinent to them.

The College also has its own Student Transfer Policy, which includes information about exemptions: this is available on the College website at <https://www.oakhill.ac.uk/about-us/policies>.



11. Employability

Employability and the College's Programmes

All of the College's programmes are vocational; that is, they are intended to equip students with the necessary skills, experience, attitudes and characteristics for Christian ministry of various types. The development of more general transferable skills is also a core part of all of the College's programmes, in accordance with Middlesex University's Graduate Attributes: for example, communication skills, team work and time management. To find out which skills are integral to each module, students can consult the Curriculum Map for their particular programme: all of the Maps can be found on the programme pages on the College website (e.g., <https://www.oakhill.ac.uk/bachelor-of-arts-theology/overview>) as well as on Acorn under *Acorn-Study/Programmes-Info/Programme-Specifications-Curriculum-Maps*.

Personal tuition for all *full-time students* provides support in all areas of the student experience. This includes ongoing guidance on the academic programme, and on future career possibilities. *All students* are also welcome to consult other academic staff for advice on their future career including, for example, the Vice-Principals (Matthew Sleeman and David Shaw) for undergraduate matters; the Director of Postgraduate Studies (Matt Bingham); or the Director of Global Mission (David Baldwin).

Personal Development Planning

Personal Development Planning provides students with an opportunity to identify priorities for learning and development. Based on the College's Graduate Profile, it offers a structured way to reflect on many areas of a student's knowledge, character and skills, to consider areas of strength and areas in which to grow. Students learn to review their own skills, and consider what they are learning in different situations and environments - including study, placements and other activities. PDP is an important part of each student's time at College and should provide a foundation for a lifelong process of reflection, learning and self-development.

Full-time undergraduate and postgraduate students will normally work through their PDP with their personal tutor during the first semester of each year, and will refer back to it at regular intervals thereafter. *Part-time students* do not have College tutors but are provided with the PDP as a tool to use in their church. They are encouraged to make use of it personally and to involve their pastor in the process of choosing and pursuing goals for learning and growth.

Section E: Learning, Teaching and Assessment

The learning, teaching and assessment approaches used in the College's programmes encourage students to be actively involved in their learning and to co-operate with other students. We aim to provide prompt feedback on each student's learning, as well as opportunities to reflect upon and learn from that feedback.



1. Learning, Teaching and Assessment Methods

In keeping with the strategic mission and vision of the College, our desire is for all of our teaching and learning activity to play an integral part in equipping each student to be the best possible gift to Christ's church and his people. This mission informs our Learning, Teaching and Assessment Strategy and the kind of ethos we seek to promote in the classroom.

Students will be actively involved in a range of learning, teaching and assessment activities and approaches as part of their programme, with an emphasis on formation for ministry and personal growth in spiritual maturity. Underlying our courses is a belief that all of the sub-disciplines within theology speak to one another and are integrated within the framework provided by Scripture, which can and does speak into every area of life. As noted in the introduction to Oak Hill (p.5), our ultimate aim is not just to impart information but to work towards the transformation of students as they reflect with others on loving Christ more deeply in order to explain him simply.

Learning and Teaching Activities

Modules will be taught and assessed using a variety of methods including lectures, seminars, language classes, essays, video- or audio-recorded work, dissertations, projects, placements of various kinds, portfolio-style assessments, exegetical projects and exams/online assessments. These learning activities will require active participation, as well as engagement with fellow students both individually and collaboratively. Each module's Learning, Teaching & Assessment Strategy and Assessment Package (i.e., the tasks to be completed and their respective weightings) is outlined in its Module Narrative, a complete set of which is available on Acorn (under *Acorn-Study/Programmes-Info/Module-Narratives*). Further details will also be given in each module's opening lecture.

Lectures: The aim of a lecture is to impart information in a concise and succinct manner, and/or to provide a worked example of developing an articulate argument. The module tutor usually presents the information in the form of a talk and offers suggestions for further reading. Often, there is also time for questions and answers on the material covered.

Seminars: A seminar is a class where the emphasis is on student participation. Either a student or the tutor (or a visiting expert) may give an oral presentation which is subsequently discussed by the group with the aim of achieving a deeper level of discussion than in a lecture. The success of the seminar depends on the participation of the members of the group, which involves preparatory reading as well as participation during the actual class. In modules where the content of seminar presentations is not already presented in written form by the module tutor, any material being presented in a student seminar which is seminal to a module exam or written assessment will also be made available in written or oral form (or as a reading assignment) by the module tutor in addition to the student seminar presentation.

Language classes: These usually involve a degree of student participation and practical work during the class, such as completing language exercises or marking homework.

Dissertations/Projects: Students at BA (Hons) level have the option of offering a dissertation or project, while dissertations and projects are an integral part of Master's-level programmes (except for the PGCert and PGDip Theology). Please see the section on Dissertations & Projects (pp.46-53) for more information.

In all of our learning activity, an important consideration is engagement with a variety of viewpoints and perspectives, both within the curriculum and in the classroom itself. Within the curriculum, all tutors will provide opportunities to encounter a range of views from across the worldwide, poly-centric church, and will model charitable and empathetic engagement with those views. In the classroom, tutors want all students to have the opportunity to ask questions and to share their thinking, and efforts will be made to create a learning environment in which this is possible for all.

Assessment Activities

Assessment is an integral part of learning and may be *formative* or *summative*:

- **Formative assessment** is primarily developmental and is designed to help students evaluate their current performance and see how it can be improved: while a 'grade' may be awarded to a formative assessment to give an indication of learning gain, such assessments will not contribute to the final mark for a module.
- **Summative assessment** is designed to measure the extent to which each student has achieved the threshold learning outcomes for a particular module: a formal grade will be awarded to such pieces of work, and they will contribute towards the final module outcome, and thereafter to the qualification outcome.
- On occasion, an assessment will combine both summative and formative elements, e.g., a class presentation on which a student may receive formative feedback, helping to inform a later written assignment.

Threshold learning outcomes are the specific skills and knowledge that students will be expected to demonstrate as a result of taking a particular module: the details may be found in the *Threshold Learning Outcomes* section of each individual Module Narrative. Most coursework feedback will include comments which are both formative (developmental) and summative (identifying what has been achieved – or not – in this particular piece of work) and will also make reference to the relevant Threshold Learning Outcomes and the appropriate marking criteria.

Assessment sometimes involves self, peer or group approaches. For example, students may be asked to self-assess their own work, indicating where they feel they have demonstrated their understanding as well as identifying areas where there is room to improve. Assessment may also be a peer process where students, individually or in groups, offer feedback on one another's work. Group assessment may also be part of a given programme, for example if part of the assessment requires students to demonstrate their ability to work as part of a group and possibly receive a group mark. Students should refer to individual Module Narratives for more information about the specific Assessment Packages for each unit of study.

Please Note: Different modules involve different types of assessment. As such, word counts may vary; however, the overall volume of work involved in each module's Assessment Package will be

commensurate with the credit weighting and the study hours involved. Please refer to the current *Programmes Handbook 2022-23* (pp.9-10) for more on credit weightings and study hours.

Oak Hill's Learning, Teaching & Assessment Strategy

A copy of the College's *Interim Strategy for the Enhancement of Learning, Teaching & Assessment* (approved by the Academic Board in February 2022) may be found on Acorn under *Acorn-Study/Policies-Forms*, along with the Interim College Assessment Policy (also approved in February 2022). Both documents will be reviewed again in 2023.

R 2. Standard Essay Formatting

The following are requirements for essays and other written assignments, unless the module tutor specifies otherwise. *Failure to follow any of these may lead to a lower grade for the piece of work* (Criterion: "presentation and apparatus"): Please see pp.63-74 for more details of the marking criteria used.

- Times New Roman, Arial, Cardo³ or SBL BibLit font⁴
- 12-point font (10-point for footnotes)
- 1.5 line spacing
- Margins 3 cm top and bottom, right and left
- Text left-justified
- Footnotes not endnotes
- Footnotes (not endnotes) presented according to the information contained in the booklet *Guidelines on Presenting Your Essay/Assignment*
- Assessment information in first-page header: module code and name, assessment name and option, word count and word limit
- Page numbers (but nothing else) in footer



Please Note:

- Headings are helpful but are not essential; if used, they should be included in the word count.
- There is no need to put the assignment question at the start of a piece of work, as it should be included in the header of the assignment as per the Coursework Submission Template, which can be found on Acorn under *Acorn-Study/Policies-Forms*; **however, if it is also included at the start of your assignment, then it also counts towards the word count.**
- Students need to ensure that they use gender-inclusive language in all of their assignments.
- If any part of the assignment has to be handwritten, then it should be fully legible as it will work to your disadvantage if a tutor has to spend time deciphering poor handwriting before being able to mark the assignment: if the tutor cannot read the handwriting in an assignment, then no marks can be given to the work (this includes indecipherable handwriting in exams).

R Bible Versions

When referring to the Bible in College assignments, the *2011 edition of the New International Version (NIV)* should normally be used. Students may use another translation instead, but should explain the reason for their choice in a footnote.

³ Available to download from: <https://fonts.google.com/specimen/Cardo>.

⁴ Available to download from: https://www.sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx.

R 3. Coursework Deadlines

Each time a module tutor sets a piece of assessed work for students, he or she will also designate a deadline by which the work must be submitted to the Academic Office. *Don't rely on what other students think*; the module tutor should always be consulted in case of doubt. The latest submission date a tutor can set is known as the Coursework Deadline Date (CDD).

The Coursework Deadline Dates for 2022-23 will be as follows:

- *Semester 1*: Thursday 15 December 2022
- *Semester 2*: Thursday 18 May 2023
- *Summer Session*: Friday 25 August 2023

R 4. Coursework Submission

Coursework should be presented neatly and without spelling, punctuation or grammatical errors (NB: it may be agreed in advance that these can be overlooked in the case of students with relevant specific learning difficulties) and following the formatting regulations (see above). Do not rely on a spell checker to correct all spelling errors, as they are not infallible.

All submissions should be made in line with the instructions on each module's assessment page on the Learning Hub. For most, this will involve submitting the file directly within the Learning Hub. For large files (or files requiring audio-visual submissions), there will be a link to a separate Google Form. Please *do not* submit any coursework by email to the Academic Office or to tutors.

A checklist of things to remember when submitting coursework can be found on pp.45-46 below.

Students who are unsure about the submission date and time for their coursework, about the word count, or about whether the work is supposed to be submitted anonymously, can find all of the details by looking at the relevant Module Assessment information on the Learning Hub.

Procedure for the Submission of Coursework

When submitting coursework, the following procedure should be followed:

1. ALL work submitted for assessment (unless specified otherwise on the assessment page in the Learning Hub, e.g., some placement/ministry experience portfolios) *must* follow the format of the Coursework Submission Template (available on Acorn under *Acorn-Study/Policies-Forms*). This will ensure you include the correct assessment information in the header of the *first page* of the assignment.
2. You no longer need to include a Coursework Coversheet as the front page of your work. Following the format of the Coursework Submission Template (see 1 above) will ensure that you have provided the same information as was previously required on the coversheet.
3. The document must be saved in *PDF format ONLY*.
4. The filename should only include the assessment code as shown on the module on the Learning Hub, and no personally identifiable information, e.g., BL1.1.ES.pdf. *Do not* include either your student number or your student name.

5. The file should be submitted directly into the form in the Learning Hub for the specific assessment. Ensure that you are submitting it against the correct module and module assessment.
6. As part of this process, you will be asked to affirm your compliance with the Academic Integrity & Poor Academic Practice Policy & Procedure – see below:

Submission Instructions

Please save your coursework with the filename "MP2.1-SU.WR.pdf" and upload it using the submission form below.

☒ Academic Integrity Statement !

I confirm that, to the best of my knowledge, this is all my own work and that any information copied in part or full including references and quotations from both primary and secondary sources have been fully identified and properly acknowledged in line with the College Academic Integrity and Misconduct Policy and Procedure.

This work has not been submitted by me previously towards any component of any award for graded credit unless I have secured the tutor's prior permission to include previously used material.

Where relevant, I have complied with the agreed Research Ethics requirements for this assignment.

Note: if you are unable to assent to this statement, please contact academic-office@oakhill.ac.uk before submission.

File submissions

Maximum file size: 200MB, maximum number of files: 1

Files

MP2.1-SU.WR.pdf

Accepted file types:

PDF document .pdf

Save changes
Cancel

7. Large files – usually multimedia recordings and/or files bigger than 25MB – are submitted into a separate Google Form which will be specified in the assessment information on the Learning Hub.
8. You will receive an email confirming submission. This should be retained as proof of submission should that be required at a later date.



Important Guidance for ALL Students

- *Never* put your name or student number anywhere in the courseworks or the filename.
- Once a piece of work has been processed by the Academic Office it cannot be retrieved by the student, even if the deadline for submission has not yet passed.
- It is your responsibility to keep a copy of your assignments (either in hard copy or electronically) both for your own future reference and in case an additional/replacement copy is needed for any reason.
- Students should ensure that they allow themselves as much time for the process of submission as they would if they were printing an assignment to hand in physically. Students who try to write until 30 seconds before submission may be flustered and submit the wrong file; alternatively, temporary congestion on the internet connection might delay upload. Students should contact the IT Officer (it@oakhill.ac.uk) if there are any problems. However, there is no guarantee that help will be available at the last minute, so please think ahead.
- Students with registered SpLDs are assured that their work will be identified (anonymously) and markers will be informed of any special provisions to be applied within the marking process.

Submission Checklist

The following is a list of everything that you should check *before* a piece of coursework is submitted. Penalty points may be applied for errors in some of these areas, and so it is *very important* to check that you are getting this right: details of the penalty point system can be found on pp.56-58.

- ☐ **Complete all written coursework on the Coursework Submission Template (or following its format)**
- ☐ **Include** the following assessment information in the header of the first page:
 - ☐ **Module Code and Name:**
E.g., BL1.1 Introduction to New Testament Greek
 - ☐ **Assessment Name:**
E.g., Essay
 - ☐ **Question Number** and/or **Full Title:**
E.g., Option 1: Exegesis of Romans 2
 - ☐ **Exact Number of Words** and **Word Limit:**
E.g., 1,989 words excluding footnotes and bibliography (2,000 words max). It is important that you specify the word limit given to the task AND the exact number of words you have used. Penalty points may be applied if your work goes over the word limit, so please check carefully before you submit
- ☐ **Naming Conventions:**
Ensure that the file name is set correctly to match the assessment code: E.g., BL1.1.ES.pdf
- ☐ **Submit the work:**
This sounds obvious, but when you have multiple deadlines, it is surprisingly easy to forget to hand in one piece of work – especially if you tackle one assignment earlier than the

⁵ The exception to this is, of course, where this would be impossible to achieve: for example, if you are submitting a placement portfolio in which your name will appear multiple times.

others. It may be wise to write yourself a checklist of every item you need to submit, and tick them off as you do: it may save unnecessary heartache!

- ☐ Keep the confirmation email as your **record of submission**.

5. Dissertations and Projects

The following information relates specifically to the procedures and timings around dissertation and project proposals, research ethics, formatting, submission and the provision of feedback. Exact dates for 2022-23 are given in the table.

Please note that the College is currently considering a revision of timescales for the proposal and submission of dissertations/projects for the 2023-24 academic year, which might bring some previous deadline dates forwards: students will be kept informed of any changes agreed in a timely manner.

Proposal and Submission Deadlines

Indication of Subject Area

By the end of Week 9 of Semester 2 in the previous year (i.e., in Semester 2 of Year 2 for a BA-Level Project or Dissertation; in Semester 2 of Year 3 for an MTheol etc.), students must email the Dissertations Co-ordinator to inform him of the subject area on which they wish to focus (e.g., Biblical Studies, Systematic Theology, Ethics) as well as the general topic they wish to explore. By the end of the following week (Week 10 of Semester 2), the Dissertations Coordinator will assign a supervisor for the work.



Please Note: All dissertation and project topics must come within the range supported by the teaching and research interests of the current Oak Hill Faculty. In addition, research should normally be in a subject area which can be supported by the College Library and its resources; that said, Master's-Level students may incur a small amount of research expenses to fund, for example, inter-library loans (see p.49 below).

By the end of Week 12 of Semester 2, the student should meet with their assigned supervisor to formulate an informal, preliminary proposal for their research. This should comprise:

- A working title;
- A general outline of the chapters/sections within the dissertation or project (title, estimated word length and estimated completion date for each);
- An indicative bibliography.

Student and supervisor should also agree a realistic target for any work that can be completed over the summer months. At the end of Welcome Week of the year in which the dissertation or project is to be submitted, student and supervisor may meet again (formally or informally) to discuss the progress made and to plan next steps.



Arrangements for Direct Entry Students

Direct Entry students (see p.8 of the *Programmes Handbook* for further details of how direct entry operates) will follow a compressed version of this procedure at Admissions stage. They will need to inform the Dissertations Co-ordinator of their preferred area of study on the first day of Welcome

Week and will be allocated a supervisor at the end of that same week. Thereafter, all deadlines will be the same for continuing and direct entry students.

R The Formal Proposal

- The formal proposal for *RD4.1*, *RD4.2* (both BA Hons) and *RD6.3* (PGCert/PGDip), complete with a fixed title as well as supervisor's comments and signature, must be submitted to the Academic Office by no later than the *Thursday of Week 5 in Semester 1* (for dissertations/projects which will be submitted at the end of the first semester) or the *Thursday of Week 5 in Semester 2* (for dissertations/projects which will be submitted at the end of the second semester).
- MA and MTheol students who are registered for *RD6.4* (the Master's-Level Long Dissertation) should normally submit their formal proposal to the Academic Office, complete with a fixed title, supervisor's comments and supervisor's signature, by no later than the *Thursday of Week 5 in Semester 2*. However, those students (normally Ordinands) who are intending to submit their work at the end of the summer may submit their formal proposal by the later date of the *Thursday of Week 11 in Semester 2*.
- MA and MTheol students who are registered for both *RD6.1* (Short Dissertation) and *RD6.2* (Short Project) should normally submit their formal proposal for the first item to the Academic Office, complete with a fixed title, supervisor's comments and supervisor's signature, by no later than the *Thursday of Week 5 in Semester 1*; they should then submit their formal proposal for the second item by no later than the *Thursday of Week 5 in Semester 2*.⁶

The formal proposal, including supervisor's comments, should be submitted *electronically* via the Learning Hub: it will then be forwarded to the relevant External Examiner for approval.

If they wish to do so, students may submit a draft of the formal proposal to their supervisor three working weeks before the relevant deadline above: this is for the purposes of discussion and potential modification. *All students should note that, once the formal title and proposal have been approved by the External Examiner, no further changes of title will be possible.* Students should also note the importance of the title they set themselves. *The work submitted will be measured against its title (rather than against the rest of the proposal) and even good work will not do well if it 'misses' the title.* Titles should therefore be formulated very carefully.

