

Regulations & Procedures Handbook 2018-19

CertHE, FdA and BA (Hons) Theology with specialisms in:

- Theological & Pastoral Studies (TPS)
- Theology for Crossing Cultures (TCC)
- Theology & Praxis for Children's & Youth Ministry (TCY)

MTheol Theology with specialisms in:

- Theological & Pastoral Studies (TPS)
- Theology for Crossing Cultures (TCC)

PGCert, PGDip and MA Theology

Validated by Middlesex University, London, UK

Programme Leaders: Dr Dan Strange (College Director) and Dr Brad Bitner (Acting Academic Dean)

Institutional Link Tutors: Caroline Hinch (Senior Registrar) and Carol Hill (Academic Registrar)

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

Information in Alternative Formats

This Handbook can be found online on the College's Virtual Learning Environment (VLE) under *Academic Life/Handbooks (Full Text)*. Useful extracts from it (such as information about Coursework, Exams and Extensions) can be found under *Academic Life/Handbooks (Quick Ref)*.

If you have a disability or a specific learning difficulty which makes reading this handbook or navigating our VLE difficult and you would like to receive information in an alternative format, please contact the Academic Registrar and Disabilities Officer, Carol Hill, at carolh@oakhill.ac.uk. We can supply sections from this publication in a number of alternative formats including:

- an electronic Word document with enlarged type
- 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 Student Handbook

The purpose of this Handbook is to introduce students to their programme of study and to direct them 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 very 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 2018); 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.

R **The University Regulations**

Oak Hill College is an Enhanced 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. This Handbook must therefore be read in conjunction with the Middlesex University Regulations, which are available online at www.mdx.ac.uk/regulations.

CONTENTS

SECTION A: INTRODUCTION & WELCOME	3
Introduction to Oak Hill College	3
Introduction to Middlesex University	4
Introduction to the Middlesex University School of Law	5
Introduction to Other External Bodies	5
SECTION B: KEY CONTACTS	7
Teaching Staff	7
Non-Teaching Staff	8
Email and Other Means of Communication	11
Use of Personal Data	12
SECTION C: STUDENT RESPONSIBILITIES & SUPPORT	13
Student Responsibilities	13
Academic Support	14
Other Support Services	17
NUS and ISIC Cards	18
SECTION D: STUDYING AT OAK HILL	20
Enrolment	20
Attendance Requirements	20
Changing Modes of Study	23
Withdrawal from Study at College	23
Temporary Interruption of Study	24
Academic Calendar	25
Timetable and Assessment Information	26
Learning Resources	27
Registering for Modules	28
Exemptions from Modules	30
Employability	30
SECTION E: LEARNING, TEACHING & ASSESSMENT	32
Learning, Teaching and Assessment Methods	32
Standard Essay Formatting	33
Coursework Deadlines	34
Coursework Submission	34
Dissertations & Projects	38
Arrangements for Exams	43
Coursework and Penalties	45
Deferral of Assessment: Coursework (including Placement Reports)	48
Deferral of Assessment: Procedure for Exams	50
Failure of Assessed Work, including Failure to Submit	50
Marking and Sample-/Double-Marking	51
Anonymous Marking	51
Grading Scales and Marking Criteria	52
The Assessment Board and External Examiner System	60
Feedback on Assessment	60
Publication of Results	61
Progression and Achievement	62
Mapping for Progression to Year 3 of the MTheol	62
Awards and Classification Criteria	62

Credit Accumulation Statements for Oak Hill Awards	65
Certificates	66
Statements of Attainment and Diploma Supplements	66
SECTION F: QUALITY ASSURANCE & ENHANCEMENT	67
Methods of Assuring Quality	67
How to Enhance Your Programme	68
Other Boards and Committees	69
Staff Development and Appraisal	71
Programme Planning: Validation, Review and Closure	72
External Examiners	73
Review and Reporting to External Stakeholders	74
SECTION G: KEY COLLEGE POLICIES & REGULATIONS	75
Student Fees Policy	75
Equality & Diversity	77
Harassment	77
The Prevent Duty	77
Computers Acceptable Use Policy	79
Plagiarism Procedure	81
Academic Appeals Policy and Procedure	81
Student Complaints and Grievance Policy and Procedures	88
Contingency Planning and Student Protection Plan	94
SECTION H: GLOSSARY & ABBREVIATIONS	95
Glossary of Useful Terms	95
List of Abbreviations	97

SECTION A: INTRODUCTION & WELCOME

Welcome! We are delighted that you have chosen to study at 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.

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 the Kingham Hill School in rural Oxfordshire and Oak Hill College in what is now North London. Both institutions were exercises in what would now be called *empowerment*: the School by providing a high-quality education for children from London's deprived areas; the College by providing an education for older students which would open up further theological study and prepare them for Church of England ordination.

Since then the College has grown and developed considerably, though its essential orientation remains the same. Today, our mission is taken from Ephesians 4:11-13, which sets the pattern for gospel ministry. When Christ ascended, he gave gifts to his church, and these gifts are people: apostles, prophets, evangelists, pastors and teachers. As the College's students prepare for their future ministries (whether these relate to pastoral ministry, cross-cultural ministry or ministry to children and young people) the College's aim is for each of them to become the best possible gift from Christ to his church.

The College aims to serve the church by preparing leaders to pastor, teach and evangelise in a diverse and changing world. It does this in the setting of a living and worshipping Christian community which is made up of almost equal numbers of Independent and Anglican students, and which offers opportunities for students to listen, debate, reflect, pray and grow in their love for Christ in the fellowship of others. 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: both information and transformation. We know that much will be demanded of our graduates during their ministries and we are determined to serve them with the best preparation we can.

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 Registrar** for (queries about) academic administration matters and assessment; for 'Certificate of Student Status' letters (see also p.22); for support with respect to specific learning difficulties; for queries relating to NUS cards etc.;
- The **Academic Office** for submission of coursework; for queries about programmes or individual modules; or for changes to personal details;
- The **Finance Office** for (queries about) payments, or to use the fax machine;
- **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 (it@oakhill.ac.uk);
- The **Librarian** for help with wider questions about learning resources and for access to module sites on the Virtual Learning Environment;

- The **Site Office** for assistance with respect to site matters (e.g. maintenance and security): please see the Key Contacts section on pp.7-11 for contact details).

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 Registrar:** Carol Hill, carolh@oakhill.ac.uk, ext. 205
- **Academic Administration Officer:** Tricia O’Gorman, tricio@oakhill.ac.uk, ext. 252
- **Quality Assurance & Enhancement Manager:** Anne Andrews, annea@oakhill.ac.uk, ext. 207

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 Institutional Link Tutors for Oak Hill are Caroline Hinch (Senior Registrar) and Carol Hill (Academic Registrar).

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. FdA Theology). However, please note the following:

- You will **not** receive a Middlesex ID card (although you may apply for an NUS card, about which more information can be found on p.18);
- 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 at Enrolment. Please speak to Caroline Hinch or Carol Hill if you have any questions about your entitlements as a Middlesex student.

Middlesex University Regulations

As an Enhanced 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:

- **Appeals Procedure and Academic Misconduct:** The College uses its own regulations for handling student appeals and academic misconduct (including plagiarism), which means that these sections of the University Regulations (Sections G and F respectively) do not apply. More information about the appeals process is available on pp.81-88; a note about the regulations relating to plagiarism can be found on p.81.

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.94). If you would like to see any of these documents, then please contact Caroline Hinch in the first instance.

Introduction to the Middlesex University School of Law



Welcome from the Dean of School (Professor Joshua Castellino)

Welcome to Middlesex University and to the School of Law. We are pleased that you have chosen to study with a partner of Middlesex University and hope that you find your time with us enjoyable and stimulating.

This Handbook sets out what you can expect from your experience with Middlesex University and also what is expected from you. From our side we will aim to deliver the best student experience we can so that you can build on your skills and knowledge and achieve your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed. In your early weeks, this includes reading through this Handbook and consulting the other information sources flagged here. You are not expected to absorb everything in detail, but to be aware of the main resource documents and their contents.

Here at Middlesex we are very proud of our academic programmes and students and we look forward to celebrating your success at your Graduation Ceremony.

Introduction to Other External Bodies



The Office for Students (OfS)

The OfS is the new independent regulator for UK Higher Education, replacing the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE). 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.

Higher Education Providers such as Oak Hill need to register with the OfS in order for eligible students on eligible courses to access funding from Student Finance England. Oak Hill College has made an application to register with the OfS, and we expect a decision by mid-September 2018. We regret that we cannot confirm whether student loan support will be available for the 2019-20 academic year until we receive a decision from the OfS.

The Church of England

Oak Hill College is an approved training institution for Church of England Ordinands, and all of its programmes in Theology (with the exception of the CertHE and PGCert) are validated pathways for ordination training.

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 Periodic External Review took place in April 2016 and the resulting report can be viewed at: https://www.churchofengland.org/sites/default/files/2017-12/oak_hill_per_2016.pdf.

An update was added in Autumn 2017, following a return visit by the Senior Reviewer: https://www.churchofengland.org/sites/default/files/2017-12/oak_hill_follow_up_report_2017_0.pdf.

The Quality Assurance Agency for Higher Education (QAA)

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the UK Quality Code (see <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>) which outlines the key expectations placed on all Higher Education Providers, including the way in which institutions should manage partnership arrangements, such as the programme you are now enrolled on.

The QAA is the Designated Quality Body for the Office for Students, and as such will provide advice to the OfS about the academic standards and the quality of the student learning experience at each provider. The QAA review Higher Education Providers (including Oak Hill and Middlesex University) to ensure that they are operating in line with the Quality Code and are providing the best academic experience for their students. The College had its most recent Higher Education Review (HER) for Alternative Providers in June 2016 and its most recent Annual Monitoring Visit in June 2017. During the latter, the Team concluded that the College was making 'commendable progress' with the implementation of its Action Plan (the highest outcome possible). Both the Higher Education Review (AP) Report and the Annual Monitoring Report can be viewed on the QAA website at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10010227>. Students can learn more about Quality Assurance by watching two short videos designed specifically for students in Higher Education: these are available online at: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality>.

The Higher Education Statistics Agency (HESA)

HESA is the Designated Data Body for the Office for Students, and has a major role in collecting information from universities and colleges about the nature of their courses and the make-up of their student body. As a UK Higher Education Provider, the College participates in a number of national surveys and data collection activities, several of which are mediated by HESA: these include the Higher Education Statistics Agency (HESA) Alternative Provider Student Record; the Graduate Outcomes Survey; and the production of information for Unistats (programme information, student satisfaction rates and employability data). The College also participates in the National Student Survey (NSS), run by Ipsos Mori. More information about how student data is used in these surveys can be found on p.12.

The Office of the Independent Adjudicator (OIA)



In September 2015, the College became a member of the Office of the Independent Adjudicator (OIA), which acts as a final port of call for unresolved student complaints, including those relating to consumer protection law: more information about the work of the OIA can be found at <http://www.oiahe.org.uk/> and on pp.86-87 and p.93.

The Home Office/UK Visas & Immigration

The College holds a licence from the Home Office for Tier 2 and Tier 5 and therefore has an ongoing relationship with UK Visas & Immigration (UKVI). However, the College does **not** currently hold a Tier 4 licence, and as such **cannot** sponsor applicants from outside the European Union or the European Economic Area for a student visa. More information about this can be found on the UK government website: www.gov.uk/tier-4-general-visa/overview.

SECTION B: KEY CONTACTS

Teaching Staff



College President:

Rev'd Johnny Juckes is the **President** of Oak Hill College and a member of the College's Leadership Team. He lectures in Gospel-Driven Leadership and Anglican Ministry and has overall responsibility for Placements (TPS) and College Missions; he also provides support for Anglican students (Email: marisag@oakhill.ac.uk (Executive PA) or johnnyj@oakhill.ac.uk).

College Director:

Dr Dan Strange is the **College Director** and a member of the College's Leadership Team. He lectures in Culture, Religion and Public Theology (including modules in Apologetics, Christian Worldview & Anthropology and Evangelical Public Theology) and also provides academic support for part-time students. (Email: marisag@oakhill.ac.uk (Executive PA) or daniels@oakhill.ac.uk).