R Submission Deadlines

The exact submission deadline will vary according to the type and level of dissertation:

- *RD4.1*, *RD4.2* (both BA Hons) and *RD6.3* (PGCert/PGDip) should be submitted by no later than the *Thursday of Week 11 in Semester 1* or the *Thursday of Week 11 in Semester 2*.
- MA and MTheol students who are registered for *RD6.1* and *RD6.2* should normally submit the first piece of work by no later than the *Thursday of Week 11 in Semester 1* and the second piece of work by the *Thursday of Week 11 in Semester 2*.
- MA and MTheol students who are registered for *RD6.4* should normally submit their work by no later than the *Thursday of Week 11 in Semester 2*. However, those students (normally Ordinands) who are intending to graduate in the following academic year may submit their work by the Summer Dissertation Deadline (in 2022-23 this will be *Friday 25 August 2023*).

The exact deadlines for each academic year will be set by the Dissertations Co-ordinator, in consultation with other staff, and will be notified to students in advance (please refer to the table on p.50 below for the dates in 2022-23). If you are in any doubt about the submission date for your

⁶ Students who are registered for *RD6.1* and *RD6.2* may choose in which order they would like to work on them.

work, please contact the Dissertations Coordinator himself or the Academic Office. *Do not rely on what other students may tell you, since the arrangements for submission of their particular dissertation or project may be very different (as is evident from the list above).*



Research Ethics Clearance

The College has an ethical approval procedure in place for dissertations and projects which involve human subjects (for example, which are based on interviews or questionnaires, involve interaction with children or other members of the public, or involve the handling or processing of (sensitive) personal data). Detailed information about this procedure, including links to the College's Research Ethics Policy and associated Guidance, can be found on Acorn under *Acorn-Study/Research-Ethics*.

Students whose research will require ethical clearance will need to submit an application to the College's Research Ethics Committee by one of three deadlines, depending on the type of research; the semester in which they intend to submit their work; and how much time they have over the summer months. Please refer to the *Research Ethics* page on Acorn for precise deadlines:

Module	Deadline 1	Deadline 2	Deadline 3
RD4.1	Friday before Welcome Week	Friday of Week 3 in S1	Friday of Week 3 in S2
RD4.2	Friday before Welcome Week	Friday of Week 3 in S1	Friday of Week 3 in S2
RD6.1	Friday before Welcome Week	Friday of Week 3 in S1	Friday of Week 3 in S2
RD6.2	Friday before Welcome Week	Friday of Week 3 in S1	Friday of Week 3 in S2
RD6.3	Friday before Welcome Week	Friday of Week 3 in S1	Friday of Week 3 in S2
RD6.4			Friday of Week 3 in S2 ⁷
DM4.2 ⁸			Friday of Week 3 in S2 ⁵

Full information on how to make an application will be provided directly to the relevant students by the Officer to the Committee (the Quality Assurance & Enhancement Manager). The REC will consider all applications as soon as possible, and will give feedback to each student by no later than *Friday 23 September 2022* (for submissions by Deadline 1); *Friday 22 October 2022* (for submissions by Deadline 2); or *Friday 10 March 2023* (for submissions by Deadline 3).

The Supervisor's Duties

The following shall be the duties of a dissertation or project supervisor:

- To discuss the topic with the student and to agree upon a working title;
- To assist and advise the student on preparation of a general outline for their research along with an indicative bibliography;
- To assist, if necessary, with an application to the Research Ethics Committee;
- To give general advice and help during the progress of research;
- To help with the identification of an exact title for the dissertation or project, and to comment upon and co-sign the formal proposal.

⁷ RD6.4 and DM4.2 students may submit an earlier application before Welcome Week or in Semester 1 if they wish to do so; the Semester 2 deadline will be the final point at which an application can be made.

⁸ The Cross-Cultural Mission Placement requires the preparation of a 5,000-word essay on a topic of interest and may therefore require ethical clearance as well. The placement usually takes place during a summer vacation.

Students should note that, while supervisors may read and discuss draft versions of the dissertation or project (or draft chapters within it), they will not give detailed written comments. Instead, they will encourage their students to engage critically with the process of research for themselves, and help them to develop the tools needed to work through any structural or content issues. In addition, supervisors will *not* discuss with students who will be marking their work or try to estimate what the resulting grade will be.

BA (Hons)-level students and PGCert/PGDip students taking RD6.3 should normally meet with their supervisor on around four occasions during the course of their research; MA and MTheol students taking the 60-credit dissertation package (either RD6.4, or RD6.1 and RD6.2) should normally meet with their supervisor(s) on around six occasions in total. It would be sensible for MA and MTheol students who intend to submit their dissertation by the August deadline to check their supervisor's availability during the summer break.

It is the student's responsibility to keep a record of supervision meetings using the form available on the relevant site within Acorn (e.g., on the module site for RD6.4): the form records the date of each supervision/meeting, along with discussion and action points. For BA-level students, this serves essentially as an aide-memoire; however, for Master's-level students, this form must be submitted with the dissertation or project (see p.52 below).

Extraordinary Arrangements

Master's-level students may claim for legitimate research expenses incurred in connection with their dissertation or project (RD6.1, RD6.2, RD6.3 or RD6.4) up to a total of £75. Receipts for travel, mail, inter-library loans etc. must be kept and approved by the supervisor before reimbursement can be claimed. This does not apply to travel to Oak Hill College.

R Withdrawing from a Dissertation or Project

Students may withdraw from certain kinds of dissertation or project, and register for another module entirely; however, there are strict deadlines for doing so. Students taking RD6.3 may withdraw up until the *Friday of Week 2 in either Semester 1 or Semester 2*; by the same deadline in Semester 1 only, postgraduate students may transfer from the Master's-Level Long Dissertation (RD6.4) to the Master's-Level Short Dissertation (RD6.1) plus Short Project (RD6.2); no other withdrawals are possible at postgraduate level unless a student intends to take an exit qualification instead (the PGCert/PGDip for the MA or the BA (Hons) for the MTheol). Undergraduate students taking RD4.1 or RD4.2 may withdraw up until the *Monday of Week 5 in the relevant semester*.

In all cases, the change must be made with the approval of the student's Supervisor and the Dissertations Co-ordinator. It must also be discussed with the Academic Office so that the student can amend their Module Choice Form and add a replacement module(s) (see pp.35-36): *students should note that the change must be registered with the Academic Office before it becomes official.*

Timing Requirements

Please note: these dates are correct at the time of publication (August 2022): if any subsequent amendment is required, students will be informed promptly.

	RD4.1, RD4.2		RD6.1, RD6.2, RD6.3		RD6.4	
Relevant to whom	BA (Hons) students in their BA Year and final year direct entrants		PGCert/PGDip students (RD6.3); MA/MTheol students in their final year (RD6.1, RD6.2)		MA/MTheol students in their final year	
Module choice discussion with personal tutor	BA Final Year: In preceding year	BA Direct Entry: Via Admissions	Continuing Students: In preceding year	New Students: Via Admissions	Continuing Students: In preceding year	New Students: Via Admissions
Confirmation of Subject area to Dissertations Coordinator	Continuing Students: End of Week 9 of Semester 2 in the preceding year Direct Entrants: First day of Welcome Week (5 September 2022)					
Assignment of supervisor by Dissertations Coordinator	Continuing Students: End of Week 10 of Semester 2 in the preceding year Direct Entrants: Final day of Welcome Week (8 September 2022)					
Discussion with supervisor to determine exact title	Continuing Students: Initial discussion by end of Week 12 in Semester 2 of preceding year All Students: Ongoing throughout Semester 1 and/or Semester 2 as applicable					
Deadline for applications to Research Ethics Committee	Applications for Semester 1: Friday before Welcome Week OR Friday of Week 3 of Semester 1 Applications for Semester 2: Friday of Week 3 of Semester 2					
Last possible date for withdrawal	Semester 1: 10 Oct 2022 (Week 5) Semester 2: 6 Mar 2023 (Week 5)		Semester 1: 22 Sept 2022 (Week 2) ¹ Semester 2: 10 Feb 2023 (Week 2) ¹		Semester 1: 22 Sept 2022 (Week 2) ¹	
Submission of formal final title proposal²	Semester 1: 11 Oct 2022 (Week 5) Semester 2: 7 Mar 2023 (Week 5)		Semester 1: 11 Oct 2022 (Week 5) Semester 2: 7 Mar 2023 (Week 5)		May Submission: 7 Mar 2023 (Week 5) ³ August Submission: 11 May 2023 (Week 11) ³	
Final submission	Semester 1: 8 Dec 2022 (Week 11) Semester 2: 11 May 2023 (Week 11)		Semester 1: 8 Dec 2022 (Week 11) Semester 2: 11 May 2023 (Week 11)		May Submission: 11 May 2023 (Week 11) ³ August Submission: 25 August 2023 ³	

¹ For postgraduates, withdrawal is *only* permitted from RD6.3 (Independent Research Project); otherwise postgraduate students may transfer from RD6.4 (Long Dissertation) to RD6.1 (Short Dissertation) plus RD6.2 (Short Project) but may not withdraw unless they intend to take an exit qualification instead (the PGCert/PGDip for the MA or the BA (Hons) for the MTheol).

² This is for External Examiner approval, sought immediately after the proposal is submitted: this is normally eight (Semester 1) or nine (Semester 2) calendar weeks before the submission date.

³ The earlier date is for students (normally Ordinands) who wish to graduate within the same academic year. Students who submit on the later date will graduate in the following year.

R How to Submit the Dissertation or Project

The dissertation or project encapsulates in written form the results of the whole research project. The word count will depend on the type and level of the dissertation or project:

- RD4.1 and RD4.2: maximum 6,000 words (or agreed equivalent);
- RD6.1, RD6.2 and RD6.3: maximum 7,500 words (or agreed equivalent);
- RD6.4: maximum 15,000 words.

The word count does not include the abstract, footnotes, bibliography or any other presentation sheets (such as the contents page, preface, abbreviations and appendices). It does, however, include the introduction, headings and sub-headings and diagrams which contain information that is integral to the argument and which are included within the main body of the work (see pp.51-52 below).

The dissertation or project should be prepared using the same formatting requirements as for essays (see p.42) including the referencing rules set out in the *Guidelines on Presenting Your Essay/Assignment Booklet*. Sections and/or chapters should begin on a new page and subsections should be differentiated from the main text by extra spacing and titles in capitals or in bold or in italics.

All normal guidelines and regulations concerning the submission and assessment of work apply to dissertations and projects. Particular care should be taken to use gender inclusive language. As with all other pieces of assessed work, it is the student's responsibility to keep a copy of their dissertation or project (either in hard copy or electronically) in case an additional copy is needed for any reason.

Please Note: Because of the additional requirements for dissertations/projects in terms of title pages, tables of contents etc., the Coursework Submission Template **does not** need to be used; however, students should ensure that the same information is provided on the title page (see p.42 for a full list).

Students with registered SpLDs can be assured that their work will be identified (anonymously) and markers will be informed of any special provisions to be applied within the marking process.

Ordering the Contents of the Dissertation or Project

When writing the dissertation or project, the following order should be observed:

<i>Title Page</i>	This should include the <i>full title</i> of the work; your own name <i>in full</i> (not simply your preferred name or an abbreviated version of your name); the <i>qualification</i> for which the work is being submitted; the name of the College; the <i>date of submission</i> (month and year); and the <i>word count</i> and <i>word limit</i> .
<i>Table of Contents</i>	This should list, with their page numbers, the main sections and/or chapters of the work, as used in the main text, including the Abstract; any Appendices with their full titles and/or numbers; and the Bibliography.
<i>List of Illustrations</i>	If any full-page plates, diagrams, etc. are included in the work, they should be listed with their page numbers immediately after the Table of Contents.
<i>Preface</i>	Here the writer may acknowledge any financial support, in the form of grants or scholarships, or help from supervisors, colleagues or institutions.
<i>Abbreviations</i>	Abbreviations which are used frequently in the work should be listed, with a key, immediately before the main text. It is important to remember to refer

back to this list the first time that an abbreviation is used in the text. If only a few abbreviations are used they may be confined to the Bibliography.

<i>Abstract</i>	A brief summary of the whole argument of the work should be given before the main text of the dissertation/project begins and on a separate page. The abstract should be <i>no more than 500 words</i> (although it may be less than that) and <i>is not</i> included within the overall word count for the dissertation/project.
<i>Text</i>	The main text should be divided into appropriate sections and/or chapters, with subsections if necessary. Main section titles should be aligned to the centre, and sub-section titles to the left. It is important to have a fully developed introduction (which sets out the background, scope and purpose of the study) and conclusion.
<i>Footnotes</i>	Footnotes should be numbered in a single sequence through each chapter (or section), starting a new sequence for each chapter. Footnotes are not counted in the dissertation/project word limit and should be used primarily to give bibliographical details of works cited within the body of the text. They should be used when you have included a quotation, referred to a particular piece of work, or wish to acknowledge any assistance received. Asides, clarifications, tangential discussions and further research leads may be placed in the footnotes <i>but their placement there will be taken as an indication that the author does not regard them as making a substantive contribution to the dissertation or project, nor as being necessary to the advancement of its argument</i> . For additional advice on footnotes, please refer to the separate <i>Guidelines</i> Booklet.
<i>Diagrams</i>	Diagrams should be used with care. If they include <i>a significant amount of text</i> and/or contain information which is <i>integral to the argument of the work</i> (for example, information which is not presented elsewhere in the text), then the words within the diagram should be <i>included in the word count</i> . If this is not the case, then it may be advisable to place the diagram in an appendix and include a reference to it in the main text.
<i>Appendices</i>	Miscellaneous supplementary material such as lists, tables, copies of documents and other items too lengthy to be contained in the main text should be added in the form of Appendices at the end of the text, before the Bibliography. Reference may be made in the main text to material in an appendix but that information must <i>not</i> be integral to the argument.
<i>Bibliography</i>	For additional advice on Bibliographies, please refer to the separate <i>Guidelines</i> Booklet.
<i>Supervision Sheet</i>	[Master's-Level students only] This should be incorporated into the dissertation/project, preferably at the very end of the work.

Marking

The Dissertations Co-ordinator is responsible for appointing a marker and second marker for each dissertation or project. The marks awarded will be based solely on the submitted dissertation or project, examined independently by the markers and assessed against its title as approved by the

External Examiners (see above). The marking of dissertations and projects is reviewed by the External Examiners during moderation periods (prior to each Assessment Board) and grades may be discussed with the markers if necessary. On rare occasions, a viva voce *may be* required; any such examination would be conducted by the marker(s).

R Failure to Submit

If a dissertation or project is submitted later than the deadline, it may not be possible to mark it in time for the relevant Assessment Board. The dissertation or project will be subject to the standard penalties for late work (pp.57-58) unless an extension has been granted (pp.58-61).

Students should note that computer failure is not a valid excuse for failure to submit their dissertation or project on time.

Students who do not submit their dissertation or project for condonable reasons may submit their work at a later date (subject to the time-limits associated with their maximum period of registration). Students who are *not* going to submit their dissertation or project should contact their supervisor as soon as possible to discuss the matter. The Senior Registrar should also be informed and a Coursework Extension Request submitted (see pp.58-61).

If a student submits their dissertation or project and receives a Fail, then the topic of a re-sit dissertation or project will be agreed in discussion with the Vice-Principal (Matthew Sleeman). If the re-sit dissertation or project needs to be completed after the student has left College, *any further supervisions will incur a charge of £50 per session.*

Feedback

After the relevant Assessment Board meeting, students will receive back their dissertation and/or project, together with a feedback sheet and grade. If the dissertation and/or project achieves a grade of 6 (an upper second) or better, a copy may be lodged in the College Library (unless the student has requested otherwise prior to submission, or there are good reasons for not doing so associated with research ethics, e.g., relating to participant anonymity).

! 6. Arrangements for Exams/Online Assessments

Exam/online assessment timetables are prepared by the Academic Office and are published before each Exam Period begins (normally in Week 4 of the relevant semester). Copies are circulated to students by email, and are posted on Acorn (under *Acorn-Study/Academic-Dates/Timetables*); where relevant, they will also be displayed on the door of each examination room. All exams/online assessments are governed by Middlesex University regulations, a copy of which will be circulated to students prior to each Exam Period.

R Examination and Online Assessment Regulations

The following regulations are the regulations and standard practice at Oak Hill for formal in-person onsite exams. It is assumed that students will abide by them out of consideration for other students.

These regulations shall also apply, where applicable, to online assessments (i.e., open-book assessments taken remotely and online) which replace formal in-person onsite unseen exams and which also take place during College Exam Weeks.

Any breach of these Regulations shall be considered under the College's Academic Integrity & Poor Academic Practice Policy & Procedure. Students shall follow the instructions of the Invigilators (in exams) or Academic Office staff or the module tutor (in online assessments) at all times during the course of the assessment.

Attendance at Exams/Online Assessments

- All students, full time and part time, are expected to make themselves available to sit scheduled exams/online assessments in the published exam periods according to the published timetable (regardless of the day of the working week on which the assessment falls). Failure to do so without a prior deferral will normally result in the award of a Fail grade for the exam/online assessment component.
- For online assessments, students shall ensure that they have a suitable quiet place with access to a working computer and emails, where they can take the assessment.
- For in-person exams, students:
 - Should arrive outside the exam room 10 minutes before the start of the exam;
 - May not enter an exam more than 30 minutes after its start;
 - May not have extra time if they arrive late to an exam.

Before the Onsite Exam

- Bags, coats etc. should either be left outside the exam room or left at the back or front of the room away from the exam desks;
- *Mobile phones must be switched off* and left either in a bag outside of the room or placed under the student's desk. *Mobile phones may not be left in a bag inside the exam room;*
- Students' College ID must be visible at all times on the exam desk and shown to the Invigilators when requested;
- Students should not talk once in the exam room unless to an Invigilator;
- Once a student has entered the exam room, they may not leave it again until at least 30 minutes after the exam has commenced.

In the Exam Room

- After the exam has started, students *may NOT leave the exam within the first 30 minutes of the exam or in the last 10 minutes of the exam*, since this is very disruptive for other candidates. Only one student is allowed out of the room at a time, and only with the agreement of one of the Invigilators (unless it is a medical emergency);
- Students should write in black or blue ink or in pencil;
- Pencil cases must be transparent and contain just pens, pencils, rubbers, sharpeners and short rulers;
- No other stationery (e.g., Post-It stickers, etc.) may be brought into the exam room;
- The student number and module code should be written at the top of each piece of paper submitted (or name if instructed to do so);
- As is the case in lectures or seminars, and to avoid distractions for other students, no food (except quiet sweets, i.e., no noisy sweet wrappers) or drink (except water in unlabelled bottles) is permitted in the exam room;

- If a student wishes to go to the toilet during the exam, they must raise their hand to obtain permission from the Invigilator first;
- If a student wishes to leave the exam early, they should raise their hand to ask permission from the Invigilator. The Invigilator will then ensure that there is an exam script left behind on their desk when they leave.

Books in Exams/Online Assessments

- Students will only be allowed those books (or other materials) which are specified on the question paper; no unauthorised notes should either be brought into the exam room or referred to during an online assessment.
- Where students are allowed a Bible or a Greek New Testament in an onsite exam, they will be provided one by the College; in online assessments, weblinks will be provided on the question paper.

At the End of the Onsite Exam

- *The Invigilator will ask all students to remain silently in their seats and will then collect an exam script from each student;*
- The Invigilator will check that the number of exam scripts equals the number on the class register that they took at the beginning of the exam before allowing the students to leave the exam room;
- Students must leave the room silently as there will be other exams still taking place;
- *Students must be quiet outside the exam room as sound travels easily and exams in other rooms may be continuing.*

Illness and Exams/Online Assessments

- *A student who commences an on-site examination/online assessment implies that they deem themselves fit to do so.* If a student is ill on the day, they should inform the Academic Office Team by email *before the exam/online assessment* and provide dated medical certificate/evidence which explicitly states that they were too ill to sit the exam/online assessment on that day as soon as possible after the exam date. The Assessment Board will then consider the available evidence.
- In exceptional cases of unexpected illness occurring after the start of an exam/online assessment, the student must inform the Invigilator/Academic Office at once, and must subsequently seek a medical certificate which supports the claim that they were rendered unfit to work during the exam/online assessment. The Assessment Board will then consider the available evidence;
- A student with a previously diagnosed condition which interferes with their work may wish to seek a letter from their doctor (to be placed on file with the College) specifying what the condition is, how it might affect the student's ability to sit an examination, and how regularly it may prove to be a problem.

Onsite Exams/Online Assessments and Fire Alarms

- If a fire alarm goes off during the exam/online assessment, on-site students must follow instructions from the Invigilator(s). If there is a need to evacuate the building, they should follow the Invigilators' instructions, taking their personal belongings with them (if it is possible to do so quickly) but leaving their exam papers on their desks.
- Students for each exam room should remain together at the fire assembly point outside Reception but remember that they will remain under exam conditions outside of the building and *must NOT talk to each other or use their mobile phone*. They should not join or talk with any other students; Similarly, students taking online assessments who have evacuated their accommodation, should not talk to each other or use their mobile phones.

- Students will be given further instructions by the Invigilator/Academic Office. If at all possible, the exam will continue and, when advised to do so, students should re-enter the exam room/their accommodation, without talking, and further advice will be given about continuing their exam.
- Very occasionally exams will have to be cancelled. In these circumstances, the Invigilator will inform the students that they can leave and Academic Office staff will inform the students by email of the new scheduled date for the exam.



Babies Due in Exam Week

- Student mobile phones are switched off during onsite exams. Therefore, if a student's spouse is expecting a baby to be born in Exam Week, the student should contact the Senior Registrar (Caroline Hinch) *before* the Exam Week so that she can give them a mobile number that their spouse can call if they go into labour whilst the student is in an exam. Caroline (or another member of the Academic Administration Team) will then inform the student in the exam room. They may then leave the exam without penalty (i.e., they will receive a deferral for the exam) and will sit a new exam at the next assessment point.



7. Coursework and Penalties

Incorrect Completion of Coursework Submission Template First Page

Failure to state the correct number of words on the first page of the coursework (as per the format in the Coursework Submission template on Acorn), by giving an approximate or no number of words or by stating a wrong number of words, will result in the mark for this work going down the relevant grading scale by one step (e.g., from A to B+ or from 1 to 2).

In addition, the penalties set out below will apply where relevant:

Length of Assessed Work (Word Limits and Time Durations)

Where a word limit is prescribed for a piece of work, the *exact number of words* written must be put into the first-page header of the Coursework Submission Template. Footnotes, bibliographies and prescribed passages for translation are exempt from the word count, but all other quotations are included in it, as are all headings. *There is no need to put the assignment question at the start of the piece of work, as it should be included in the header of the assignment as per the Coursework Submission Template; however, if it is also included at the start of your assignment, then it also counts towards the word count.* A standard computer word count which excludes footnotes, bibliographies and prescribed passages of translation is an adequate and appropriate method of counting.

Penalties are awarded as follows where the maximum word limits or maximum time durations (for video/audio submissions) have been exceeded: Please note that the penalty awarded is determined by the level of the module rather than by the student's level of study e.g., a student taking BL4.2 (a Level 6 module) in their DipHE Year should consult the penalties for BA (Hons)-Level modules rather than the penalties for DipHE Level. In cases of doubt, please consult the Senior Registrar for advice.

For CertHE and DipHE-Level Modules:

- i. The mark for work that is above the word limit, but within a margin of 10% or less, will go down the grading scale by one step (e.g., from A to B+).

- ii. The mark for work that is more than 10% above the word limit, but not more than 30%, will go down the grading scale by two steps (e.g., from A to B-).
- iii. The mark for work that is more than 30% above the word limit, but not more than 60%, will go down the grading scale by three steps (e.g., from A to C).
- iv. The mark for work that is more than 60% above the word limit will be F (Fail).

For BA (Hons) and Master's-Level Modules:

- i. The mark for work that is above the word limit, but within a margin of 10% or less, will go down the grading scale by one point (e.g., from 1 to 2).
- ii. The mark for work that is more than 10% above the word limit, but not more than 20%, will go down the grading scale by two points (e.g., from 1 to 3).
- iii. The mark for work that is more than 20% above the word limit, but not more than 30%, will go down the grading scale by three points (e.g., from 1 to 4).
- iv. The same pattern continues until the bottom of the 15-point grading scale is reached.

Please refer to the grading scales on pp.63-74 for more information about the grades used.

Module tutors may randomly check the number of words. In any dispute over the word limit, the decision of the Vice-Principal (Matthew Sleeman) will be final.

If a written assignment is shorter than the specified word limit, tutors will assess it accordingly without an automatic penalty for the number of words.

Late Submission of Assessed Work

Coursework submitted after the deadline (whether it is covered by an approved coursework extension or not) should be submitted via the Learning Hub as normal; the appropriate number of penalty points will be calculated by College staff where an extension has not been approved.

If the period between the deadline and submission includes a weekend, penalty points are awarded counting the weekend days; this is to discourage deliberate late submission at a 'cheap rate' of penalty points.



PLEASE NOTE: COMPUTER FAILURE IS NOT A VALID EXCUSE FOR FAILURE TO SUBMIT WORK ON TIME.

Work which is submitted after the set deadline without prior authorisation for an extension (see pp.58-61) will be subject to the following penalties. *Again, the penalty awarded will be determined by the level of the module rather than by the student's level of study:*

For CertHE and DipHE-Level Modules:

For a piece of work with a 12 noon deadline:

- i. Work submitted after the 12 noon deadline, but before 12 noon on the third day, will go down the grading scale by one step (e.g., from A to B+).
- ii. Work submitted after 12 noon on the third day, but before 12 noon on the sixth day, will go down the grading scale by two steps (e.g., from A to B-).

- iii. Work submitted after 12 noon on the sixth day, but before 12 noon on the ninth day, will go down the grading scale by three steps (e.g., from A to C).
- iv. Work submitted after 12 noon on the ninth day will be graded F (Fail).

For a piece of work with a 5pm deadline:

- i. Work submitted after the 5pm deadline, but before 5pm on the third day, will go down the grading scale by one step (e.g., from A to B+).
- ii. Work submitted after 5pm on the third day, but before 5pm on the sixth day, will go down the grading scale by two steps (e.g., from A to B-).
- iii. Work submitted after 5pm on the sixth day, but before 5pm on the ninth day, will go down the grading scale by three steps (e.g., from A to C).
- iv. Work submitted after 5pm on the ninth day will be graded F (Fail).

For BA (Hons) and Masters-Level Modules:

For a piece of work with a 12 noon deadline:

- i. Work submitted after the 12 noon deadline, but before 5pm that day, will go down the grading scale by one point (e.g., from 1 to 2).
- ii. Work submitted after 5pm, but before 12 noon on the second day, will go down the grading scale by two points (e.g., from 1 to 3).
- iii. Work submitted after 12 noon on the second day, but before 12 noon on the third day, will go down the grading scale by three points (e.g., from 1 to 4).
- iv. A further penalty point will be awarded for each 24-hour period thereafter until the bottom of the 15-point grading scale is reached.

For a piece of work with a 5pm deadline:

- i. Work submitted after the 5pm deadline, but before 12 noon on the second day, will go down the grading scale by one point (e.g., from 1 to 2).
- ii. Work submitted after 12 noon, but before 5pm on the second day, will go down the grading scale by two points (e.g., from 1 to 3).
- iii. Work submitted after 5pm on the second day, but before 5pm on the third day, will go down the grading scale by three points (e.g., from 1 to 4).
- iv. A further penalty point will be awarded for each 24-hour period thereafter until the bottom of the 15-point grading scale is reached.

Ungraded (i.e., Pass/Fail) Modules or Assignments:




For modules which are ungraded (i.e., are marked only as Pass or Fail), *a Fail grade will be awarded when work is submitted late* (i.e., after the specified deadline) and the work will be assessed as a 're-sit'. The Vice-Principal (Matthew Sleeman) will have discretion to waive the fee in such cases if he feels that the circumstances warrant it. Students who believe that they will not be able to submit a Pass/Fail assignment on time for a good reason (for example if they believe that their Placement Supervisor's Report will arrive late) should speak to the Senior Registrar as soon as possible to discuss a possible extension/deferral.

R 8. Coursework Extensions/Deferral of Coursework Assessments (including Placement Reports)

In order to avoid difficulties wherever possible, students should inform their Fellowship Group tutor (full-time students) or their Pastor/Church Leader (part-time students) and the relevant module tutor

of any problems that may have an effect on their ability to study even before the effects appear. It is wise to put things in writing if at all possible.

Similarly, students should ensure that they plan their workload well in advance to ensure they meet deadlines, particularly when multiple submissions are needed on one day. Extensions will not normally be granted on the basis of a heavy workload, or because a student has a number of assignments due on one day: coursework deadlines are published well in advance and students are expected to manage their workloads accordingly (including commitments taken on outside the College, be they work commitments or voluntary positions).

 Nevertheless, in the event that exceptional personal circumstances will prevent students from submitting assessed coursework by a specified deadline, an extension must be applied for in writing. *Please note that self-deferral of deadlines for assessed work and/or modules is not permitted under any circumstances.*

Extension Request Criteria

Extensions will be granted ONLY IN EXCEPTIONAL CIRCUMSTANCES, when supported by convincing evidence and only when the extension request is submitted before the relevant coursework deadline. Retrospective extension requests (in all but very exceptional cases) will not be considered.

Convincing supporting evidence will normally take the form of an appropriately dated certificate from a doctor or other suitably qualified person, indicating that the condition/circumstances etc. would interfere with the student's ability to work. In circumstances which cannot be covered by documentation, e.g., illness of a family member, a note from the student's Fellowship Group Tutor (full-time students) or Pastor/Church Leader (part-time students) will be sufficient.

Any such extension will only be granted by the Senior Registrar using these criteria and in consultation with the Vice-Principal (Matthew Sleeman) where necessary.

If necessary, the evidence in support of an extension request can be submitted shortly *after* the request itself, but on the understanding that the request may not be granted if the evidence is not submitted or proves to be inadequate.

The period of extension requested should be realistic to avoid serial requests. For example, students should avoid submitting (and having approved) a request for an additional two days only to realise that they should have asked for a week.

Approved Extensions' Outcomes

If approved, extensions will normally only be granted for a maximum of *two weeks*. However, no extension date will be agreed beyond *one week after the Coursework Deadline Date* in any given semester.

Where these maximum extension periods are insufficient, assessment may *exceptionally* be deferred beyond that but, again, only if there is convincing evidence to justify extended deferral. *The latest date to which an extension will be granted will be one week before the first marking deadline in the relevant semester; thereafter, if the circumstances justify it, a further deferral may be granted until the next assessment point. Where an extension is granted to one week before the first marking deadline, no guarantee can be given that the work will be marked in time for the next Assessment*

Board; if the work cannot be marked, then an Incomplete (INC) 'deferral' grade will be awarded by the Board with the final grade being ratified at the next Assessment Board. In the case of the Summer Assessment Board:

- For finalist students scheduled to graduate in that academic year, this may have the effect of deferring their graduation until the following academic year;
- For non-finalist (i.e., continuing) students, confirmation of their progression onto the next stage of the programme may be delayed until September and will remain provisional until after the following Assessment Board.

Rejected/Late Extensions' Outcomes

An assessment component will be penalised (according to the penalties on pp.57-58) where:

1. A coursework assignment is submitted *after* a coursework deadline; AND
2. a) An extension request was *not* submitted; or
b) An extension request was submitted but *refused*; or
c) An extension request was submitted *late* for no acceptable reason.



Exceptional Retrospective Extension Requests

Exceptionally, a retrospective extension request may be submitted in circumstances of a serious and unforeseen nature (e.g., hospital admission of a student or member of the student's immediate family) which prevented an 'in-time' extension request being submitted.

The Application Process

The application process is as follows:

1. Any extension to a deadline must be requested in writing by completing the appropriate form (available from Acorn, under *Acorn-Study/Policies-Forms*).
2. Submission of forms should be made in electronic format, with both the form and all supporting evidence being scanned and attached to the email. Relevant supporting evidence, e.g., medical evidence/doctor's notes in the event of illness should be attached with the form. If the supporting evidence cannot be attached to the application, students should indicate when approximately, and how, it will be provided.
3. The form should be submitted to the Senior Registrar by email (to carolineh@oakhill.ac.uk). The student will be informed of the decision at the earliest opportunity by means of an email from the Senior Registrar.
4. The Senior Registrar will keep an anonymised central list (under student number) of all approved extensions during the academic year in order to inform module tutors.



Deadlines for Placement Supervisors' Reports

Satisfactory completion of placements at CertHE and DipHE level is determined in part by the Placement Coordinator's assessment of a Placement Supervisor's Report and associated student reflections, submitted as part of a portfolio. Students will be given a deadline by which the portfolio

must be submitted to the College (normally the Coursework Deadline Date for Semester 2) and should submit it in the normal way, via the Learning Hub.

If, for any reason, a student becomes concerned that their supervisor will *not* be able to give them their completed report in time for the submission deadline, then they should speak to the Senior Registrar *before* the deadline to apply for a Coursework Extension/Deferral using the process outlined above. An INC (incomplete) 'deferral' grade will then be recorded for the placement module (i.e., deferral without penalty to the student). Students for whom a deferral and a new submission date is approved will *not* be penalised; however, students who do *not* apply for a deferral and then submit the Report late will be awarded a 'Fail' and the Report will be assessed as a 're-sit' (see also p.58). It is therefore very important that students contact the Senior Registrar in good time if they have any concerns.

R 9. Deferral of Exams/Online Assessments

All students are expected to make themselves available to attend exams/take part in online assessments in the published Exam Periods, according to the exam timetable.

If a student is unwell, or if there is another condonable reason why they will not be able to sit an exam/online assessment at the scheduled time (e.g., jury service), they should seek a deferral from the Senior Registrar *before the exam*: the process for this is very similar to the process outlined above with respect to deferral of coursework. In all cases, appropriately dated and relevant documentation should be produced (e.g., a medical certificate, a letter from the courts etc.).

Deferral of exams/online assessments is authorised by the Senior Registrar in consultation with the Vice-Principal (Matthew Sleeman) where necessary. For *unseen examinations* (including open-book assessments), the student will normally be required to sit a new exam during the next Exam Week. For *seen examinations*, the student will sit the exam as soon as they are deemed fit to do so, and they will sit the same paper as the rest of the class.



A student who commences an examination implies that they deem themselves fit to do so, and their work will be marked on its merits as normal. In cases of unexpected illness occurring *after* the start of an exam/online assessment, the student must inform the Invigilator/Academic Office at once, and follow their instructions; again, the work that has been completed will be marked on its own merit in fairness to other students taking the same exam. *If a student is in any doubt about their fitness to sit (and complete) an exam, they should speak to the Senior Registrar before the exam itself commences.*

A student with a previously diagnosed condition which interferes with their work may wish to seek, in advance, a letter from their doctor (to be placed on file with the College) specifying what the condition is, how it might affect the student's ability to sit an exam/online assessment, and how regularly it may prove to be a problem. In such cases, if a student becomes unwell during an exam/online assessment, it may be possible for the College to argue extenuating circumstances at the next meeting of the Assessment Board.

Failure to attend an exam/take part in an online assessment without an approved deferral will result in a 'Fail' grade being awarded for the exam component of the module.

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10. Failure of Assessed Work

Although no one anticipates failing a module, it is important that students are aware of what happens if they do. If a student submits work which does not meet the required standard, or fails to submit work for assessment without a valid reason or fails to attend an exam/take part in an online assessment without prior deferral, they will fail the relevant component of the Assessment Package: see the grading scales on p.63 for the exact grades.

All components of a module's Assessment Package need to be passed in order to pass the module.

When a module is failed, the Assessment Board will make a recommendation as to which component(s) of the module must be resubmitted and will specify a time limit for doing so. The maximum grade which can be awarded for a re-sit component of a module is the pass mark (C at CertHE and DipHE Level, or 12 at BA (Hons) and Master's level).

Retaking any of the components of a module constitutes retaking the module.

The decision of the Assessment Board is final unless overturned by the Academic Board as the result of a Formal Appeal. For more information about how to make an appeal, please refer to the Academic Appeals Policy & Procedures (available on Acorn at *Acorn-Study/Policies-Forms* and on the College website) or speak to the Senior Registrar, Caroline Hinch (at carolineh@oakhill.ac.uk).



Cost of Re-Sits

- The cost of retaking a *non-exam* component of a module (i.e., following a Fail) is £60 per component.
- The cost of retaking an *exam* component of a module (i.e., following a Fail) is £90 per component.
- There is *no charge* for submitting a component of a module following an Incomplete (INC) being awarded for that component.

Students will be charged the re-sit fee at the point at which they either submit the non-exam component or sit the exam/online assessment.



11. Marking and Sample-/Double-Marking

Assessed work is first marked internally by the module tutor⁹ and is then sample- or double-marked by another member of the Faculty. It may then be externally moderated as well. All work which is assessed by a new member of Faculty or a new visiting lecturer is subsequently fully double-marked by a (longer-standing) member of the Faculty.

Grades are ratified by the Assessment Board which meets twice a year (after the end of each semester). The decision of the Assessment Board is final unless overturned as the result of a Formal Appeal: see p.97 in this Handbook, the Policies page on Acorn (*Acorn-Study/Policies-Forms*) or the College website.

⁹ Please note: Where a module is team-taught, first marking may be done by any of the tutors who have taught on the module: this will normally be determined by the subject matter of the assignment.



12. Anonymous Marking

The College operates a system of anonymous marking, using student numbers, for certain pieces of assessment (all exams/online assessments, essay-style assignments, and other pieces of work at the module tutor's discretion). This means that you can have confidence that your assessments will be marked fairly and consistently. Where anonymity within an assessment will not be possible (e.g., for a presentation), this will be specified in the assessment information on the Learning Hub.

At the point of submission, do **NOT** include either your name or your student number anywhere in the submitted document or in its filename (unless this is impossible to achieve: for example, if you are submitting a placement portfolio in which your name will appear multiple times).