Teaching Staff:

Dr Chris Ansberry is the **Director of Postgraduate Studies**; he also teaches Old Testament Studies, Hebrew, Wisdom Literature and Hermeneutics & Epistemology (Email: chrisa@oakhill.ac.uk). *Chris will be on study leave during Terms 2 and 3 of 2018-19, although he will continue to operate as Director of Postgraduate Studies during that time.*

David Baldwin is the **Director of Theology for Crossing Cultures** and teaches various modules within that specialism; he and his wife Maura also help to provide pastoral support and welcome to staff and students on campus, as well as particular pastoral support for part-time students (Email: davidb@oakhill.ac.uk).

Dr Graham Beynon (part-time) is the **Director of Independent Ministry Training** and teaches two modules on Independent Ministry (Email: grahamb@oakhill.ac.uk).

Dr Matthew Bingham teaches Systematic Theology and Church History, including modules in Doctrine & History and Justification (Email: matthewb@oakhill.ac.uk).

Rev'd Dr Kirsten Birkett (part-time) teaches Philosophy, Ethics, Doctrine, Hermeneutics & Epistemology and Science & Christianity; she also has special responsibility for learning architecture (Email: kirstenb@oakhill.ac.uk). *Kirsty will be on study leave during Terms 1 and 2 of 2018-19.*

Dr Brad Bitner is the **Acting Academic Dean**. He teaches New Testament Studies, General Epistles, Pastoral Epistles, Greek and Biblical Theology, and also has special responsibility for study skills support (Email: bradb@oakhill.ac.uk).

Rev'd Melanie Lacy is the **Director of Youth & Children's Ministry** and teaches various modules within that discipline (Email: mell@oakhill.ac.uk).

Kristi Mair (part-time) is the **Pastoral Support and Research Fellow**. She provides pastoral care for female students as well as some teaching in the area of Philosophy (Email: kristim@oakhill.ac.uk).

Rev'd Dr Andrew Nicholls is the **Director of Pastoral Care**. He provides pastoral care across the student body and also teaches in the area of Pastoral Care and Counselling (Email: andrewn@oakhill.ac.uk).

Dr Eric Ortlund is the **Dissertations Coordinator**. He teaches Old Testament Studies and The Psalms, as well as various modules in Hebrew at an introductory and an advanced level (Email: erico@oakhill.ac.uk).

David Shaw (part-time) teaches New Testament and Greek (Email: davids@oakhill.ac.uk).

Rev'd Dr Matthew Sleeman is the **College Chaplain**. He teaches New Testament Studies, General Epistles, Theology of the Book of Acts, Greek, Place & Culture and Place, Time & Culture; he also has special responsibility for assisting with the development of digital content for teaching and learning (Email: matthews@oakhill.ac.uk).

Rev'd Chris Stead is the **Mike Ovey Research Fellow**. He teaches in the area of Doctrine and Church History, including modules on the Doctrine of God and Justification (Email: chrisas@oakhill.ac.uk).

Rev'd Dr Tim Ward teaches a number of modules including Word of God & Studying Theology, Homiletics, and Hermeneutics & Epistemology; he also provides feedback to students who are preaching in chapel (Email: timw@oakhill.ac.uk).

Visiting Lecturers:

The College welcomes a number of **Visiting Lecturers** each year to teach in particular disciplines. For 2018-19, this will include: **Rev'd Dr Mark Burkill** (Anglican Ministry I); **Dr Keith Ferdinando** (Global Theology & Practice); **Rev'd Steve Midgley** (Pastoral Care and Counselling); **Rev'd Ray Porter** (Introduction to the World Church); **Robert Scott** (Islamic Studies); **Rev'd Ben Thompson** (Reading Biblical Hebrew); and **Rev'd Dave Walker** (Anglican Ministry II).

Non-Teaching Staff

Director of Operations & Finance:

The position of **Director of Operations & Finance** is currently vacant: the College hopes to make a new appointment by December 2018.

Communication Department (Offices off the Square):

David Kratt is the **Head of Marketing, Communication & Stakeholder Management**, and heads up the Communication Department which integrates the areas of marketing, communication, student recruitment, stakeholder management, events and fundraising. He is normally in College on Mondays, Tuesdays and Wednesdays (Email: davidk@oakhill.ac.uk).

Clare Osborne is the **Admissions, Marketing & Communication Manager**. She manages the College's admissions process, internal and external communication and events including Open Mornings, Welcome Week, Graduation and the Summer Schools (Email: clareo@oakhill.ac.uk).

Rosie Cowan is the **Admissions Officer**, and is the first port of call for all prospective students from the point of enquiry through to Enrolment; 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).

Liz Marnham is the **Marketing, Communication & Events Officer**, and supports the work of the Communication Department (Email: lizm@oakhill.ac.uk).

Academic Administration Team (Office near the Conservatory, Off Reception):

Caroline Hinch is the **Senior Registrar** and provides wide-ranging support to the College Director and Acting Academic Dean with respect to the academic administration of the College. Leading the Academic Administration Team, she works closely with the Academic Registrar, the Quality Assurance & Enhancement Manager and the Academic Administration Officer to ensure that all of the College's academic administrative responsibilities are met, both internally and externally. 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, the Department for Education, and other 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).

Carol Hill is the **Academic Registrar** and provides support for students across the full spectrum of the College's academic processes and procedures, from module registration through to publication of results. She is also the College's **Disability Officer** and is one of the College's **First-Aiders** (Email: carolh@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).

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

Evelyn Cornell is the College's **Part-Time Librarian** and provides support and advice for students with respect to the College's learning resources, both electronic and hard copy. She also works on the Virtual Learning Environment with the College Faculty, the IT Manager and the IT Officer. Evelyn is normally available in the Library during weekday mornings (Email: evelync@oakhill.ac.uk).

ICT Information & Communications Technology (Basement Offices):

Kevin Machin is the College's **IT Manager** and oversees large IT projects, IT infrastructure and manages the office. He is also instrumental in directing IT policy. Anthony and Kevin work together in offering IT support to students (Email: kevinm@oakhill.ac.uk).