Module tutors will indicate whether a piece of work will be marked anonymously in the Module Assessment information on the Learning Hub. If in any doubt, students may ask their module tutor, speak to a member of staff in the Academic Office or consult the Module Assessment information on the Learning Hub.



Students with Specific Learning Difficulties

As noted on p.17, students with certain types of specific learning difficulty (such as dyslexia) may have grammar, spelling and punctuation mistakes disregarded in written coursework.

Students whose specific learning difficulty has been formally registered with the Academic Office should submit their coursework through the Learning Hub in the same way as all other students. Their work will be identified (anonymously) so that special provisions may be applied by markers within the marking process.

Students who are in any doubt about what special provisions (if any) are in place for them should speak to the Senior Registrar as soon as possible.



13. Grading Scales and Marking Criteria

The following table shows the Grading Scales used by Oak Hill College.

Description	Grade (CertHE/DipHE)	Grade (BA (Hons))		Grade (Master's)
		Module Grade	Degree Class	
Excellent Work	A	1-3	First Class	1-3
Very Good Work	B+	4-6	Upper Second	4-6
Good Work	B-	7-9	Lower Second	7-9
Satisfactory Work	C	10-12	Third Class	10-12
Fail (inc. Token Submission)	F	13-14	Fail	13-14
Fail (No Submission)	N	15	Fail	15
Pass – only for ungraded modules (i.e. Pass/Fail only)	P	N/a	N/a	N/a

Other 'Grade' Codes:

Apart from the grade points listed above, students may also be awarded the following:

AUDIT	Student registered to attend classes but did not complete assessment or gain credit
EX	Exemption from a compulsory module (without credit)
EXC	Exemption from a compulsory module (with credit)
INC	[For coursework/exam deferrals]: Assessment incomplete for a condonable reason: no penalty
TBC	Assessment complete; grade pending
TBA	Assessment not yet due; grade to be confirmed in a later semester

College Marking Criteria

On the following pages can be found the current College Marking Criteria: Standard; Non-Standard; Sermon/Talk/Bible Study; Reflective Writing; and Pass/Fail. With the approval of the Vice-Principal (Matthew Sleeman), tutors may use variations of these specific to their own modules and assessments, for example, dis-applying individual marking criteria which are not relevant to the assignment in hand; in such cases the student will be given a copy of the criteria used or will be alerted to any adjustments in the Module Assessment information. Any student who is unsure about how their work will be marked should consult the module tutor in the first instance.

Progressive Marking Scheme for Written Coursework and Examinations at Levels 4-6

The Structure of the Mark Scheme:

- The criteria within each classification band are given under the following categories which are taken to represent the ten key criteria for assessing a piece of written work at these levels: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.
- The criteria develop in differing ways between the levels. Some of the criteria simply shift one to the left so that what they expect of a 2:1 in Level 4 they expect of a 2:2 in Level 5 (e.g., the coverage criteria). This is the case for criteria where real and clear progress is expected between each level.
- With some of the criteria slower progression is expected between some levels, e.g., on independent judgement, so that the descriptions move more gradually. This is the case for the more demanding criteria.
- Some of the criteria reach a peak and level off, e.g., already by Level 5 they expect very few mistakes in presentation and apparatus and do not subsequently raise this expectation to an impossible standard of flawlessness.

The Use of the Mark Scheme:

- This scheme will be used in marking both written coursework and written examinations in all 1.x, 2.x and 4.x modules, except modules or part-modules which consist of language work. For dissertations it is used in conjunction with the dissertation mark sheet. Obviously not all of the criteria will be applicable to both the coursework and examination elements of assessment. Apparatus, for example, is not assessed in examinations.
- The mark scheme is to serve as an agreed guide for markers, and will be applied at the discretion of markers in the light of judgements made about suitable expectations for a particular piece of work. In some coursework, for example, there may be much less taught material or reading available than in others, and the scheme is intended to allow markers the flexibility to recognize such differing expectations. It is intended to guide marking, not to hold it to ransom. In particular, a marker will exercise his/her discretion in determining the weighting between the criteria evident in a particular piece of work for determining the final mark.

Use of Grade Point N (Levels 4, 5 and 6) or 15 (Level 6):

- This mark scheme does not include reference to grade points N or 15, because these are the marks given where work is not submitted.

CRITERIA FOR LEVEL 4 (BL1.x, DC1.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Organisation	a. Thoroughly structured	k. Clear structure	u. Structure evident	ee. Minimal	oo. Absent
Method	b. Very fitting	l. Fitting	v. Broadly appropriate	ff. Barely appropriate	pp. Inappropriate
Relevance	c. Nearly all relevant	m. Very largely relevant	w. Some irrelevant	gg. Much irrelevant	qq. None
Coverage of data	d. Broad	n. Key data covered	x. Significant gaps	hh. Very narrow	rr. Lacking
Coverage of concepts	e. Broad	o. Key concepts covered	y. Some covered	ii. Very narrow	ss. Lacking
Coverage of views	f. Broad	p. Key views covered	z. Some covered	jj. Almost none	tt. Solipsistic
Argumentation	g. Incisive, hints of originality	q. Coherent, derivative	aa. Essentially coherent	kk. Minimal shape evident	uu. Incoherent
Independent judgement	h. Independent elements	r. Independent elements	bb. Very largely second-hand	ll. Entirely second-hand	vv. None or random
Writing style	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
Presentation and apparatus	j. Few mistakes	t. Broadly accurate	dd. Much accurate	nn. Persistent errors	xx. Deeply flawed

CRITERIA FOR LEVEL 5 (BL2.x, DC2.x, &c.)

	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Organisation	a. Everything in its place	k. Thoroughly structured	u. Clear structure	ee. Structure evident	oo. Minimal
Method	b. Excellent, hints of creativity	l. Fitting	v. Largely appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Entirely focused	m. Nearly all relevant	w. Mostly relevant	gg. Some relevant	qq. Largely irrelevant
Coverage of data	d. Broad and deep	n. Broad or deep	x. Key data covered	hh. Some real gaps	rr. Major gaps
Coverage of concepts	e. Broad and deep	o. Broad or deep	y. Key concepts covered	ii. Some real gaps	ss. Major gaps
Coverage of views	f. Broad and deep	p. Broad or deep	z. Key views covered	jj. Some mentioned	tt. Almost no awareness
Argumentation	g. Incisive, original aspects	q. Incisive, derivative	aa. Coherent, derivative	kk. Some shape evident	uu. Incoherent
Independent judgement	h. Clear independence	r. Independent elements	bb. Very largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Well written	s. Very readable	cc. Good to read	mm. Uneven	ww. Bad English
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

CRITERIA FOR LEVEL 6 (BL4.x, DC4.x, &c.)

	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-14 Fail
Organisation	a. Everything in its place	k. Nearly everything in its place	u. Careful structure	ee. Structure evident	oo. Minimal
Method	b. Fitting, creative	l. Fitting, hints of creativity	v. Appropriate	ff. Basic but appropriate	pp. Inappropriate
Relevance	c. Ruthlessly focused	m. Nearly all relevant	w. Mostly relevant	gg. Sufficiently relevant	qq. Some relevant
Coverage of data	d. Exhaustive within scope	n. Broad and deep	x. Good coverage	hh. Basic data covered	rr. Very narrow
Coverage of concepts	e. Exhaustive within scope	o. Broad and deep	y. Good coverage	ii. Basic concepts covered	ss. Very narrow
Coverage of views	f. Exhaustive within scope	p. Broad and deep	z. Key views covered	jj. Some covered	tt. Almost no awareness
Argumentation	g. Ruthlessly prosecuted	q. Coherent and incisive	aa. Largely coherent	kk. Some shape evident	uu. Very confused
Independent judgement	h. Clear independence	r. Evidence of independence	bb. Largely second-hand	ll. Entirely derivative	vv. None or random
Writing style	i. Sophisticated writing	s. Well written	cc. Very readable	mm. Uneven	ww. Very rough
Presentation and apparatus	j. Very few mistakes	t. Few mistakes	dd. Broadly accurate	nn. Numerous errors	xx. Deeply flawed

Progressive Marking Scheme for Written Coursework and Examinations at Level 7

The Structure of the Mark Scheme:

- The scheme covers different aspects of a piece of work, from reading and research, through argumentation to presentational standards. Key criteria include: organisation; method; relevance; coverage of data; coverage of concepts; coverage of views; argumentation; independent judgement; writing style; presentation and apparatus.

The Use of the Mark Scheme:

- This scheme will be used in marking both written coursework and written examinations in all 5.x and 6.x modules, except for dissertations and for modules or part-modules which consist of language work. For dissertations it is used in conjunction with the dissertation mark sheet. Obviously not all of the criteria will be applicable to both the coursework and examination elements of assessment. Apparatus, for example, is not assessed in examinations.
- The mark scheme is to serve as an agreed guide for markers, and will be applied at the discretion of markers in the light of judgements made about suitable expectations for a particular piece of work. In some coursework, for example, there may be much less taught material or reading available than in others, and the scheme is intended to allow markers the flexibility to recognize such differing expectations. It is intended to guide marking, not to hold it to ransom. In particular, a marker will exercise his/her discretion in determining the weight between the criteria evident in a particular piece of work for determining the final mark.
- The criteria will be used cumulatively, so that a Level 7 piece of work will be required to meet the relevant positive criteria for work done at Levels 6.

Use of Grade Point 15:

- This mark scheme does not include reference to grade point 15, because this is the mark given where work is not submitted.

1-3 – Excellent Work submitted is excellent, demonstrating high levels of competence across a range of criteria and leaving very little or no room for improvement	4-6 – Very Good Work submitted is very good but lacks characteristics of excellent work or across a range of criteria still leaves room for improvement	7-9 – Good Work submitted is good but there is significant room for improvement across a range of criteria	10-12 – Satisfactory Work submitted is acceptable (it attains threshold standard) but it is either seriously defective in one or two respects or minimally acceptable across a range of criteria	13-14 – Fail Work is submitted but is characterised by unacceptably low standards.
a. an entirely relevant answer to the question in which each of the component parts makes an integrated and clear contribution to the whole	k. a relevant and focussed answer to the question in which the component parts make a clear contribution to the whole	u. an answer to the question as set but with some relevant material missing and/or some irrelevant material included	ee. an answer to the question is recognisable but with noticeable omissions and irrelevancies	oo. the demands of the task have been barely addressed
b. thorough knowledge of the obviously relevant sources and initiative in seeking out additional sources	l. thorough knowledge of the obviously relevant sources	v. a good knowledge of the obviously relevant sources	ff. an adequate knowledge of a reasonable proportion of the obviously relevant sources	pp. insufficient knowledge of the relevant material
c. well-directed application of knowledge from, or informed by, the forefront of the relevant discipline with no relevant ground omitted	m. well-directed application of knowledge from, or informed by, the forefront of the relevant discipline	w. generally accurate application of knowledge informed by the forefront of the relevant discipline although acquired mostly in class or from set reading	gg. unfocussed application of knowledge acquired only in class or from set reading	qq. such knowledge as is shown is not used to answer the question
d. advanced, sophisticated and integrated conceptual understanding	n. advanced conceptual understanding	x. good conceptual understanding	hh. adequate understanding of key concepts	rr. inadequate grasp of key concepts
e. outstanding analytical, synthetic management of sources	o. very good analytical and synthetic management of sources	y. good analytical and synthetic management of sources	ii. some endeavour to inhabit and integrate a variety of sources	ss. use of sources is uncritical and not integrated
f. the generation and clear articulation of independent critical insights	p. some independent critical insight and/or the judicious application of sophisticated critical insight of others	z. little or no independent critical insight but good application of the critical insight of others though with a tendency to general argument	jj. little or no independent critical insight along with adequate - and not always pertinent - application of the critical insight of others though with a tendency to general argument	tt. little or no critical engagement
g. originality or creativity in developing new perspectives, insights or arguments	q. some originality or creativity in developing new perspectives, insights or arguments	aa. some originality or creativity in developing new perspectives, insights or arguments	kk. little or no independence or creativity shown	uu. entirely or almost entirely dependent and derivative
h. deployment of a wide and relevant range of disciplinary perspectives and methods	r. deployment of a relevant range of disciplinary perspectives and methods	bb. deployment of the essential disciplinary perspectives and methods	ll. limited but adequate deployment of the essential disciplinary perspectives and methods	vv. inadequate understanding and deployment of relevant methods
i. clear, coherent, well-structured, logically well-formed, and sustained argument lucidly and elegantly expressed	s. clear, coherent, well-structured, logically well-formed, and sustained argument which is very well-written	cc. an organised, coherent and well-written argument with a recognisable conclusion and supporting reasons	mm. a recognisable argument, adequately organised but marked by logical errors and/or satisfactory rather than pleasing expression	ww. argument is either absent or incoherent and unstructured and is poorly expressed
j. virtually flawless presentation and citation	t. very good presentation and citation	dd. generally accurate presentation and good citation of sources	nn. adequate accurate presentation and good citation of sources	xx. many mistakes in presentation and failure to observe accepted norms of academic presentation in matters of citation of sources and bibliography OR yy. Token or no submission

Progressive Marking Scheme for ‘Non-Standard Coursework’ at Levels 4-7

NB Not all criteria will be applicable to every assessment. The application of the ‘use of specific mode’ criterion will be clearly explained in the approved module assessment package (e.g., type of mode, and expectation(s) within it). E.g., frequency / regularity of blogging or journalling; use of the blog or poster mode (e.g., against declared markers of good practice); also, reflective awareness, rhetorical style (i.e., these need not be separate optional criteria).

CRITERIA FOR LEVEL 4 (DM1.x, &c.)					
	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a Very fitting	l Fitting	w Broadly appropriate	hh Barely appropriate	ss Inappropriate
Theological competence	b Incisively evident	m Considerable	x Some clearly evident	ii Limited competence	tt Little evident
Content in light of task	c Relevant; broad or deep	n Key content covered	y Some content covered	jj Major gaps	uu Minimal content
Pastoral discernment	d Insightful	o Considerable	z Some evident	kk Limited	vv None evident
Mission orientation	e Thorough	p Clearly evident	aa Some evident	ll Limited	ww None evident
Application	f Insightful	q Well-applied	bb Some application	mm Minimal application	xx Lacking application
Integration of class- and work-based learning	g Very well integrated	r Well-integrated	cc Some integration	nn Limited integration	yy Lacking integration
Logical coherence	h Thoroughly coherent	s Mostly coherent	dd Broadly coherent	oo Limited coherence	zz Barely coherent
Organisation	i Thoroughly structured	t Clear structure	ee Some structure evident	pp Minimal structure	aaa Lacking structure
Presentation/delivery	j Very few mistakes	u Well-expressed	ff Good to read/hear	qq Uneven	bbb Poorly expressed
Use of Specific Mode	k Very fitting	v Fitting	gg Broadly appropriate	rr Barely appropriate	ccc Inappropriate

CRITERIA FOR LEVEL 5 (DM2.x, &c.)					
	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a Clearly appropriate	l Very fitting	w Fitting	hh Broadly appropriate	ss Barely appropriate
Theological competence	b Very incisive throughout	m Incisively evident	x Considerable	ii Some clearly evident	tt Limited competence
Content in light of task	c Relevant, broad and deep	n Relevant, broad or deep	y Key content covered	jj Some content covered	uu Major gaps
Pastoral discernment	d Very insightful	o Insightful	z Considerable	kk Some evident	vv Very limited
Mission orientation	e Very thorough	p Thorough	aa Clearly evident	ll Some evident	ww Very limited
Application	f Very insightful and apposite	q Insightful	bb Well-applied	mm Some application	xx Minimal application
Integration of class- and work-based learning	g Thoroughly and incisively integrated	r Very well integrated	cc Well-integrated	nn Some integration	yy Very limited integration
Logical coherence	h Incisive throughout	s Thoroughly coherent	dd Mostly coherent	oo Broadly coherent	zz Limited coherence
Organisation	i Everything in its place	t Thoroughly structured	ee Clear structure	pp Some structure	aaa Minimal structure
Presentation/delivery	j Impressively well-expressed	u Very few mistakes	ff Well-expressed	qq Good to read/hear	bbb Uneven
Use of Specific Mode	k Excellent, hints of creativity	v Fitting	gg Largely appropriate	rr Basic but appropriate	ccc Inappropriate

Cont...