Anthony Sarpong is the College's **IT Officer** and provides support and advice for students and staff regarding the College IT network, the WiFi systems serving the main buildings and domestic housing, the Virtual Learning Environment (VLE), the office telephone system, security systems and other technical IT matters. IT problems and queries should be addressed to the Student IT Team in the first instance and only then to Anthony (or Kevin) if required (Email: anthonys@oakhill.ac.uk).

Human Resources & Safeguarding (Office off Reception):

Veronica Machin is the **HR & Safeguarding Manager**, and leads and manages all human resources and employment matters for the College, including the implementation of the College's Safeguarding policy and procedures as they relate to staff. Her office is located behind Reception (Email: veronicam@oakhill.ac.uk).

General Administration (Reception):

Marisa Gedrych is the **Executive PA**, providing executive support for the College President and College Director: appointments with the President and Director should always be made through her. Marisa also works with the Site Team and the Academic Office, as well as liaising with external organisations who use the College's facilities out of term time. Her office is located immediately behind the Reception desk (Email: marisag@oakhill.ac.uk).

Reception 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).

Finance (Office off the Square):

Maureen Bentley is the **Bookkeeper/Administrator** and helps the Director of Operations & Finance with the various financial aspects of the College's life. Maureen is available Monday to Thursday, and 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: maureenb@oakhill.ac.uk).

Sammie Ranasinghe is the **Payroll Officer & Finance Assistant** and provides assistance to the Director of Operations & Finance and the Bookkeeper/Administrator 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).

Site Team (Basement Offices):

Isobel Waspe 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 (Email: 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.

Tony Lay is the **Building Manager**. He 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 – please liaise with the Site Office to organise maintenance tasks, rather than requesting work directly from Tony.

Carl Dorey is the **Estate Manager**. He 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 premises over many years of service. He is one of the College's Relief Duty Managers and is also a **First-Aider** (Email: carld@oakhill.ac.uk).

Robert Petch is the **Grounds & Maintenance Operative**. He works mainly in the College's grounds, reporting to the Estate Manager, but also helps out from time to time in the College buildings.

Jemima Sohn is the **Site Administrator**. She provides administrative support for the Facilities & Site Manager and the rest of the Site Team, and assists with the coordination of building and grounds works around the College (Email: site@oakhill.ac.uk).

Bambos Solomon is **Head of Housekeeping**: he and his team may be contacted through the housekeeping@oakhill.ac.uk email address. Other members of the housekeeping team are **Filipa Da Costa**, **Michelle Gomes**, **Alketa Grazomi** and **Silvina Wienciw**. Bambos also provides Reception cover at lunchtimes (Email: bamboss@oakhill.ac.uk).

Tony Udall is the **College Handyman** who reports to the 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.

Luan Vreko is the College's **Kitchen Manager** and heads up the catering team (Email: luanv@oakhill.ac.uk). The **Head Chef** is **Olabisi Kazeem** and the other regular members of the catering team are **David Stopes** and **Arfinta Tafa**.

E-mail 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. Further details about email usage will be provided at the start of the academic year.

All students (including part-time students) should check their Oak Hill email at least once a day 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. Staff will endeavour to reply to students as quickly as possible, and certainly within the week (except for public holidays, during annual leave and, in the case of Faculty, when they are away on College business e.g. at a conference).

As Oak Hill email accounts only last for the duration of a student's course, it may be preferable to use a personal email address to register for products and services that would continue to be used after leaving College (the exception might be accounts which require an 'ac.uk' (i.e. an educational institution) email address as proof of eligibility for a student discount). In addition, we would encourage you **not** to use your Oak Hill email address to communicate externally about non-College matters, but rather to use your existing personal email account.

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 speak to the Academic Registrar, Carol Hill, if you need to make any changes - even on a temporary basis.

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.**



Use of Personal Data

The College will treat all personal data with appropriate confidentiality in accordance with the Data Protection Act;¹ 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 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 Policy.

You should note that the College will need to share a certain amount of information with Middlesex University. Specifically:

- **Personal and academic information** (for example, full name, date of birth, gender and ethnicity); details of your **academic programme** and **status**; and information about **assessment grades**: this information will need to be forwarded to the University on a regular basis in order to maintain your registration on a University-validated qualification.
- Further **personal, academic and contact details** (including information about any **specific learning difficulties or disabilities**): this information will be used by the University **only** in an extreme and exceptional situation which renders the College unable to deliver the remainder of your programme (e.g. irreparable damage to the College's estate); the University will use the information to put in place contingency plans, allowing you to complete your programme. For more information about contingency planning arrangements, including the College's Student Protection Plan, please refer to p.94.

You will have an opportunity to discuss this with College staff at Enrolment.

In addition to this, the UK Government requires Oak Hill to participate in a number of statutory data returns during the year, all of which require the College to submit information about our student body and our academic provision. Examples include the HESA (Alternative Providers) Student Record and information in support of the Graduate Outcomes Survey and National Student Survey. You will be provided with more information about these data returns on arrival at College, and would be welcome to discuss them with the Senior Registrar, Caroline Hinch.



Students who get married whilst at College

Students should inform the Academic Registrar 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 Registrar a copy of their marriage certificate (along with the original for certification purposes) before their name can be changed on the College's records. Similarly, students who would like their spouse to have access to an Oak Hill 'community' email address will need to allow the Academic Registrar to see their marriage certificate first.

¹ The College's Data Protection Policy and Student Privacy Policy can be found on the VLE under *College Life/ Data Protection*.

SECTION C: STUDENT RESPONSIBILITIES & 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.

Student Responsibilities

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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;
- **Regulations:** That students will familiarise themselves with 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 listening to 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 for their particular study pathway, and will be faithful in completing the requirements of any placements attached to their programme;
- **Planning:** That students will set and keep to timetables and deadlines, including planning and submitting work when required, attending exams 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; and
- **Fees:** That students will pay all fees to the College on request in accordance with the College Fees Policy (pp.75-76); and that, year on year, they will provide evidence when requested of their ability to support themselves financially for their next year of study.

Please note that, during the academic year 2018-19, the College plans to introduce a Student Conduct & Discipline Procedure, which will incorporate and replace the expectations outlined above. The new Procedure will be subject to a period of consultation before it is introduced, and students will be kept fully informed about the implementation process and how it relates to them. If anyone has any concerns about the introduction of this Procedure, then they should speak to the Senior Registrar, Caroline Hinch, in the first instance.

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.51), which is part and parcel of its compliance with national academic standards, requires all teaching staff to use discretion when giving assistance to students.

Study Skills Support and Guidance on Presenting Coursework

Oak Hill students have access through the VLE 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 *Study Skills* module (SK1), open to all. The College also provides a number of face-to-face sessions, both during Welcome Week and on through the academic year, which are designed to help with academic writing, preparing essays, revising for exams and so forth. The three plenary sessions for 2018-19 are currently scheduled to cover the following topics (dates will be confirmed early on in the first term):

- **Session 1:** Strategies for Effective Learning
- **Session 2:** Strategies for Effective Writing
- **Session 3:** Strategies for Exam Success

In addition to these plenary sessions, we hope to provide various workshops and surgeries during the year to help with supporting particular groups of students, showcasing useful tools and providing targeted support for assessment. Further details will follow in due course.

 Written guidelines on researching and preparing various types of assignment are also provided. **At the start of each year, all students are given a booklet entitled *Guidelines on Presenting Your Essay/Assignment***. The booklet, which is updated each year, provides information on the formatting of standard essays, on presenting footnotes and bibliographies, and on how to reference different kinds of resources. It is a formal supplement to the College's Academic Misconduct Procedures 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 plagiarism.

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 term² 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 College's Disability Officer, Carol Hill, to discuss how any agreed arrangements can be put into place.

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

² To be considered long term, the effect of the impairment must have lasted or be likely to last at least 12 months.

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 Registrar as soon as possible upon arrival at the College (if they have not already done so during the Admissions process). Provision can then be tailored according to the educational needs set out in the report.



The College's Disability Officer will, on behalf of the Acting Academic Dean, 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;
- Use of a computer in exams;
- An agreement that grammar, spelling and punctuation mistakes can be disregarded in written coursework (students who are granted this provision will need to complete a special section on the Coursework Coversheet, about which more information and guidance can be found on p.35, p.37 and p.52);
- 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 visit 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 Disability Officer 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 the Disability Officer, who will then outline for them what kinds of support may be available.

Please Note: The latest date for requesting/agreeing educational allowances in exams in relation to a specific learning difficulty will be Week 5 of the term during which the exam 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 may be able to apply for Disabled Students' Allowance (DSA) from the Student Loans Company. The Disability Officer can provide assistance with completing the application form if needed. Students may apply for DSA support before they arrive at College, provided that they have accepted the offer of a place on a named programme.



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.



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, with limited staff members. These will include the Academic Administration Team and may include your Fellowship Tutor, relevant module tutors, Pastoral Support. This list is not exhaustive.



Students whose First Language is not English

All applicants whose first language is not English are required to take an IELTS test (or any published equivalent) as part of the Admissions process, and must achieve an overall score of 7.0 or above, with no less than 6.5 in any individual category. At the Acting Academic Dean's discretion, students whose first language is not English may be eligible for special provision in exams; 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



Note (1): The latest date for requesting/agreeing educational allowances in exams in relation to language requirements will be Week 5 of the term during which the exam will be required: this is to allow sufficient time to make the appropriate arrangements.

Note (2): Students whose first language is not 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 Support

Students who are experiencing difficulties in accessing module content on the VLE should contact the Librarian, Evelyn Cornell, in the first instance (evelync@oakhill.ac.uk). For all other technical issues, please contact either Anthony Sarpong or Kevin Machin in the IT Office (via it@oakhill.ac.uk).

Link Tutors

As stated on the front of this Handbook, the Link Tutors for Oak Hill College are Caroline Hinch (carolineh@oakhill.ac.uk) and Carol Hill (carolh@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. All three 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.

Other Support Services



Pastoral Care

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. Personal tutors are available both formally and informally to give advice and help, if asked, on academic progress, programme structure, personal issues etc.

The major locus of pastoral care for **part-time students** is their local church (in which they are often working); as such, they do not have a personal tutor, and are not placed in a formal Fellowship Group. Nevertheless, part-time students are invited to attend regular informal lunches together during term time, and are welcome to approach David & Maura Baldwin about any pastoral matters; they can also speak to the College Director, Academic Registrar or Senior Registrar for queries about programme structure or academic progress.

All students may also talk to the following people, as appropriate, about academic issues: the Academic Registrar (Carol Hill), the Senior Registrar (Caroline Hinch), the Acting Academic Dean (Brad Bitner), the Director of Postgraduate Studies (Chris Ansberry), the Director of Youth & Children’s Ministry (Mel Lacy), or the Director of Theology for Crossing Cultures (David Baldwin). **Female students** may also speak to the Pastoral Support & Research Fellow (Kristi Mair) should they need additional support.

More generally, **David and Maura Baldwin** live on the College campus and are available during term time in a role that can best be described as ‘house-parents’: their remit is to offer pastoral care and hospitality to all those within our community – students and staff alike. This is not intended to replace or diminish the pastoral care offered elsewhere in the College’s life, but rather to complement and strengthen it.

Last but not least, from September 2018, the new **Director of Pastoral Care** (Andrew Nicholls) will be working to oversee and model pastoral care within the College, with a view to the training and spiritual formation of students and spouses in their future roles. He will also be developing a pastoral care strategy within the College community and, alongside Steve Midgley, will be lecturing in pastoral care related issues.

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 on the *College Life* section of the Virtual Learning Environment (VLE): all students are expected to read and abide by this policy; to undergo a DBS Check; to take part in annual safeguarding training (see below); and to sign up to a College-wide code of conduct. The College’s Safeguarding Officer is Veronica Machin, and all queries or concerns in this area should be addressed to her in the first instance (veronicam@oakhill.ac.uk).



Safeguarding Training Requirements

The College requires every full- and part-time student 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 in ministry after their academic studies.