CRITERIA FOR LEVEL 6 (DM4.x, &c.)					
	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-15 Fail
Methodology	a Thoroughly appropriate	l Clearly appropriate	w Appropriate	hh Broadly appropriate	ss Barely appropriate
Theological competence	b Incisive and contextually focused	m Very incisive	x Incisively evident	ii Some clearly evident	tt Limited competence
Content in light of task	c Relevant, broad and deep	n Relevant, broad and deep	y Relevant, broad or deep	jj Some content covered	uu Major gaps
Pastoral discernment	d Varied and very insightful	o Very insightful	z Insightful	kk Some insight evident	vv Very limited
Mission orientation	e Very thorough and nuanced	p Very thorough	aa Thorough	ll Some evident	ww Very limited
Application	f Very insightful and apposite	q Very insightful	bb Insightful	mm Some broad application	xx Minimal application
Integration of class- and work-based learning	g Thoroughly and incisively integrated, with nuance	r Thoroughly and incisively integrated	cc Very well integrated	nn Some integration evident	yy Very limited integration
Logical coherence	h Incisive throughout	s Thoroughly coherent	dd Mostly coherent	oo Broadly coherent	zz Limited coherence
Organisation	i Everything cohering in its place	t Everything in its place	ee Thoroughly structured	pp Clear structure	aaa Minimal structure
Presentation/delivery	j Impressively well expressed	u Well-expressed	ff Few mistakes	qq Good to read/hear	bbb Uneven
Use of Specific Mode	k Fitting, creative, exemplary	v Fitting, hints of creativity	gg Appropriate	rr Basic but appropriate	ccc Inappropriate

CRITERIA FOR LEVEL 7 (DM5.x, DC6.x &c.)					
	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-14 Fail
Methodology	a Completely appropriate	l Thoroughly appropriate	w Appropriate	hh Broadly appropriate	ss Barely appropriate
Theological competence	b Incisive, contextually and constructively focused	m Incisive and contextually focused	x Incisive	ii Some clearly evident	tt Limited competence
Content in light of task	c Relevant, broad, deep and generative	n Relevant, broad and deep	y Relevant, broad or deep	jj Some content covered	uu Major gaps
Pastoral discernment	d Varied and very insightful	o Varied and insightful	z Insightful	kk Some insight evident	vv Very limited
Mission orientation	e Very thorough, nuanced and located	p Very thorough and nuanced	aa Thorough, hints of nuance	ll Some evident	ww Very limited
Application	f Very insightful, varied and apposite	q Very insightful and apposite	bb Insightful and varied	mm Some broad application	xx Minimal application
Integration of class- and work-based learning	g Thoroughly and incisively integrated, with nuance and anticipation of connection	r Thoroughly and incisively Integrated with nuance	cc Very well integrated	nn Some integration evident	yy Very limited integration
Logical coherence	h Incisive throughout	s Thoroughly coherent	dd Mostly coherent	oo Broadly coherent	zz Limited coherence
Organisation	i Everything cohering in its place	t Everything in its place	ee Thoroughly structured	pp Clear structure	aaa Minimal structure
Presentation/delivery	j Impressively well expressed	u Well-expressed	ff Few mistakes	qq Good to read/hear	bbb Uneven
Use of Specific Mode	k Fitting, creative, exemplary	v Fitting, hints of creativity	gg Appropriate	rr Basic but appropriate	ccc Inappropriate

Progressive Marking Scheme for Sermons/Talks/Bible Studies at Levels 4-7

CRITERIA FOR LEVEL 4 (BM1.x, &c.)					
	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Exegesis	a Accurate and insightful	h Largely accurate; small lapses	o Often accurate; some lapses	v Significant lapses	cc Wholly inaccurate
Faithfulness of application	b Very text-driven	i Text-driven, with small lapses	p Text-driven, with some lapses	w Mostly text-related	dd Unrelated to text
Power of applications	c Consistently strong	j Very strong, with small lapses	q Strong, with some lapses	x Signs of strength, with lapses	ee Weak throughout
Clarity of message	d Consistently clear	k Clear, with small lapses	r Clear, with some lapses	y Partial clarity	ff Entirely unclear
Balance of elements *	e Appropriate	l Appropriate, with small lapses	s Appropriate; some imbalance	z Significant imbalances	gg Entirely inappropriate
Structure	f Lucid and strong	m Lucid and strong, with lapses	t Coherent	aa Some structure evident	hh None evident
Additional criterion for sermons/talks: Language	g Appropriate	n Appropriate, with small lapses	u Appropriate; some lapses	bb Significant lapses	ii Entirely inappropriate
CRITERIA FOR LEVEL 5 (BM2.x, &c.)					
	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Exegesis	a Very accurate and insightful	h Occasional lapses/superficiality	o Some lapses/superficiality	v Significant lapses/superficiality	cc Mostly inaccurate
Faithfulness of application	b Highly text-driven	i Strongly text-driven, with lapses	p Text-driven, with lapses	w Mostly text-related	dd Unrelated to text
Power of applications	c Thoroughly strong	j Very strong, with small lapses	q Strong, with some lapses	x Occasionally strong	ee Weak throughout
Clarity of message	d Thoroughly clear	k Clear, with small lapses	r Clear, with some lapses	y Partial clarity	ff Entirely unclear
Balance of elements *	e Thoroughly appropriate	l Very appropriate; small lapses	s Mostly appropriate; some imbalance	z Significant imbalances	gg Entirely inappropriate
Structure	f Very lucid and strong	m Very lucid and strong, with lapses	t Generally coherent	aa Some structure evident	hh Little evident
Additional criterion for sermons/talks: Language	g Highly appropriate	n Highly appropriate, small lapses	u Appropriate; some lapses	bb Significant lapses	ii Entirely inappropriate
CRITERIA FOR LEVEL 6 (BM4.x, &c.)					
	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-14 Fail
Exegesis	a Thoroughly accurate and incisive	h Mostly accurate and incisive	o Some lapses/superficiality	v Significant lapses/superficiality	cc Mostly inaccurate
Faithfulness of application	b Rigorously text-driven	i Strongly text-driven; small lapses	p Text-driven, with lapses	w Mostly text-related	dd Unrelated to text
Power of applications	c Thoroughly strong and compelling	j Strong and compelling, with lapses	q Sometimes strong / compelling	x Often weak / tenuous	ee Weak throughout
Clarity of message	d Entirely clear	k Largely clear; small lapses	r Good clarity, with some lapses	y Significant lack of clarity	ff Entirely unclear
Balance of elements *	e Extremely well-judged	l Well-judged	s Mostly well-judged	z Some imbalance	gg Poorly-judged throughout
Structure	f Entirely strong and skillful	m Largely strong and skillful	t Mostly strong and lucid	aa Mostly coherent	hh Little evident
Additional criterion for sermons/talks: Language	g Impressively well-expressed	n Highly appropriate, small lapses	u Highly appropriate; some lapses	bb Occasionally inappropriate	ii Frequently inappropriate

Cont...

* **Balance of elements:** For instance, in a case of a sermon, this means the proportions of time spent on explaining the text, illustration, and application.

CRITERIA FOR LEVEL 7 (BM5.x, &c.)					
	1-3 Excellent	4-6 Very good	7-9 Good	10-12 Satisfactory	13-14 Fail
Exegesis	a Entirely and rigorously accurate and incisive, with regard to text and to a range of wider biblical contexts	h Mostly accurate and incisive, with regard to text and to a range of wider biblical contexts	o Mostly accurate and incisive, with regard to text and to at least one level of biblical context	v Essentially faithful to the text and context, but some lapses in accuracy and/or incisiveness, at textual and/or contextual levels	cc Significantly inaccurate
Faithfulness of application	b Entirely and rigorously driven by an accurate and incisive reading of the text	i Strongly driven by an accurate and incisive reading of the text	p Significantly driven by an accurate reading of the text, with small lapses	w Essentially driven by an accurate reading of the text, with some lapses	dd Related only tangentially to the text
Power of applications	c Sustained, compelling address to a variety of aspects of the human person and life, with much profound insight	j Much compelling address to a variety of aspects of the human person and life, with some profound insight	q A significant level of compelling address to at least one aspect of the human person and life, with good insight	x Moments of compelling address to at least one aspect of the human person and life, with insight	ee Consistently superficial and/or too brief to be compelling
Clarity of message	d Sustained and unmistakable clarity, very well suited even to a partly distracted listener	k Mostly unmistakable clarity, well suited even to a partly distracted listener	r Essentially clear for an engaged listener, but with one or two small lapses	y Essentially clear for an engaged listener, with several small lapses	ff Significant lack of clarity, especially at key moments
Balance of elements *	e Extremely well-judged in light of both text and teaching situation	l Very well-judged in light of both text and teaching situation	s Very well-judged in light of either text or teaching situation, with small lapses in one area	z Some imbalance in light of either text or teaching situation	gg Poor judgment that adversely affects impact of message
Structure	f Entirely lucid, highly appropriate to both text and teaching situation, and communicated with a consistently very high degree of skill	m Entirely lucid, very appropriate to both text and teaching situation, communicated with much skill	t Lucid and appropriate to text and teaching situation, communicated with some skill, although with small lapses in one aspect	aa Essentially lucid and appropriate to text and teaching situation, communicated with clarity, although with small lapses in more than one aspect	hh Significant failure to be appropriate to either text or teaching situation
Additional criterion for sermons/talks: Language	g Sustained and extremely skilful use of a wide range of features of effective oral language, thoroughly appropriate to both text and teaching situation	n Sustained and skilful use of a number of features of effective oral language, entirely appropriate to both text and teaching situation	u Predominantly good and skilful oral language, appropriate to both text and teaching situation	bb Mostly good oral language, essentially appropriate to both text and teaching situation, with lapses	ii Significant failure to use appropriate oral language

* **Balance of elements:** For instance, in a case of a sermon, this means the proportions of time spent on explaining the text, illustration, and application.

Progressive Marking Scheme for Reflective Writing at Levels 4-7

The following is a set of marking criteria¹⁰ which will be used to assess reflective writing. Within each criterion, students will be graded according to the normal grade boundaries set out on p.63 of this handbook, i.e., A, B+, B-, C and F at Levels 4 and 5; and 1-3, 4-6, 7-9, 10-12 and 13-15 at Levels 6 and 7. The grade given will reflect the extent to which the student has met each descriptor. This will be clearly set out in the assessment feedback sent to the student. If you have any queries, please speak to your module tutor or a member of the Academic Administration Team.

	Grades	Description		Analysis				Evaluation		Application	Presentation
Level 4	Excellent = A Very Good = B+ Good = B- Satisfactory = C More Work Required = F (Fail)	a. Generally clear and concise description of events / experiences with attempt at objectivity	b. Clear statement of at least one problem or issue the events / experiences raised	c. Explanation of personal feelings, thoughts and reactions. Some insights and discoveries	d. Evidence of willingness to revise ideas and to ask searching questions	e. Ability to make connections between thinking and other sources	f. Consideration of more than one possible explanation / perspective on this issue	g. A personal conclusion on the experience's meaning with some insight into its significance	h. An indication of one or more questions or issues raised by this reflective exercise	i. A plan to apply learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece
Level 5	Excellent = A Very Good = B+ Good = B- Satisfactory = C More Work Required = F (Fail)	a. Clear and concise description of events / experiences. Generally objective in stance	b. Clear statement of problem(s) or issue(s) raised by the events / experiences	c. Clear explanation of personal feelings, thoughts, reactions, insights and discoveries	d. Evidence of ability to explore searching questions and revise ideas accordingly	e. Ability to evaluate several other sources and integrate thinking with them	f. Evaluation of several possible explanations / perspectives on this issue	g. A personal conclusion about the meaning and significance of the experience	h. An indication of further questions or issues to be considered	i. A concrete plan to explore learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece
Level 6	Excellent = 1-3 Very Good = 4-6 Good = 7-9 Satisfactory = 10-12 More Work Required = 13-14 (Fail)	a. Clear, concise, objective description of events / experiences	b. Clear, concise statement of relevant problems or issues raised by the events / experiences	c. Insightful and clear explanation of personal feelings, thoughts, reactions and discoveries	d. Clear ability to explore searching questions and revise ideas in light of this process	e. Critical integration of thinking with an extensive range of other sources	f. Detailed critical evaluation of a range of possible explanations / perspectives on this issue	g. A clear, synthesised, personal conclusion about the meaning and significance of the experience	h. An indication of further questions or issues to be explored showing an awareness of priorities	i. A concrete plan to explore and review learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece

Cont...

¹⁰ Source: Paul B. Coulter (2014) *Setting and Marking Reflective Assessments: A Guide for Tutors*. Acknowledged, with thanks.

	Grades	Description		Analysis				Evaluation		Application	Presentation
Level 7	Excellent = 1-3 Very Good = 4-6 Good = 7-9 Satisfactory = 10-12 More Work Required = 13-14 (Fail)	a. Clear, concise, objective description of events / experiences within their context	b. Clear, concise statement of relevant and prioritised problems or issues raised by the events / experiences	c. Insightful, clear and connected explanation of personal feelings, thoughts, reactions and discoveries	d. Clear and integrated ability to explore searching questions and revise ideas in light of this process	e. Critical integration of thinking and personal engagement with an extensive range of other sources	f. Detailed critical evaluation of a range of possible explanations / perspectives on this issue, engaging with one's own positionality in it	g. A clear, synthesised, personal conclusion about the meaning and significance of the experience	h. An action-oriented indication of further questions or issues to be explored showing an awareness of priorities	i. A concrete plan to explore, evaluate and review learning from reflection in new actions	j. Layout, grammar, referencing, etc. – to be assessed against set requirements for individual piece

Marking Scheme for Assignments at Levels 4-6 (Pass/Fail Only)

The Structure and Use of the Mark Scheme:

This scheme will be used in marking particular assignments where it is felt that the piece of work concerned can only realistically be graded as Pass or Fail (with a Fail grade being applied for a token or non-submission): examples might include a short class presentation or a placement portfolio. Students will be told in advance to which pieces of assessment this particular scheme will be applied within a given module. Please note that, unless an extension has been agreed by the Senior Registrar, any such assignment which is *not* submitted by the set deadline will be graded as 'N' for Token or Non-Submission.

CRITERIA FOR LEVELS 4, 5 and 6 (MP1.x, MP2.x, MP4.x, &c.)

P	Pass	Satisfactory Submission
N	Fail	Non-Submission



14. The Assessment Board and External Examiner System

External Examiners are one of the ways in which the College assures the academic quality of its programmes. External Examiners are subject experts who help to ensure that the awards students receive are comparable to those offered by other UK Higher Education Providers: they do this by, for example, approving all coursework tasks and exam papers before they are set; attending the twice-yearly Assessment Board (about which more below); and writing an annual report reflecting on the College's academic standards and the performance of its students. These reports are considered both by the University and the College, and are published on Acorn (under *Acorn-Study/Quality-Assurance-Enhancement*) after the first Academic Board meeting of each academic year.

For 2022-23, the College's External Examiners will be: Dr Zachary Cole (Associate Professor of New Testament, Reformed Theological Seminary, Orlando, USA); Dr Paul Coulter (Head of Ministry Operations for Living Leadership); and Dr Justin Stratis (Professor of Theology, Wycliffe College, Toronto, Canada).

Please note that it is inappropriate for students to make direct contact with the External Examiners: students should use the appeals or complaints systems to express any concerns that they might have about the grades awarded to them.

Students can read more about the role of External Examiners and quality assurance on the QAA website, at: <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise>.

The Assessment Board

The Assessment Board is given authority by the College's Academic Board, and comprises the Faculty, the Senior Registrar, the Quality Assurance & Enhancement Manager, the External Examiners and the University Link Tutor. The Constitution and Terms of Reference of the Assessment Board may be found on Acorn under *Acorn-Study/Quality-Assurance-Enhancement*.

The Board meets twice a year (once in January/February and again in June/July) to ratify the results of assessment for each module, and the classification and conferment of awards, at its own discretion. Before the meeting, the External Examiners sample the marked work submitted for all modules completed during that semester, along with any dissertations. They discuss the results with the relevant tutors, moderate grades when requested by the markers and sometimes, as a result, module tutors may make changes to the grades of individual exam questions, assessments or whole modules. At the Assessment Board meeting, special cases are discussed, the External Examiners present their reports, and results are ratified.

The Assessment Board addresses two 'tiers' of decision when it meets: firstly, the Board will finalise module grades (1st Tier) and then, on the basis of these confirmed grades, it will make decisions about finalist students' overall qualifications and award classifications and non-finalist students' progression onto the next stage of their programme (2nd Tier). The table below summarises which decisions will be taken at each Assessment Board:

Decisions	Semester 1 Board (Jan/Feb)	Semester 2 Board (Jun/Jul)
First tier	<ul style="list-style-type: none">Semester 1 module gradesRe-sit/deferred module grades from Semester 2 in the previous year	<ul style="list-style-type: none">Semester 2 module gradesRe-sit/deferred module grades from Semester 1 in the current year

	<ul style="list-style-type: none"> • Summer Dissertation grades • Summer Intensive grades 	
Second tier	<ul style="list-style-type: none"> • Finalists' awards 	<ul style="list-style-type: none"> • Finalists' awards • Non-finalists' progression

The Semester 2 Assessment Board will decide the majority of finalists' awards in any given academic year. The Semester 1 Board will decide only the awards of MA/MTheol students who submitted dissertations by the August deadline and any deferred finalists who completed re-sit or deferred assessments during the previous summer.

15. Feedback on Assessment

Feedback on assessment, whether formative or summative, provides an opportunity for students to reflect and to use the feedback as a basis for learning and for improving their work. Feedback can take many forms, depending on the nature of the assignment. Whatever the means used, understanding the feedback given is very important; to achieve this, students are welcome to discuss the feedback with their peers and with academic staff. Brief details of how feedback will be provided for the main types of assessment are given below.

Feedback is normally provided to students electronically by email. Where tutors have annotated the electronically-submitted coursework, an annotated electronic copy will also be returned to students.

Feedback on Coursework

Tutors will normally give feedback (electronically) on written coursework using a dedicated marking grid, tailored to include the Threshold Learning Outcomes for the module in question; reference to the appropriate set of marking criteria (see pp.63-74); and formative/summative comments. There will be a set deadline each semester by which students can expect to receive their feedback from module tutors for a semester's work. These are published on the Academic Calendar and will also be specified in the Module Assessment information for each course. The grades given for individual assignments will remain provisional until confirmed by the Assessment Board at the end of each semester.

Please remember: as a result of anonymous marking, tutors cannot necessarily give comments referring to other pieces of work (e.g., making a favourable comparison with a previous essay).

Feedback on Exams

Exam scripts are not returned to students but (overall) marks for individual exams will be made available via students' Academic Record on the Learning Hub.

In addition, teaching staff will provide collective feedback at the end of a module to the whole module group regarding the group's collective performance in an exam. The feedback will cover a summary of which questions were most generally attempted; a broad indication of the spectrum of grades attained and the most typical skills, shortcomings and strong points which emerged from the answers.

Finally, tutors may give verbal feedback on individual exam performance upon request. Students will be expected to make an appointment with the tutor(s). Such feedback meetings are at the discretion

and subject to the availability of the tutor(s); inevitably, availability may be restricted during holiday periods.

Feedback on Other Assessments

Any student who is unsure about how feedback will be given, or has any query about feedback, is welcome to consult the module tutor or the Senior Registrar.



16. Publication of Results

Results will be communicated to students two to three weeks after the relevant meeting of the Assessment Board by means of an individual Academic Record, listing the modules taken and their corresponding grades. In addition, students will be informed of any qualifications awarded or any progression points passed (i.e., progression from one year/level of study to the next). If any module is awarded a Fail grade or an Incomplete, the conditions for re-taking it (i.e., which components of the assessment package must be re-submitted and the time limit for doing so) will be specified in an accompanying letter. Provisional module grade results will also be released in September, following the summer resit/deferred assessment point. All results letters will be emailed to students' Oak Hill email addresses.



Please note that results may be withheld from students who have outstanding tuition fee debts; the results will be released when the tuition fees have been paid.

17. Progression and Achievement

For *full-time students*, the monitoring of student progress and under-performance is, in most cases, the responsibility of the student's Fellowship Group tutor. Each tutor meets with students weekly, schedules regular tutorials and offers pastoral care where needed. *Part-time students* will normally be referred by a relevant module tutor to the College President (who provides academic support for part-time students) or to the appropriate Course Director/Vice-Principal (Matthew Sleeman).

Problems with a student's progress often become apparent at the Assessment Board, when the marks across modules for each student become available. Particular students who have recurring patterns of under-performance are discussed and solutions proposed; the relevant tutor (or the Course Director/Vice-Principal/President where appropriate) will take note for future tutorials or communications. Issues may be picked up earlier when students ask for extensions or fail to submit work; in such cases, the Vice-Principal will liaise with the tutor/Course Director/President as required.

In addition, students are required to meet formal progression requirements at the end of each stage of their studies. That is, they must successfully pass a required number of module credits in order to progress to the next stage of the course. For example, in order to progress from Year 1 (CertHE) to Year 2 (DipHE), students must pass 120 credits at Level 4+. At all stages of the programme, this total number of credits must also include the successful completion of all compulsory modules in order to pass the qualification. These credit totals are shown in the Credit Accumulation Statements for Oak Hill Awards (Progression and Qualification Requirements) table (b) on p.79.

Progression

Students shall be permitted by the Assessment Board to proceed to the next stage if they have passed all requirements for the stage or with a credit deficit in either compulsory and/or optional modules. This deficit will normally be no more than 40 credits across a maximum of two modules (excluding zero-credit modules which have been deferred, i.e., have been awarded an INC grade).

The credit deficit may be made up by reassessment, and/or incomplete assessment to be completed at the next available assessment point and/or the taking of additional credits in the following year.