The Church of England (CofE) has developed a substantial number of high-quality safeguarding resources for churches, theological colleges and religious communities. The College uses a number of these resources as part of this aspect of training, and requires

students to undertake them both prior to their start at College and during their studies. Full details of how to access the pre-sessional course can be found on the VLE under *New Students/Welcome New Students/Online Safeguarding Training for New Students*. Further compulsory 'safeguarding in ministry' training will be provided at College later on in your studies, and details of this will be published for students during the year.

R The Prevent Duty

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 policy and procedures to help all members of the College community comply with this "Prevent Duty" – full details of the policy are available in Section G (on pp.77-79). As part of this, students who are inviting external speakers to the College will need to complete an External Speaker Request Approval Form, which is available on the VLE (under *College Life/Prevent – Freedom of Speech & External Speakers/Events*). For more information, please visit the relevant VLE pages or contact the College's Prevent Lead, Veronica Machin (veronicam@oakhill.ac.uk).

i NUS 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 NUS Extra and ISIC cards, as detailed below.

NUS Extra Card

This is a student discount card which can be purchased for periods of 1, 2 or 3 years, and can be used at a very large number of retailers: please see the NUS website for further details (<http://www.nus.org.uk/en/NUS-Extra>). Once you have enrolled with the College, the Academic Registrar will provide you with information about how to apply for an NUS Extra Card: there will be a small charge for this, payable to the NUS. The College will also provide you with a 'Certificate of Student Status' Letter, which will demonstrate your student status until such time as your NUS Extra Card comes through.

If you have already purchased an NUS 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 NUS Extra Cards 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. Please see: <http://www.isic.org> 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, you will need a 'Certificate of Student Status' Letter (see above) which gives details of your hours of study. 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 34% discount on off-peak pay-as-you-go fares. Please see <https://www.16-25railcard.co.uk> for more information.

Student 18+ Oyster Cards

Student 18+ Oyster Cards entitle the bearer to a discount of 30% on seven-day, monthly and longer travel cards and can be applied for at <http://tfl.gov.uk/fares-and-payments/oyster>. Student 18+ Oyster Cards are **not** 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 (postgraduate students).

SECTION D: STUDYING AT OAK HILL

Enrolment

On arrival at the College, normally during Welcome Week, students are asked to enrol by signing to confirm (a) that they have arrived to commence their programme of study, and (b) which academic programme they are registering to study. Once the enrolment process is complete, the Academic Registrar will provide information about how to apply for an NUS Card (see p.18).

At Enrolment, 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 on p.12 above);
- 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 audio-recordings (as outlined in detail on pp.27-28 of this Handbook).

You will also be provided with information on how the College uses your personal data to comply with Government statistical returns requirements.



Dependent Spouses

The College does not hold a Tier 4 licence and cannot, therefore, sponsor applicants who are from outside the EU/EEA for a student visa. As a result, student spouses who (a) are not UK/EU/EEA nationals; (b) are resident in the UK as dependants; and (c) wish to sit in on classes 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 dependant'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.

Attendance Requirements

R Attendance at Classes, Chapel and Fellowship Groups

One of the things which is distinctive about Oak Hill College is that it is a Christian community. As members of the community, full-time students are required to attend all classes and Fellowship Group meetings, and to meet the requirements of their particular pathway and mode of study as regards Chapel and placements (see also Student Responsibilities on p.13). If there is a good reason why a student is unable to attend Chapel or Fellowship Group, they should consult their personal tutor to discuss the matter.

Attendance at lectures and seminars is compulsory and, 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 term 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.

Students who are unwell should normally email the relevant module tutor(s) to inform them that they will be away that day, and should copy this email to the Academic Registrar (carolh@oakhill.ac.uk). If they are ill for more than one week, they should obtain a letter from the doctor, addressed to the Academic Registrar, and submit this to the Academic Office.

Please Note: Students who wish to apply for a leave of absence following the birth of a child will need to request this in the normal way (as detailed above) and should not simply absent themselves from College.

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Reading Weeks

At various points in the year (November, January, February and March), there are dedicated Reading Weeks. This time should be used for reading, research and reflection, as well as (in January and February) providing an opportunity to attend the Communication Workshops. 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.
- As a result of some people being off site, other College activities will cease during these Reading Weeks, for example, College jobs, Chapel and Fellowship Groups. However, College jobs will continue during Revision and Exam Weeks.
- One important exception to this is meal bookings. As such, **it is imperative that you keep your meals profile up to date.** If you are not going to eat in College during the Reading Weeks, **you must sign out.** Again, this is a stewardship issue: we do not want food to go to waste because people do not plan ahead.

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 a week-long mission at the Kingham Hill School in Oxfordshire. Students would be welcome to take part in either or both of these activities, although they should note the following:

- Where these trips take place in close proximity to Coursework Deadline Dates or Exam Periods, **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.
- Of the two activities, **only the Kingham Hill mission** can be offered in fulfilment of PM2.6 (College Weekend Mission); the nature of the teaching visit to Namugongo is such that it cannot reasonably be counted as a 'mission'.

Term Dates

As shown on the Academic Calendar on p.25, the College's academic year is divided into three terms, each of which normally includes eight or nine weeks of teaching. The position of the Easter Break follows the date of Easter, which varies each year.

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Term 3 does not finish until one week before the Assessment Board. Even though teaching and exams finish earlier than this, the intervening time is used by students in a number of ways: some students undertake their block and chaplaincy placements during this period; others use the time for dissertation and project preparation and research; and still others use it to prepare for the summer Communication Workshops (held in July).

Even if you are not on site during this period, **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 if overseas);
- 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.



Student Finance

Students who are in receipt of a maintenance loan from the Student Loans Company should note that holidays (including the October Mid-Term Break) are **excluded** from their support package, and that the third term will be deemed to have ended **one week before Assessment Board**, 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 term of their taught programme** (normally one week before Assessment Board). 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).³ 'Certificate 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 'Certificate 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.

'Certificate 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; the other will be worded for any other purposes which require you to confirm your student status. You may ask for more

³ See: www.qaa.ac.uk/publications/documents/academic-credit-framework.pdf.

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 p.24 below).

Moving House

If a student moves house during their time at College, they will need to inform the Academic Registrar of the new address and the date on which they moved. A new 'Certificate of Student Status' letter 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.



Changing Modes 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 an FdA 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 an FdA 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** normally 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. **Students should therefore discuss any possible changes with the Acting Academic Dean, the Academic Registrar and the Admissions Office at the earliest opportunity.** Any changes will need to be formally registered with both the College and the University and will therefore need official approval before they can take effect. This is normally done through the 'Confirmation of Plans for Next Year' procedure, conducted each Spring by the Academic Office.

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 Academic Registrar or the Senior Registrar at any time. More information about temporary interruption of study is available below.



Maximum Period of Registration

Students should note that all programmes validated by Middlesex University have a maximum period of registration. This is particularly important for students who wish to take temporary interruption of study, since they will need to ensure that they do not run out of time to return and complete their award. Queries about this should be directed to the Senior Registrar.

R Temporary Interruption of Study

A student may apply to the Senior Registrar **in writing** for permission to interrupt his/her studies from the end of a term. Please note that interruption will not be possible part-way through a term, or part-way through a module; normally it is taken at the end of a full year.

In considering the application, the Senior Registrar will consult the Acting Academic Dean, the student's personal tutor (where applicable) and the relevant Course Director. In deciding whether to recommend 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.

The maximum period allowed for an interruption of study will be determined according to the maximum period of registration allowed by the Student Loans Company (in connection with student loan support) and by the University.

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): students should therefore return all of their Library books before their interruption of study begins.

It is the responsibility of the student to notify the Academic Registrar that they wish to return to the College: again, they must do this **in writing** and **by no later than the preceding Easter**. If a student does not notify recommencement in time, and has not been granted a further extension, they will be deemed to have failed 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 happen to have met all of the requirements for a lower award. Students should also confirm in writing if they do **not** wish to return; the Assessment Board will then consider whether an exit qualification might be available to them, given the number of credits awarded at each level of study.

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.

<p>Students should ensure that they are aware of the notification date and any factors affecting their return to study <u>before</u> they leave.</p>

Academic Calendar



The table on the following page incorporates all of the key dates for the academic year 2018-19, including: Welcome Week; Term Dates; Reading Weeks; Mid-Term Breaks and other holidays; Academic Board and Courses Evaluation Committee dates; Coursework Deadline Dates; Exam Weeks; deadlines for the return of feedback on assessment; and the date of the final Assessment Board at the end of the academic year.

The Calendar is also published on the VLE under *Academic Life/Timetables & Term Dates* and is kept up to date throughout the year. Please speak to the Academic Registrar in the first instance if you have any queries about these dates, or about likely dates for future years.

Week Beg. Monday	School Holidays (approx)	Oak Hill College 2018-19 Dates		
First Term: Monday 03 September 2018 – Thursday 29 November 2018 (9 teaching weeks)				
03 September 2018		Welcome Week	T1 WKD	Fri 07 Sept has normal Fri classes as replacements for Quiet Day on Fri 16 Nov
10 September 2018		T1 Wk1		
17 September 2018		T1 Wk2		Provisional Results and Feedback on Summer 2018 submitted assessments (less dissertations) Tues 18 Sept
24 September 2018		T1 Wk3		
01 October 2018		T1 Wk4		2018 Graduation Sat 06 Oct
08 October 2018		T1 Wk5		Academic Board Fri 12 Oct
15 October 2018		T1 Wk6		CEC meeting Fri 19 Oct
22 October 2018		Mid-term break		
29 October 2018		T1 Wk7		
05 November 2018		T1 Wk8		
12 November 2018		T1 Wk9	Quiet Day	Term 1 Coursework Deadline Date Tues 13 Nov 2018
19 November 2018		Reading/Revision	T1 Exams	Marking
26 November 2018		T1 Exams	Reading Week	Marking; Safeguarding Training <i>(NB there are Term 2 classes on the Friday)</i>
Second Term: Friday 30 November 2018 to Friday 08 March 2019 (8 teaching weeks)				
			T2 WKD	Fri 30 Nov has normal Friday classes as replacements for Quiet Day on Fri 22 Feb
03 December 2018		T2 Wk1		
10 December 2018		T2 Wk2		
17 December 2018		T2 Wk3		
24 December 2018		Christmas Break		Bank Holidays Tues 25 Dec & Wed 26 Dec
31 December 2018		Christmas Break		Bank Holiday Tues 01 Jan; Marking
07 January 2019		Reading Week, Comm. Workshop etc.		Marking; Feedback to students on Term 1 assessments & Summer 2018 submitted Dissertations Fri 11 Jan
14 January 2019		T2 Wk4		Marking
21 January 2019		T2 Wk5		Provisional Results for Term 1 and Summer 2018 submitted dissertations Fri 25 Jan; Academic Board Fri 25 Jan
28 January 2019		T2 Wk6		CEC meeting Fri 01 Feb
04 February 2019		T2 Wk7		
11 February 2019		Reading Week, Comm. Workshop etc.		
18 February 2019		T2 Wk8	Quiet Day	Term 2 Coursework Deadline Date Tues 19 Feb 2019
25 February 2019		Reading/Revision etc.	T2 Exams	Marking
04 March 2019		T2 Exams	Reading Week	Marking; Safeguarding Training
Third Term: Monday 11 March 2019 to Friday 28 Jun 2019 (9 teaching weeks)				
11 March 2019		T3 Wk1		Marking
18 March 2019		T3 Wk2		Marking; Feedback to students on Term 2 assessments Tues 19 Mar
25 March 2019		T3 Wk3		Provisional Results for Term 2 Fri 29 Mar
01 April 2019		T3 Wk4		
08 April 2019		Easter Break		
15 April 2019		Easter Break	BH	Bank Holiday Fri 19 Apr
22 April 2019		BH	T3 Wk5	Easter Sunday 21 Apr; Bank Holiday Mon 22 Apr
29 April 2019			T3 Wk6	
06 May 2019		BH	T3 Wk7	Bank Holiday Mon 06 May; CEC meeting Fri 10 May
13 May 2019			T3 Wk8	Academic Board Fri 17 May
20 May 2019			T3 Wk9	Term 3 Coursework Deadline Date Tues 21 May 2019
27 May 2019		BH	T3 Mon classes	Bank Holiday Mon 27 May; Marking: 28 May – a Monday classes' replacement for Bank Holiday on 22 April; Commissioning Service tba
03 June 2019		Revision	T3 Exams	Marking
10 June 2019		T3 Exams	Placements	Marking
17 June 2019		Placements	Placements	Marking
24 June 2019		Placements		Marking Academic Year End Fri 28 Jun 2019
01 July 2019		External Examiners on site; Assessment Board; Comm Workshop/Placements		2018-19 Assessment Board Fri 05 July
08 July 2019		Comm. Workshop / Placements		Feedback on Term 3 assessments to students Fri 12 July; Academic Board Fri 12 July
15 July 2019		Comm. Workshop / Placements		Finalised Terms 1, 2 & 3 Module Results and Qualifications Fri 19 July
22 July 2019		Comm. Workshop / Placements		
Fri 30 August 2019				Summer Coursework Deadline Date (dissertations & re-assessment assignments) Fri 30 August 2019
27 Aug - 30 Aug 2019		BH		Summer 2019 Exam Re-assessment Period tba