Such deficits will not be cumulative, i.e., students may not carry a deficit into one year and then an additional deficit into a subsequent year.

Where it is agreed that a student should not be permitted to progress to the next stage of a programme, the Assessment Board will normally require the student to do one of the following:

- (a) Transfer to the part-time programme in order to make good their credit deficit before returning to full-time mode; *or*
- (b) Repeat the entire year of the programme by full-time/part-time study; *or*
- (c) Interrupt their studies until further assessment opportunities become available to gain sufficient credit to continue); *or*
- (d) Terminate their studies and withdraw from the College.

Where Ordinands are required to change their mode of study, repeat a year or take an interruption, these decisions will take into account the funding and academic requirements of the Church of England's training pathways.

Placements

A Level 4 student who has failed their Level 4 placement may only continue to their Level 5 placement at the discretion of the Assessment Board. The Assessment Board will take into account the reason for the failure and the extent of any other failure in taught modules.

18. Credit Accumulation Statements for Oak Hill Awards

a. Levels of Modules			
Oak Hill College Level	Example of module code	Description	FHEQ Level
4	BL1.1	Certificate (CertHE) Level (introductory)	Certificate (Level 4)
5	DC2.2	Diploma (DipHE) Level (developing)	Intermediate (Level 5)
6	MP4.1	Bachelor's (BA) Level (some classes may be shared with Master's-Level students)	Honours (Level 6)
7:1	BD5.2	Postgraduate; 'Enhanced BA' level (Master's students may share some classes with BA-Level students)	Master's (Level 7)
7:2	DM6.1	Postgraduate; 'Specialist Masters' Level (class members are Master's-Level only)	Master's (Level 7)

b. Progression and Qualification Requirements									
Required	Level	CertHE	DipHE	BA (Hons)	MTheol	Level	PGCert	PGDip	MA
Minimum number of passed credits required for the qualification	L4+	120	240	360	480	L7	60	120	180
Minimum number of passed credits required for the qualification (including all required compulsory modules) <i>An * denotes that the taking of modules at the level specified is at the discretion of the College</i>	L4	100	100	100	100				
	L5		100	100	100				
	L6+			120	120				
	L4, L5 or L6	20 at L4 or L5	40 at L4, L5 or L6	40 at L4, L5, L6 or L7*	40 at L4, L5, L6 or L7*				
	L7.1+				120		60	120	180
	L7.2				90		60	60	120

R 19. Mapping for Progression to Year 3 of the MTheol

Students who wish to progress into Year 3 of the MTheol are required to obtain *an average grade of B+ or better across all modules taken at Levels 4 and 5 during their first two years of study*. The average is calculated by mapping the grades awarded at CertHE/DipHE level onto their numerical equivalents at BA (Hons) level, as given in the table below. An average of all grades is taken, with due reference to module weighting. Students who wish to progress to Year 3 of the MTheol must obtain an average of 5 (B+) or better in order to continue. As noted in Section 20 immediately below, the College rounds to 0.55.

Grade at CertHE/DipHE	Grades at BA (Hons)	Module Grade's Numerical Equivalent	Overall Average
A	1, 2, 3	A = 2	1-3
B+	4, 5, 6	B+ = 5	4-6
B-	7, 8, 9	B- = 8	7-9
C	10, 11, 12	C = 11	10-12
F	13, 14, 15	F = 14	13-15
Pass	N/a	Excluded	N/a

R 20. Awards and Classification Criteria

The Assessment and Academic Boards have agreed the following criteria to assist with classifying the various awards offered by the College.

The College rounds to 0.55 when calculating classifications as follows:

First class	1 - 3.55
Upper Second	3.56 – 6.55
Lower Second	6.56 – 9.55
Third	9.56 – 12.55
Fail	12.56+

Students are considered to be borderline candidates when their average is 3.67 (1st/2.1 for BA (Hons) or Distinction/Merit for MA) or 6.67 (2.1/2.2 for BA (Hons) or Merit/Pass for MA). All borderline cases are discussed individually by the Assessment Board and the Board will exercise discretion in reaching its decision, taking some or all of the following factors into consideration:

- Precedents reached by earlier Assessment Boards ('case law');
- The dissertation or project grade (if there is one);
- Exit velocity, i.e., is there improvement over the later year of the course;
- The spread of the grades, i.e., whether they are in the higher or lower classification;
- Middlesex University regulatory guidance;
- The need for consistency in the interpretation of classification for all students in a cohort.

Certificate of Higher Education (CertHE):

This award can be marked Fail or Pass:

- Students are awarded a Pass on a CertHE Theology once they have attained grade C or better in modules worth 120 credits at Level 4+ including all of the compulsory modules. At least 100 credits must be at Level 4. 20 credits must be at Level 4 or 5.

Diploma of Higher Education (DipHE):

This award can be marked Fail or Pass:

- Students are awarded a Pass on a DipHE Theology once they have attained grade C or better in modules worth 240 credits at Level 4+ including all of the compulsory modules. At least 100 credits must be at Level 4. At least 100 credits must be at Level 5. 40 credits must be at Level 4, 5 or 6.

Bachelor of Arts (BA (Hons)):

This award can be marked Fail or classified:

- Students are awarded a BA (Hons) Theology once they have passed modules worth 360 credits at Level 4+ including all of the compulsory modules. At least 100 credits must be at Level 4. At least 100 credits must be at Level 5. At least 120 credits must be at Level 6+. 40 credits must be at Level 4, 5, 6 or 7.
- The final classification of the BA (Hons) degree will be based *only* on the grades achieved from successfully passed modules at Level 6 or higher, and not on the grades achieved at Levels 4 or 5. The classification will be calculated on the basis of the grades achieved in **ALL** successfully passed modules at Level 6 or higher (taking into account the individual credit weightings of each module):
 - A student who achieves 10 to 12 as an overall average is awarded Third Class Honours;
 - A student who achieves 7 to 9 as an overall average is awarded Second Class Honours, Lower Division (Lower Second Class Honours);
 - A student who achieves 4 to 6 as an overall average is awarded Second Class Honours, Upper Division (Upper Second Class Honours);
 - A student who achieves 1 to 3 as an overall average is awarded First Class Honours.

Master in Theology (MTheol):

This award can be marked Fail, Pass, Merit or Distinction.

- Students are awarded a Pass on an MTheol Theology once they have passed modules and dissertations worth 480 credits, including all of the compulsory modules. At least 100 credits must be at Level 4; at least 100 must be at Level 5; at least 120 must be at Level 6+; and at least 120 must be at Level 7. 40 credits may be at Levels 4, 5, 6 or 7.
 - In the first two years (the CertHE and DipHE years), the pass grade is C, but the student must attain an overall average of B+ or better, over all modules taken at Levels 4 and 5 to be allowed to progress to the third (BA) year:
 - The average is calculated using the awarded Level 4 and 5 alpha grades after they have been mapped onto their numerical equivalents (see the table on p.80 above). For example, a B+ will have a numerical equivalent of 5. Any numerical grades awarded at Level 6 will not be included in the calculation.
 - The calculation excludes Pass/Fail and zero-credit modules, and will take into account the individual credit weighting of each module.
 - Students who wish to progress to Year 3 of the MTheol must obtain an average of 5 (B+) or better in order to continue.
 - In the third year (the BA year), the pass grade is 12 on the undergraduate 15-point scale; to continue on into the fourth year (the MTheol year), the student must attain an average of at least 8 on the undergraduate 15-point scale, over all taught modules taken at Level 6 (or higher), plus a grade of 8 or better for their short dissertation:

- Grades awarded at Levels 4 or 5 in the third year will be excluded from this calculation.
- The calculation excludes Pass/Fail and zero-credit modules, and will take into account the individual credit weighting of each module.
 - In the fourth (MTheol) year, the pass grade is 12 on the postgraduate 15-point grading scale.
- Students may be awarded a Pass with Merit on an MTheol Theology once they have attained all of the above; have attained a rounded average of 6.5 or better in the taught modules (including guided reading modules) and the dissertation/project package at Levels 6 and 7; and have also attained grade(s) of 6 or better specifically for the Level 7 dissertation package.
- Students may be awarded a Pass with Distinction on an MTheol Theology once they have attained all of the above; have attained a rounded average of 3.5 or better in the taught modules (including guided reading modules) and the dissertation/project package at Levels 6 and 7; and have also attained grade(s) of 3 or better specifically for the Level 7 dissertation package.

Postgraduate Certificate (PGCert)

This award can be marked Fail or Pass:

- Students are awarded a Pass on a PGCert Theology once they have attained grade 12 or better in modules worth 60 credits at Level 7.

Postgraduate Diploma (PGDip)

This award can be marked Fail or Pass:

- Students are awarded a Pass on a PGDip Theology once they have attained grade 12 or better in modules worth 120 credits at Level 7.

Master of Arts (MA):

This award can be marked Fail, Pass, Merit or Distinction:

- Students are awarded a Pass on an MA Theology once they have attained grade 12 or better in modules and dissertation(s) worth 180 credits at Level 7, including the required compulsory module(s).
- The final classification of the MA will be based *only* on the grades achieved from **ALL** successfully passed Level 7 modules, and not on grades achieved in any additional modules taken at Levels 4, 5 or 6. The calculation will take into account the individual credit weighting of each module:
 - Students may be awarded a Pass with Merit on an MA Theology if they also obtain a rounded average of 6.5 or better in all taught Level 7 modules (including guided reading modules) and dissertation/project package, and grade(s) of 6 or better for the dissertation/project package.
 - Students may be awarded a Pass with Distinction on an MA Theology if they also obtain a rounded average grade of 3.5 or better in all taught Level 7 modules (including guided reading modules) and dissertation/project package, and grade(s) of 3 or better for the dissertation/project package.



21. Certificates

Certificates of awards are produced by Middlesex University after the results are confirmed by the Assessment Board and include the details of the qualification awarded. Because the awards are validated by Middlesex, the Certificates will be issued by the University and will include the words 'in collaboration with Oak Hill Theological College'. It can take up to four months from the date of the Assessment Board for these certificates to arrive; however, the University makes every effort (usually successfully) to produce them in time for the College's Graduation Ceremony each year.

Graduation

The College holds its own Graduation Ceremony each year, normally in October. At this Ceremony, each student is presented with a formal Certificate and Diploma Supplement. Students will be invited to attend the first available College Graduation Ceremony immediately after the Assessment Board meeting at which their qualification is conferred. Students who are unable to attend will have their Certificates and Diploma Supplements posted to them (to an address which they will have been asked to confirm). Students who have outstanding tuition fee debts may not attend the Ceremony unless all debts have been paid by a specified deadline. If the debts are cleared after this deadline, a student's Certificate and Diploma Supplement will be posted to them. It will not normally be possible to defer attendance to a subsequent Graduation Ceremony unless prior approval has been granted, and only in exceptional circumstances. Such requests for deferral should be submitted in the first instance to Clare Osborne, Admissions & Internal Communications Manager, who will liaise with the Vice-Principal (David Shaw).



22. Academic Records and Diploma Supplements

At the beginning of each semester, students will be sent an Academic Record statement which lists the modules taken to date as well as those being taken during the current academic year. Students are also welcome to request an Academic Record at other times, e.g., to support a funding request or job application.

All current students leaving College with an award will automatically receive a Diploma Supplement, verified by the University, which will identify Oak Hill as the institution at which the award was studied. The Diploma Supplement will list all the modules taken, the grades achieved, and the qualification awarded. It will also include information on the nature, level, context, content and status of the programme. This is to help employers or other Higher Education Providers understand more about the award, in addition to the final outcome.



Former students ('Old Oaks') are welcome to request an additional Diploma Supplement (or Transcript for students who left the College before 2011): there is an administrative charge for this of £40 (£60 for students who left the College before 2001). The College aims to maintain academic records indefinitely.



Section F: Quality Assurance and Enhancement

1. Methods of Assuring Quality

The terms *quality assurance*, *enhancement*, *academic quality* and *academic standards* may be unfamiliar, and students may feel that such matters have little to do with them; however, these terms are very important to students and their programmes:

- *Quality* relates to how well Oak Hill College and Middlesex University support students in their learning, and covers the following areas: teaching, support, resources and assessment.
- *Standards* refer to the level of achievement students need to succeed on their programme and complete their qualification. Standards should not vary from one HE Provider to another.
- Having both *quality* and *standards* means that students (and everyone else) can have confidence in our programmes and in the education provided.

Quality assurance is therefore about maintaining academic standards and ensuring that students have the best possible learning experience at Oak Hill College. Quality enhancement refers to the way that the College works both strategically and systematically to continually review and improve quality and standards. There are various elements involved in this activity, including:

- *Programme Approval and Validation*: The process that all programmes must go through before they are allowed to run;
- *Programme Review*: A six-yearly process which evaluates programme performance since validation/the last review and ensures that validated programmes remain current;
- *Educational Monitoring and Enhancement Reports (EMERs)*: Annual reports on aspects of programme performance (e.g., outcomes, continuation, completion);
- *External Examining*: Independent moderation which helps to ensure that academic standards are being met and that programmes are comparable nationally; and
- *Student Feedback and Representation*: This includes surveys (at both module and programme level), Courses Evaluation Committee meetings and general student representation.

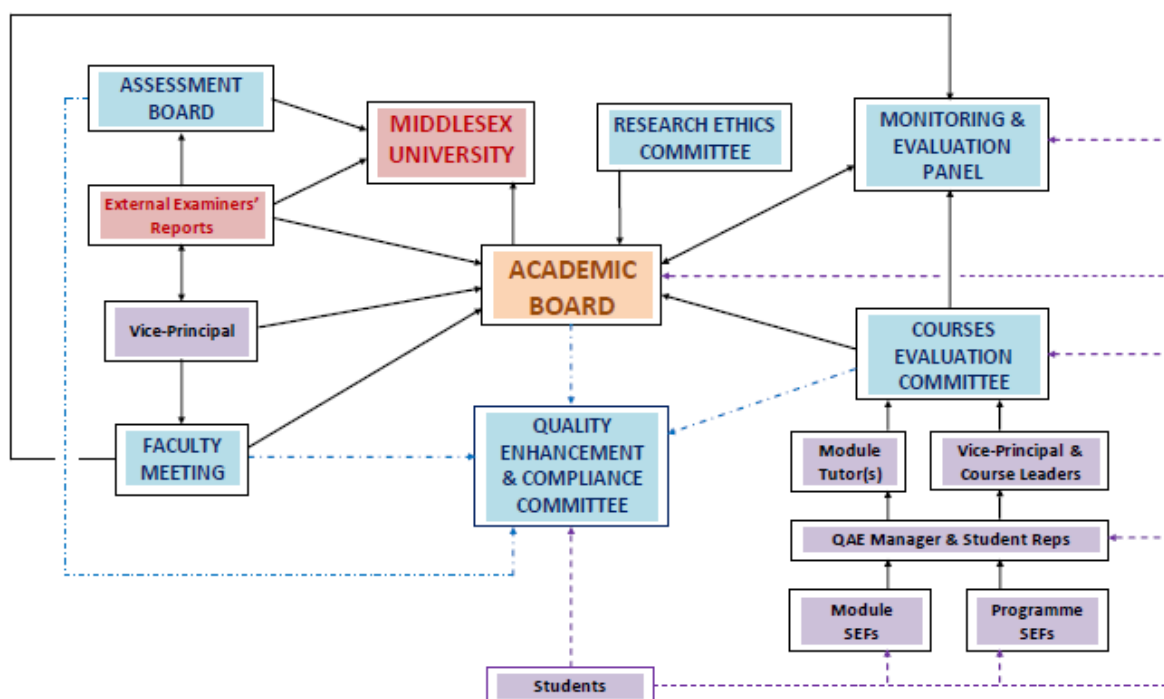
The diagram below (p.85) serves to illustrate the way in which the various individuals and groups which are involved in the College's quality assurance and enhancement processes interact with one another at a formal level. Internal quality assurance processes are overseen by the College's Academic Board with involvement from the Assessment Board, the Courses Evaluation Committee, the Quality Enhancement & Compliance Committee, the Monitoring and Evaluation Panel and the Faculty. Students are involved in these processes, and regularly attend meetings of the Academic Board and Courses Evaluation Committee. They are also represented on the Quality Enhancement & Compliance Committee and meet regularly with the Leadership Team and College Council.



2. How to Enhance Your Programme

As well as talking to Module Tutors or Course Directors about any issues, there are other ways in which students can feed back and help to enhance the quality of their programmes.

The College encourages students to give feedback, written or oral, formal or informal, on any aspect of their academic programme or College experience. Some *formal* methods of feedback are set out below, along with some specified forums for raising student concerns. Students are also welcome to provide feedback *informally* at any time, either to the module tutor or via the Student Academic Rep.



Student Representation

The College seeks to make use of student input as much as possible at all levels of the quality assurance and enhancement process.

With respect to *academic matters*, Student Representatives are elected each year towards the end of the Spring Term. There are Representatives for each year of study, a dedicated Representative for part-time students, and an overarching Student Academic Representative (who is also a member of the SCR Committee). Together, they work with students and staff to secure feedback on what is good and what needs improving within the College's programmes; ensure that the student voice is heard; and collaborate with staff to create the best possible student experience.

To facilitate this, the Student Representatives are members of various academic committees in College, including the Courses Evaluation Committee (where modules and programmes are specifically discussed) and the Academic Board. They are responsible both for representing the views of students on each of the College's programmes and for assisting with the provision of feedback on meetings which they attend. Details of the Student Representatives for each year can be found by visiting the *Acorn-Study/Quality-Assurance-Enhancement* page on Acorn.

In addition to this, students are also represented on the College Council (through the Chair and Vice-Chair of the SCR), on the Monitoring & Evaluation Panel (with membership as required by the issue at hand), and on the Quality Enhancement & Compliance Committee (through the Student Academic Representative). The Chair and Vice-Chair of the SCR also meet regularly with members of the Leadership Team to share information and updates.

The Student Feedback Cycle

Student feedback is very important to us as we try to ensure that modules and programmes are as well suited as possible both to the needs of students and to the needs of the local churches and communities that you and we aim to serve.

At certain times during the year, students are asked to give feedback by completing Student Evaluation Forms (SEFs). Module SEFs are completed by all students on a given module at the end of the semester(s) in which it runs; they are distributed during the last week of classes each semester for each module by the Quality Assurance & Enhancement Manager. Thereafter:

- The SEFs are returned to the Quality Assurance & Enhancement Manager: if at least 25% of the class have returned them, the QAE Manager reviews the feedback and summarises it onto the appropriate sections of a Module Report Form (MRF);
- The Student Rep Team also reviews the SEFs and MRFs to pick out any significant trends/themes and to draw out examples of good practice to share more widely;
- The module tutor then reads the SEFs (together with the MRF if one has been written) with a view to harnessing any good suggestions for improving modules; the tutor responds to the comments made on the remaining sections of the MRF (where appropriate);
- Modules for which MRFs have been written may be discussed by the Courses Evaluation Committee, either in terms of areas for improvement or with respect to good practice.

In addition to the Module SEFs, there is also a Programme SEF which students are invited to complete and submit at the end of every year that they attend College. The findings from these Programme SEFs help to inform the preparation of an Annual Review, and are discussed during the first Courses Evaluation Committee of the following academic year.

The College's SEFs are designed to allow students to express their opinion of every aspect of a module or programme, and help the Vice-Principals, Course Directors and Faculty to determine what is going well as well as how learning, teaching and assessment could be enhanced. SEFs also play an important role in the wider task of programme monitoring and can often result in significant changes when programmes are submitted for six-yearly review. For example, as part of the Postgraduate Programmes Review in February 2022, feedback received at module and programme level since Autumn 2016 provided an important reference point for shaping the new awards.

While we cannot, of course, make every change that we are asked for (not least because of restrictions on the amount of change that is permissible between six-yearly validations/reviews), we greatly value the feedback given to us and take it into account wherever possible: so please do take the time to complete Module and Programme SEFs when asked to do so.

Courses Evaluation Committee

The CEC is the equivalent of the University's 'Programme Voice Group' and is one of the main formal channels of communication between staff and students. It provides a forum in which students (through their Student Representatives) and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student learning experience. Students and staff should note that they *will not* be penalised in any way for raising issues at a meeting of the CEC.

The CEC meets once per semester to review the teaching and learning of the previous semester: meetings are arranged by the Quality Assurance & Enhancement Manager and the dates are

published on the *Acorn-Study/Quality-Assurance-Enhancement* page on Acorn. Reminders about each meeting are also posted two weeks in advance on the Academic and Staff Noticeboards.

The 'module review' element of the CEC agenda is set by the Student Rep Team, based on the feedback emerging from the most recent SEF cycle; other agenda items (particularly during the first meeting of the academic year) include reports from Course Directors and comparisons with external surveys, such as the National Student Survey. The Committee comprises the Vice-Principal (Matthew Sleeman, Chair), Course Directors, Faculty, Student Reps, University and Institution Link Tutors, the Quality Assurance & Enhancement Manager, the Marketing & Digital Communication Officer and the College Librarian. After each meeting, the Student Academic Rep sends an email to the entire student body, along with a summary of all the planned changes to modules arising (wholly or in part) from the feedback process: this is also uploaded to the *Acorn-Study/Quality-Assurance-Enhancement* page on Acorn once it has been distributed.



3. Other Boards and Committees

Academic Board

The Academic Board is the main decision-making body of the College as far as all matters academic are concerned, and is the focus of quality assurance within the College's structures. As such, it has overall responsibility for assuring and monitoring the standard of awards and the quality of the student experience. The Board meets three or four times a year (minimally once per semester, and once at the beginning of the summer break) and can also be summoned for extraordinary meetings at other times should the need arise. Generally speaking, the Board:

- Will consider all proposed changes to academic modules or programmes;
- Can appoint the Monitoring & Evaluation Panel for particular short-term projects;
- Will discuss issues relating to quality assurance and any related academic matters which are raised at regular Faculty Meetings;
- Will discuss academic matters relating to the quality and standard of the courses which arise from meetings of the Assessment Board.

Board members include the Vice-Principal (Matthew Sleeman, Chair) and Course Directors, Faculty, the College Librarian, the University and Institution Link Tutors, Student Representatives, and other academic administrative staff involved in the delivery of modules and programmes.

Monitoring & Evaluation Panel

The Monitoring & Evaluation Panel is not a standing committee, but meets at the request of the Academic Board for a fixed period to examine independently a particular issue that the Board has identified. The Vice-Principal (Matthew Sleeman) will convene the Panel when it is called upon, and the Quality Assurance & Enhancement Manager will act as its Officer; together, they will ensure that staff and student involvement is appropriate for the issue under discussion.

Assessment Board

The Assessment Board meets twice a year (at the end of each semester) and ratifies the results of all of the assessment for each module, all marks having been subject to moderation by three External Examiners (one for each area of study). During the Semester 2 meeting, the Board receives reports from the Examiners on the quality and standard of the qualifications offered by the College; these

reports (and responses from the College) are submitted to the University, and are then discussed by the Academic Board: they are normally published for students after the Academic Board meeting in Semester 1 of the following academic year. Further information about the work of the Assessment Board can be found on pp.75-76.

Quality Enhancement & Compliance Committee

The Quality Enhancement & Compliance Committee is concerned with the maintenance of academic standards at all levels of the College's provision; with the continuous and systematic enhancement of the quality of student learning opportunities; and with the quality of the published information produced by the College. It provides a forum for the discussion of developments in academic quality assurance (whether internally-driven or externally-mandated); for the consideration of aspects of institutional compliance (for example in terms of the College's relationship with the University); and for the dissemination of relevant information and examples of good practice within the College community. The Committee comprises members of the Leadership Team, the College's Academic Administration Team and the SCR Committee, and meets twice a year (once per semester).

Research Ethics Committee

The Research Ethics Committee meets three times a year to consider a range of issues: a major focus is the review of applications from students who wish to carry out research towards a dissertation or project which involves human subjects (for example interviews or surveys); the Committee also oversees the annual review and roll-out of Ethics Declaration Forms for modules which incorporate an element of fieldwork (such as an interview with a member of another faith or with children/young people). Any queries about the work of the Research Ethics Committee should be directed towards the Officer (the Quality Assurance & Enhancement Manager) in the first instance.

Faculty Meeting

During term time, the College's teaching and academic administrative staff meet together on a regular basis to discuss day to day matters arising in the academic life of the College. Items relating to the quality and standards of the programmes which are raised at Academic Board, Assessment Board and the Courses Evaluation Committee are sometimes referred to the Faculty Meeting for more in-depth exploration, and are then referred back to the relevant Board or Committee in due course. From time to time, the Faculty Meeting will be devoted to activities which provide an element of Continuing Professional Development for teaching staff: examples might include a text that the Faculty will study together or an opportunity for one member of staff to share some good practice.



4. Staff Development and Appraisal

The College has a number of policies and procedures in place to ensure that staff are well trained and are able to contribute towards the provision of an excellent learning environment for students. The following are part and parcel of these procedures.

Staff Induction

The induction of new staff proceeds on a case-by-case basis depending on prior experience, expertise and the parameters of the role. The induction is the responsibility of the relevant line manager (in the case of Faculty, this responsibility will be undertaken by the Vice-Principal, Matthew Sleeman).

All staff are given access to the Staff Hub and to the relevant (student) handbooks; in addition, depending on when they are appointed, they may take part in the next Welcome Week as an orientation exercise. New Faculty are allocated a colleague who acts as their mentor, and their marking is fully double-marked for at least their first year.

Staff Development and Appraisal

For Faculty, staff development and appraisal are underpinned by a system of ongoing, regular meetings with one of the Vice-Principals, and an Annual Appraisal towards the end of Semester 2. Annual Appraisals are conducted by the Vice Principal (Matthew Sleeman) for Faculty and the relevant line manager for all other staff.

All staff are encouraged to identify means by which they could develop, including attendance at courses and conferences; there is also provision for Faculty to take (normally) one semester's worth of study leave on a rota basis (with approval being sought from the Leadership Team and College Council) and/or to undertake professional development in the form of a PGCHE, Fellowship through AdvanceHE, or another relevant activity. At a more day to day level, the Faculty routinely share examples of best practice at their regular Faculty Meetings (as described above); teaching staff are also required to engage in peer observation of each other's classes during the year and may also be observed by the Vice-Principals during that time.

Staff Absences/Disruption to Teaching Programmes

Inevitably, staff absence (e.g., through illness) will occasionally disrupt teaching. Where possible, the College will alert students of disruption to the day's teaching programme sufficiently in advance that unnecessary travel is avoided. Compensation takes the form of set reading, handouts etc. Financial compensation is not offered.



5. Programme Planning: Validation, Review and Closure

Programme planning involves the identification of possible new programmes (or sets of programmes); their validation and subsequent review in conjunction with Middlesex University; and, from time to time, their eventual closure.

In terms of new provision, the College will initially identify a potential new subject area, normally through active research among students, alumni, closely linked churches, and other stakeholders. Any potential new subject area will need to conform to two basic criteria:

- 1) There must be a demonstrated market demand for the subject;
- 2) The subject must be relevant to the College's overall mission and strategic plan. In practice, this will normally mean that the new programme will integrate the use of existing core modules with specialist modules in the new subject area.

Following a procedure outlined in the College's Manual for Validation & Review (first approved by the Academic Board in 2017), proposals will be discussed by the Council, Finance & General Purposes Committee and Leadership Team with a view to ensuring that appropriate resources (financial or otherwise) are available. Throughout this process, Faculty, teaching staff and other relevant personnel (such as the Librarian, the Academic Administration Team and staff from Admissions) will also be involved in discussions as necessary, and students' views will be taken into consideration by means of focus groups, surveys and a review of recent SEF feedback. At an appropriate time, the

Vice-Principal (Matthew Sleeman), in conjunction with the Quality Assurance & Enhancement Manager and the relevant Course Director(s), will propose the planned new programme to the University's Portfolio Development Committee (PDC), for permission to proceed to validation.

Programme Validation

Validation is the process by which the College, in conjunction with the University, ensures that any new programme is academically sound; i.e., the academic standards are appropriate; the curriculum can deliver to the required standards; learning and teaching methods facilitate achievement of those standards; and the assessment appropriately measures achievement of identified learning outcomes. In addition, validation ensures that adequate subject-specific resources are available.

The process begins approximately two years in advance of the programme's intended start date with the development of a proposal for submission to the University's PDC. Once the PDC has approved the proposal, planning and development of the validation event and paperwork can begin in earnest. The College aims not to hold validation events after the end of December in any academic year. This is to ensure adequate time for reporting on the outcome of the event, meeting any conditions and/or recommendations set by the Validation Panel, and implementing the new programmes. For a September start, all validation conditions must have been addressed by the end of the previous July, and the report showing this must have been sent to the University's Head of Academic Quality by that date. Once a programme has been approved, it is normally incorporated within the College's six-yearly review cycle, as set out below.

As a Validated Partner of the University, the College's processes follow the University's *Learning Quality Enhancement Handbook* (specifically Section 3 which can be found on the University website at: <https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook>) as well as our own Manual for Validation & Review. Students are engaged in this process at a number of points, both in terms of programme planning (see above) and with respect to participation in the validation event itself: validation panels will sometimes include a student member, and a group of current students/alumni is usually invited to meet with the panel to discuss current and projected future provision.

Programme Monitoring and Review

The aim of Programme Review is to ensure that programmes continue to be academically sound and to meet the needs of the students to whom they are offered. Reviews will consider:

- The continuing academic soundness of each programme;
- Changes to external reference points such as the QAA Quality Code;
- Changes in student demand, employer expectations and employment opportunities;
- The effect of incremental changes to the programme during the period of validation;
- The effectiveness of mechanisms to assure quality and standards.

The College follows the University's policy of a six-yearly review schedule, and will agree any exceptions to this with the University in advance. Course Director(s), working with the Vice-Principal (Matthew Sleeman) and the Quality Assurance & Enhancement Manager, have a responsibility to monitor changes made to the programmes in between formal reviews and to recommend an early review if this becomes necessary. As with programme validation, students have an important role to play in formal programme reviews, both in terms of preparation (focus groups etc.) and also with respect to participation in the review event itself (either as panel members or as part of a group who will talk to the panel about their experiences of the programme(s) under review).

Outside of the formal review cycle, major and minor changes to existing programmes and their constituent modules are considered and approved by the Academic Board before being referred to the University Law School and (if necessary) the PDC; such changes are made in the context of the College's commitment to continual enhancement and are reported on in the Educational Monitoring & Enhancement Report (EMER). The University has clear guidelines on the extent to which modules and programmes may be changed in between formal reviews; these are laid out in Section 3 of the University's *Learning Quality Enhancement Handbook* (<https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook>) and the underlying principles are also reflected in the College's own Programme Changes Policy (<https://www.oakhill.ac.uk/about-us/policies>). Students who are concerned about possible changes to their programme are welcome to contact the Quality Assurance & Enhancement Manager (Anne Andrews) or the Senior Registrar (Caroline Hinch).

Programme Closure

Closure of a programme or set of programmes is also occasionally a part of programme planning, i.e., ensuring the suitability of the overall academic provision offered by the College. A programme might be put forward for closure because a new programme has superseded it in some way, or because circumstances have changed so that there is no longer a market for the subject; the subject is no longer relevant to the College's overall mission; or there are no longer sufficient resources to ensure its viability. Any closure would be carried out with an 'exit strategy' for affected students (as set out in the College's Student Protection Plan and Programme Changes Policy (both available at: <https://www.oakhill.ac.uk/about-us/policies>) and in consultation with the University Law School and PDC.



6. External Examiners

External Examiners are nominated by the College and then appointed by the University via their Academic Quality Service (AQS). As noted on p.75, External Examiners are subject experts who help to ensure that the awards students receive are comparable to those offered by other higher education institutions.

The College has three External Examiners to reflect the categorisation of the College's modules into three main study areas: Biblical Studies & Languages; Doctrine, History & Culture; and Practical & Pastoral Ministry. Some modules cover more than one area of study and will be assigned to the External Examiner who has the most relevant expertise.

As in all other quality matters, the College's processes and procedures follow the University's *Learning Quality Enhancement Handbook*, in this case Section 4. This can be found on the University website at: <https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook>.



7. Review and Reporting to External Stakeholders

Middlesex University

The College provides the University with an annual report on its academic provision, known as the Educational Monitoring & Enhancement Report (EMER). The Report is authored by the Quality Assurance & Enhancement Manager and the Vice-Principal (Matthew Sleeman) during the Autumn Term, with support from the Senior Registrar and the Admissions Office; it is then submitted to the College's Leadership Team for approval prior to being reviewed by the Academic Board. The University Link Tutor provides a commentary on the report, which includes the following:

- Approval or otherwise of the report as fit for purpose;
- Identification of any major issues which may not have been raised;
- Identification of good practice which may not have been included;
- Recognition and follow up of actions raised to be addressed at University level.

The Church of England

In a similar way, the College also prepares an Annual Self-Evaluation (ASE) for the Church of England, which reflects on the College's formational activity as well as on progress with any recommendations made during its most recent Periodic External Review (in the College's case, March 2022). The report is prepared by the Quality Assurance & Enhancement Manager, working with the Leadership Team, and is submitted to the National Ministry Team in the late autumn following review by an external Quality Advisor (critical friend).



Section G: Key College Policies and Regulations

1. Student Fees Policy

The College charges tuition fees for its programmes, and fees normally increase each year. Details of the fees for particular programmes or modules may be obtained from the Admissions Office; they may also be found on the College website, in the Fee information section of the relevant programme, and also on Acorn (*Acorn-College-Life/Finance-IT-Site/Financial-Information*).

A place on a College programme is offered on the basis of an assurance from the student that the necessary finances have been arranged (or will be forthcoming) for at least the first year of study, plus full disclosure of all relevant information as requested on the Financial Assurances Form (FAF). This process of providing financial assurances is also conducted for each subsequent academic year of study once a student has commenced their programme. This process is intended not just to protect the College's interests, but it also provides peace of mind for students who can enter the academic year knowing that they do not need to undertake significant fundraising at the same time as studying. For continuing students, the date for submitting the FAF will be notified each year; the final date by which a continuing student's FAF needs to be signed off by the College will be notified each year, and is normally in the second half of August. For students applying for a new programme, e.g., a postgraduate programme, an earlier date will be specified when an offer of a place is issued.

For full-time students, and part-time postgraduate students, bills are normally issued at the start of each academic year and are payable in two parts, the first by October and the second by February of that particular academic year. For part-time undergraduate students, bills are normally issued on a semester basis according to the credit rating of the modules taken each semester.

If studying full-time, a student is expected to pay the annual fees to the Finance in two instalments, normally in October and February. Exact dates are specified when the invoice is issued. Part-time students, or Flexible Learners, must pay on presentation of their account. Payment is to be by bank transfer, by cheque, or by debit card. Cheques are to be drawn in Sterling on a UK bank and made payable to Oak Hill College. There may be an interest charge for late payments.

If a student withdraws from the programme after the registration period, no refund will be given for fees except at the discretion of the College. 'Fees' here are to be understood to include all fees due to Oak Hill College in relation to registration, tuition and accommodation. The College has its own Refunds & Compensation Policy, which is available on Acorn (under *Acorn-Study/Policies-Forms*) and on the College website (<https://www.oakhill.ac.uk/about-us/policies>).



Late Payment and/or Payment Difficulties

Students will be expected to pay their fees on time, but will be reminded in advance about the due dates for payment. If a student's personal circumstances change in a sudden and material way after commencing the course so that, through no fault of their own, they cannot pay on time, then they should contact the Finance Office without delay to discuss the problem, bringing with them satisfactory evidence to substantiate their case. A delayed payment plan and pastoral support can then be arranged with the Director of Operations & Finance at the College's discretion.

The College will take firm action against students who fail to pay their fees on time, or within an agreed revised timeframe if one has been arranged. These actions will include, in escalating order: removal of access privileges to College computers, the Library and other facilities; de-registration

from courses; termination of tenancy agreements; use of external debt collectors; and, in extreme cases, legal action. The College also reserves the right to charge additional fees to cover interest and administration costs as a result of non-payment.



College Bursary Fund

The College Bursary Fund is funded by donations from individuals and trusts who wish to support College students through their studies. We offer a number of bursaries to enable a wide range of students to access theological training. College representatives are given discretion to apply appropriate criteria to bursary applications, and College has a duty to disburse bursary funds in a way that meets the aims of the Bursary Fund.

We offer three bursaries:

1. *Closing the Gap Bursaries*: There are two types of *Closing the Gap* bursary, which assist with covering a financial shortfall for students when the majority of their funding has already been sourced elsewhere. Details can be found on Acorn (*Acorn-College-Life/Finance-IT-Site/Financial-Information/College-Bursary-Fund*).
2. *Access Bursary*: Launched in Spring 2021 for applicants to Oak Hill who are female or from Black, Asian or minority ethnic backgrounds or from a low socio-economic background. This bursary covers tuition fees and, if full time, up to 50% of the applicant's living budget.
3. *Partnership Bursary*: Launched in Autumn 2020 for applicants for whom studying at Oak Hill would be their first undergraduate qualification.

More details about the Access and Partnership bursaries may be found on the website at <https://www.oakhill.ac.uk/bursaries-for-students/overview>.



2. Equality and Diversity

Oak Hill College is fully committed to equality and diversity and to treating all members of its community with fairness, dignity, and respect in a manner consistent with the College's Christian ethos and mission. The policy in full may be found at: <https://www.oakhill.ac.uk/about-us/policies>.



3. Harassment

The College is opposed to any form of harassment of any student, member of staff or other employee of the College, or any authorised visitor to the College; in particular this includes demeaning behaviour towards staff or students in a teaching and learning educational context, and includes online behaviour. The College's Code of Conduct, which includes reference to both harassment and misconduct, may be found on Acorn under *Acorn-College Life/Safeguarding-Policies/Safeguarding/Code of Conduct*.



4. Student Misconduct & Discipline Policy

There is a Student Misconduct & Discipline Policy, which all students are expected to be aware of, and abide by: you'll find it on Acorn at *Acorn-Study/Policies & Forms*. Please take time to read it and familiarise yourself with it at the outset of the year.

R 5. Computers Acceptable Use Policy

- 1) Only staff, registered students of Oak Hill College, Library visitors and other authorised users may use the College computing facilities.
- 2) You should not let anyone know your password. If you believe someone knows your password you must change it immediately.
- 3) You must log into the network with the account details that are given to you by the College; you should not use other user account logins to gain access to the network.
- 4) If you leave your workstation for any period of time you should take appropriate action; in particular, you are urged to log off and/or set your screen saver with an appropriate password.
- 5) Users must not attempt to gain access to unauthorised areas of the College network. This includes not accessing or altering any part of the system or administrative areas on the College servers or on the local disk drives of College-provided machines.
- 6) You must not attempt to interfere with the College network or computing and IT equipment.
- 7) Users must not, without specific prior approval from the IT Office, obtain or purchase or download executable (.exe) software as well as music, video or audio material and very large files on to College-owned computers.
- 8) Users may not store files or data on any library computers.
- 9) Users must not copy any of the licensed software installed on the College-provided machines onto other machines.
- 10) All access to the internet is automatically monitored, filtered and logged by the College server 24 hours a day, 7 days a week. This includes the WiFi, Library machines, studies and flats based in the main College building. These logs are subject to continuous review. Under no circumstances should you attempt to circumvent the internet filtering (including the use of Proxy/Anonymizer technology).
- 11) Unauthorised viewing, retrieving or downloading of pornographic material, or any other material which the Trust believes is unsuitable, at any time, is strictly prohibited and constitutes gross misconduct. In this connection it is recognised that there may be an occasion when dubious sites are viewed for legitimate research. In this case, a student member must inform an appropriate member of staff of the nature and time of the research prior to the event. Staff members are also advised, in their own interest, to inform a colleague prior to their use of the web for such research. In any event, no sites should ever be accessed which contravene the Obscene Publications Act, any Child Protection legislation or any other illegal sites.
- 12) The College IT system has a website blocking and user logging system that will prevent access to websites that might be promoting terrorist activity, among other things. The IT Officer is sent a weekly report showing the number of attempts to access blocked sites by category, and a log of user(s) responsible for the attempts will be available to him should investigation be required of repeated attempts to access blocked sites. The current list of blocked categories includes:

Adult Pornography	Porn sites, Nudity sites, Erotic sites
Hacking, Keyloggers & Monitoring	Proxy avoid and anonymisers Malware, Spyware and Adware

	Causing denial of service attack Botnet, spam-bot and spam URLs
Illegal	Phishing and other frauds Gambling, cult and occult sites Stealing valuable information
Terrorism	Weapons and arms-dealing sites Violence Hate and racism Questionable sites

- 13) During office hours, the College network should not be used for non-teaching related video streaming or similar activities which may use excessive bandwidth.
- 14) The College will not accept offensive or blasphemous behaviour in online communications. Any email message that is abusive, discriminatory on grounds of race, sex or disability, defamatory, or blasphemous is not permitted. Use of the email system in this way constitutes gross misconduct. You should be aware that emails are disclosed as evidence in court proceedings and even if they are deleted, a copy may exist on a back-up system or other storage areas.
- 15) The College Computer Service operates within the framework of the appropriate government legislation. Users should familiarise themselves with the following:
 - United Kingdom Computer Misuse Act 1990
 - United Kingdom Data Protection Act 2018
 - United Kingdom Regulation of Investigatory Powers Act 2000
 - United Kingdom Human Rights Act 1998
 - United Kingdom Protection from Harassment Act 1997
 - United Kingdom Defamation Act 1996
 - United Kingdom Obscene Publication Act 1959
 - United Kingdom Protection of Children Act 1988
 - United Kingdom Criminal Justice Act 1988
- 16) Before any computer is connected to the network, the user must ensure that the computer host name is set to identify the user name clearly within it (e.g., JohnSmith@study).
- 17) If you use a PC on the College network, whether in a flat or study, please ensure that everyone who is going to use it is familiar with and understands the contents of this policy. Please note that as the principal user you will be responsible for any abuse on or via your computer.
- 18) Under no circumstances shall a user introduce and plug into the College network a router/access point or modem or any other device that is capable of forwarding data packets along a network without first contacting the IT Office. If the device is allowed, one of the IT team will then configure the device correctly so that it does not interfere with the College network.
- 19) Under no circumstances should any College-owned hardware (mice, keyboards, monitors etc.) be damaged, unplugged or tampered with.

Last Updated: August 2022

R 6. Academic Integrity & Poor Academic Practice Policy & Procedures

Oak Hill College is committed to ensuring that the College's Christian ethos underpins every aspect of its academic provision and operations to ensure the highest possible standards of learning, decision-making and accountability. As well as being academically responsible, this is also an example of practical godliness, ensuring that students honour the Lord Jesus Christ in all of their activities in their time at College.

The College's Academic Integrity & Poor Academic Practice Policy & Procedures can be found on Acorn under *Acorn-Study/Policies-Forms*. If you have any queries about the policy, please do not hesitate to contact Caroline Hinch (carolineh@oakhill.ac.uk) or Matthew Sleeman (matthews@oakhill.ac.uk).

R 7. Academic Appeals Policy & Procedures

An academic appeal is a request from a student for a re-consideration of a decision made by an Assessment Board. Any student who is dissatisfied with their published assessment result, including provisional assessment results not yet ratified by an Assessment Board at which External Examiners were present, may ask the Assessment Board to reconsider its decision if they have good reason to believe that:

- There are extenuating or mitigating circumstances where, for good reason, the Assessment Board was not made aware of a significant factor relating to the assessment of a student when it made its original decision; and/or
- There was a material error, either in the conduct of the assessment itself or in the proceedings of the Assessment Board, which significantly affected the Assessment Board's decision; and/or
- There are grounds for an appeal under the Academic Integrity Policy.

The College's Academic Appeals Policy & Procedures can be found on Acorn under *Acorn-Study/Policies-Forms* and on the College's website at: <https://www.oakhill.ac.uk/about-us/policies>. If you have any queries about the policy, or about how to make an academic appeal, please do not hesitate to contact Caroline Hinch (carolineh@oakhill.ac.uk).

R 8. Student Complaints & Grievance Policy & Procedures

The College is committed to providing a high-quality experience for each student and encourages students to highlight any causes for concern. These Student Complaints & Grievance Procedures therefore exist to enable students to raise and make complaints about such matters. They seek to ensure that complaints made by students are treated seriously and, if found to be valid, are acted upon to ensure that the interests of students are protected as far as it is possible for the College to do so. The Student Complaints & Grievance Policy & Procedures can be found on Acorn under *Acorn-Study/Policies-Forms* and on the College's website at: <https://www.oakhill.ac.uk/about-us/policies>. If you have any queries about the policy, or would like to discuss a matter of concern, please do not hesitate to contact Caroline Hinch (carolineh@oakhill.ac.uk).



9. Contingency Planning and Student Protection

Oak Hill College and Middlesex University have agreed a Contingency Plan, which will come into force only in extreme and unforeseen circumstances which render the College unable to teach out its programmes, e.g., loss of a significant proportion of the College's Faculty.

In a similar vein, the College also has a Student Protection Plan which assesses the range of risks to continuation of study for the College's students and sets out the measures that have been put in place to mitigate those risks – in other words, it explains how students will be enabled to complete their programmes of study in certain defined sets of circumstances (such as financial insolvency or major damage to the College's estate) or, in the worst case scenario, how they will be offered assistance to transfer to an alternative provider. The Student Protection Plan is accompanied by a Refunds & Compensation Policy and a Student Transfer Policy.

The aim of all of these documents is to provide a degree of security for students who can be assured that they will be able to complete their programmes (or an equivalent at another provider) even in a contingency situation. Details of the Contingency Plan are available on request from the Senior Registrar (Caroline Hinch at carolineh@oakhill.ac.uk), while the Student Protection Plan, the Refunds & Compensation Policy and the Student Transfer Policy may be found on the College website (<https://www.oakhill.ac.uk/about-us/policies>) and on Acorn under *Acorn-Study/Policies-Forms*.



Section H: Glossary and Abbreviations

1. Glossary of Useful Terms

The **Academic Board** is responsible for academic policy, planning and supervision, and for assuring and monitoring the standard of the College's programmes and the quality of the student experience. All proposed changes to modules and programmes will be considered by the Academic Board before referral to the University for final approval.

An **Academic Record** (formerly Statement of Attainment) lists the modules taken to date as well as those being taken during the current academic year. A copy of the Record will be emailed to students at the beginning of each semester and can be requested at other times from the Academic Office.

Acorn (the College's **Virtual Learning Environment**) brings together information about the College and its community; it is also used to provide information about studying at Oak Hill and forms the gateway for access to the learning materials for each individual module. There are four main 'Hubs' on Acorn: the Learning Hub; the Resources Hub; the Info Hub; and the Staff Hub.

The **Assessment Board** meets at the end of each semester, and ratifies the results of assessment for each module, and the classification and conferment of awards, at its own discretion; it receives reports from three External Examiners (one for each study area) at its summer meeting.

Auditors (Flexible Learners and Spouses) access the learning of a particular module, but do not complete assessments and do not receive any credit for the module. In class, Flexible Learners who are auditing may choose simply to listen to lectures and discussions or to participate, at the tutor's discretion and invitation, in classroom discussions and seminars. *Spouses only* may alternatively choose to audit a module by listening to recordings instead of attending classes (referred to as 'VLE Auditing'): these recordings are made available on Acorn; once they have selected their mode of auditing, they must continue with the same mode until the end of the module. Flexible Learners who are Oak Hill alumni also have the option of VLE Auditing for designated modules. Depending on the nature of the modules, auditors may be asked to complete assigned readings before each class: some learning materials are made available via Acorn; however, auditors should note that they do not automatically have access to the College's Library (although they have the option of joining the Library for a fee).

A **Compulsory Module** is a module which must be passed in order to complete a qualification.

The **Coursework Submission Template** is a .dot file which is available on Acorn and which has been set up according to the College's standard essay formatting guidelines. The header on the first page of the template provides space for students to enter the module code and title; the assessment type, title and option number; the maximum word limit; and the word count. Students should either use the template itself or follow its format for *all assessment submissions* unless specified otherwise on the assessment page within the Learning Hub (e.g., some placement/ministry experience portfolios and dissertations/projects follow a different format).

The **Coursework Deadline Date** is the latest submission date a tutor can set during a given semester for a piece of assessed work.

The **Courses Evaluation Committee** meets once per semester, and draws on information from Student Evaluation Forms (SEFs) to review individual modules (from the preceding semester) and entire programmes (from the preceding year). The 'module review' part of the agenda for each

meeting is set by the Student Representatives, who review all of the feedback received each semester/academic year. At relevant points in the year, the Committee will also consider results in comparison with external data sets (such as National Student Survey results).

Creditors (Flexible Learners and Spouses): Crediting gives the opportunity to engage more deeply and consolidate learning by completing module assessments, but without being registered for a formal programme. Creditors attend all lectures, participate in classroom discussion and seminars, undertake all the assessment(s) for the module and receive a mark and feedback at the end; upon successful completion of the module, Creditors also receive nationally recognised transferable credits and an Academic Record. Creditors automatically have library access for the duration of the semester(s) in which their module runs.

A **Curriculum Map** demonstrates the way in which the individual modules which make up a programme address that programme's Learning Outcomes. Curriculum Maps for all of the College's awards can be found on the College website (<https://www.oakhill.ac.uk/study-with-us/programmes>) as well as on Acorn under *Acorn-Study/Programmes-Info/Programme-Specifications-Curriculum-Maps*.

Diploma Supplements are given to all students on completion of their programme, and list all of the modules taken, the grades achieved, and the qualification awarded. They also include information on the nature, level, context, content and status of each programme.

One **External Examiner** is appointed by Middlesex University for each area of study at the College (currently Biblical Studies & Languages; Doctrine, History & Culture; and Practical & Pastoral Ministry). Twice a year, the External Examiners sample the assessed work for the modules offered during the year and discuss the results with relevant tutors; they are members of the Assessment Board and feed back to the Board about academic standards at the College.

Faculty Meeting takes place regularly during term time, and provides a forum for the Faculty and other staff to meet together and discuss matters of importance.

Fellowship Groups are made up of full-time students and provide pastoral support and fellowship for students during their time at College. Each group is led by a member of the Faculty, who acts as personal tutor.

Each Module Narrative includes a **Learning Materials** list: this is not exhaustive, but serves rather to indicate some of the principal texts which may be referred to during the module. Students will not be expected to purchase texts from these lists unless specifically directed to do so by means of the Required Texts List, issued with the Module Choice Forms during Semester 2 (see below).

A **Module Assessment Package (MAP)** is the collective term for all of the assignments and pieces of work which a student must complete in order to pass a module. Tutors publish Module Assessment information for each module every year on the Learning Hub. An outline of the assessment package for each module is also provided as part of the Module Narrative (available on Acorn under *Acorn-Study/Programme-Info/Module Narratives*).

Module Choice Forms are issued to students during each year of their programme. Once a full-time student has made their module choices on the form for the year, their form can be checked by their personal tutor and then submitted to the Academic Office; part-time students may discuss their programmes with the College President or the Academic Office. Students who additionally audit or over-credit modules will need to have their form signed by their personal tutor or the President before it is submitted to the Academic Office.

Module Choice Amendment Forms allow students to change their selection of modules after their Module Choice Form has been submitted. A student may add or drop a particular module at any time up until the end of the second week of the first semester in which the module in question is running (or up until the end of the first day of teaching for Summer Intensive modules). For spouses, in-class audited modules may be cancelled, or VLE-audited modules can be added, up to the same date. (Please note that different regulations apply to dissertations and projects: please see pp.46-53 for more details.) Students who wish to add modules for audit or for credit will need their personal tutor (full-time students) or the College President (part-time students) to sign the amendment form before it is submitted to the Academic Office.

Module Narratives outline, for each module, the intended aims and objectives; the threshold learning outcomes; the learning, teaching and assessment strategy; the assessment package; the hours of study per week; and a learning materials list (see above).

The **Module Offerings List** is published early in the preceding year and outlines which modules will be available during the coming academic year at each level of study. Students should refer to the Module Offerings List when completing their Module Choice Forms.

A **Module Report Form** is completed by the Quality Assurance & Enhancement Manager for each module at the end of the semester(s) in which it has run. The Form brings together all of the comments made by students on their Student Evaluation Forms (see below) and is used by the Student Representatives to identify whether there are matters of concern which need to be addressed by the Courses Evaluation Committee, or examples of good practice to share.

The **Monitoring and Evaluation Panel** is called into being on an *ad hoc* basis by the Academic Board to complete a particular task on its behalf. When called, the Panel is convened by the Vice-Principal (Matthew Sleeman) who, with assistance from the Quality Assurance & Enhancement Manager, will ensure that representation is appropriate to the task in hand.

An **Option Module** is a module which may be chosen from a group of modules offered each year; students will have to choose and pass a certain number of option modules to complete their qualification, in addition to the compulsory modules.

Programme Learning Outcomes comprise all of the skills and knowledge that a student should be able to acquire through taking a particular programme at the College. They are listed in the Programme Specifications and associated Curriculum Maps, which may be found on Acorn under *Acorn-Study/Programmes-Info/Programme-Specifications-Curriculum-Maps* as well as on the College website (<https://www.oakhill.ac.uk/study-with-us/programmes>).

Programme SEFs give students an opportunity to comment on every aspect of their programme of study at the end of each academic year. They are collected together and reviewed by the Quality Assurance & Enhancement Manager and the relevant Course Directors, after which a formal response/review of the year will be published on the *Quality-Assurance-Enhancement* Acorn page.

Programme Specifications outline the structure, constituent modules, admissions requirements and learning outcomes of each programme offered by the College. Each Specification is accompanied by a Curriculum Map (see above).

The **Required Texts List** sets out clearly the texts that students are strongly advised to buy if they are going to take a particular compulsory or option module – these will be texts which are fundamental

to the module or which are likely to be particularly beneficial both during and after College. The list is normally issued during Semester 2, with the Module Choice Forms for the following academic year.

Student Evaluation Forms (SEFs) give students an opportunity to comment on every aspect of each module that they study during their time at the College. SEFs are issued at the end of every semester by the Quality Assurance & Enhancement Manager, and the results are discussed by the Courses Evaluation Committee the following semester.

A **Student Number** is a unique six-digit number which is given to each student at the commencement of their period of study, and which is used throughout their time at College.

Student Rep(resentative)s are elected by the student body and attend meetings of the Academic Board and Courses Evaluation Committee on the students' behalf. They are led by the Student Academic Representative, who works closely with the Quality Assurance & Enhancement Manager. Details of the current Student Reps for each level and mode of study can be found on Acorn under *Acorn-Study/Quality-Assurance-Enhancement*.

Threshold Learning Outcomes comprise all of the skills and knowledge that a student should be able to acquire through taking a particular module at the College. They are listed in the Module Narratives, which may be found on Acorn under *Acorn-Study/Programmes-Info/Module Narratives*.



2. List of Abbreviations

The following are abbreviations which may appear in College documentation, or which are commonly used by both students and staff. There is no need to learn these, but this list will hopefully prove useful for reference!

AcB	Academic Board
AR	Academic Record
AsB	Assessment Board
BA (Hons)	Bachelor of Arts (Honours)
CDD	Coursework Deadline Date
CEC	Courses Evaluation Committee
CertHE	Certificate of Higher Education
DfE	Department for Education (UK Government)
DipHE	Diploma of Higher Education
DSA	Disabled Students' Allowance
ECTS	European Credit Transfer & Accumulation System
EE	External Examiner
FAF	Financial Assurances Form
FcM	Faculty Meeting
FHEQ	(QAA) Framework for Higher Education Qualifications
IHE	Independent Higher Education
ISIC	International Student Identity Card
LTA	Learning, Teaching & Assessment (Strategy)
MA	Master of Arts
MCF	Module Choice Form
MEP	Monitoring & Evaluation Panel
MRF	Module Report Form
MTheol	Master in Theology

MU	Middlesex University
NSS	National Student Survey
NUS	National Union of Students
OfS	Office for Students
OIA	Office of the Independent Adjudicator
PDP	Personal Development Plan
PGCert	Postgraduate Certificate
PGDip	Postgraduate Diploma
PLO	Programme Learning Outcome
REC	Research Ethics Committee
QAA	Quality Assurance Agency for Higher Education
QECC	Quality Enhancement & Compliance Committee
S1	Semester 1
S2	Semester 2
SCR	Student Common Room (Committee)
SEF	Student Evaluation Form
SpLD	Specific Learning Difficulty
SFE	Student Finance England
SLC	Student Loans Company
TLO	Threshold Learning Outcome
UKVI	UK Visas & Immigration