02/08/2018

Timetable and Assessment Information

College Teaching Timetables

Timetables for each term of the academic year are published in advance: copies are available on the Academic Noticeboard in the Square and on the VLE (under *Academic Life/Timetables & Term Dates*). 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 elective 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 Registrar in the first instance.

Your Assessment Schedule

Information about assessment is published in two main ways. Each term, the Academic Office will issue a **Coursework Deadlines List**: this lists each assignment that will be set during that teaching period, along with the deadline; module tutor; word limit (if applicable); and so on. Occasionally, deadlines may be set beyond the end of the term in question, in which case they will also be included at the end of the list. Copies of each Coursework Deadlines List will be made available in the Academic Office, on the Academic Noticeboard in the Square, and on the VLE (under *Academic Life/Coursework Deadlines*).

In addition to this, an **Exam Timetable** is published in advance for each of the College's Exam Periods: this is normally emailed out to students, along with a copy of the most up to date exam regulations. Additional copies are also placed on the Academic Noticeboard in the Square, on the VLE (under *Academic Life/Timetables & Term Dates*) and, during Exam Periods, on the door of each examination room. More information about exams and exam timetables may be found on pp.43-45.

 **IMPORTANT:** Broadly speaking, assessment (whether by exam or by 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, the Academic Noticeboard and the VLE on a regular basis to ensure that you are informed of any changes made.

	Term 1	Term 2	Term 3
Coursework	The latest date which can be set is: Tues 13 Nov 2018	The latest date which can be set is: Tues 19 Feb 2019	The latest date which can be set is: Tues 21 May 2019
Exams	Exam Period 1: Fri 23 – Mon 26 Nov 2018	Exam Period 2: Thurs 28 Feb – Tues 5 Mar 2018	Exam Period 3: Weds 5 – Weds 12 Jun 2019
Dissertations and Projects	See pp.38-43 below for details of key deadlines and milestones		
Summer Re-sits & Re-assessments	An Exam Re-sit Week will take place during the last week of August 2019 : affected students will be informed of the precise dates by the Academic Registrar. The latest date for the submission of Coursework Re-assessments will be 30 Aug 2019		

More information about assessments (including details of how to submit coursework) can be found in Section E (pp.32-66).

Learning Resources



The Library

The Oak Hill College Library is accessible 24 hours a day for students and is stocked with over 55,000 items, housed both in the main Library and the Latimer Collection. The Library also offers a range of online resources, including access to journals databases, e-books and Bible software. There are six networked computers connected to the 'Follow Me' print system, and a collection of print journals to use alongside the electronic collection. The Librarian (part-time) 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.

Non-dissertation students are not entitled to subsidised inter-library loans, as the Library collection should be sufficient for their needs. If a student wishes to request a new item for the Library, directly related to a particular course, s/he should refer to the module 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.40). 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.

The Virtual Learning Environment

The College's Virtual Learning Environment (VLE) is divided into two sections. The **information** pages are available to all to view and hold important information for all staff and students. Module-specific sites hold information on the particular modules listed and are only accessible to those who are registered for each module.



New students are provided with details of their College email address during the summer preceding their arrival, once they have an assured place: it is this email address which provides access to the whole VLE. Any student who experiences difficulty accessing their email account should contact either Anthony Sarpong or Kevin Machin in the IT Office (via it@oakhill.ac.uk); any student who experiences difficulty accessing a module in the VLE should contact the Librarian, Evelyn Cornell (evelync@oakhill.ac.uk).

The information pages on the VLE are broken down into a number of sections including *Academic Life*, *Chapel*, *College Life* and *The Library*. General academic information (such as term dates, module offerings etc.) is frequently conveyed using the *Academic Life* part of the VLE, and **all students** are encouraged to check these information pages regularly.

Likewise, each module offered for study at Oak Hill will have its own designated site within the VLE: specific information relevant to the module may be found there, and **all students (both full-time and part-time) should check the pages associated with the modules for which they are registered at least once every two days.**

When using the VLE, and the College IT network in general, students should ensure that they have read the Computers Acceptable Use Policy (see pp.79-81 for details).

Lecture Recordings

The majority of classes at the College are audio-recorded, using a system of MP3 players (one for each lecture room). The recordings are uploaded to the relevant module pages on the



VLE by a dedicated team. There are some important legal restrictions which govern the recording of lectures, and students should be particularly aware of the following:

- Lectures will be audio-recorded by the College and the recordings uploaded to the VLE.
- 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 audio-recorded by the College, and by other individuals who have previously sought permission to do so (see last bullet point).
- If a student wishes to withhold their consent to the recording of any lecture for which they are registered, they should inform the Academic Registrar beforehand using the appropriate form. Please note that, if any student attending a lecture refuses their consent, then that lecture must not be recorded by **anyone**.
- *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 **only** be used by **those who have registered to study the module in question**. No recording may **ever** be passed beyond such individuals, **now or in the future**. To do so would be a **breach of copyright** and a **violation of privacy**.*
- In addition, individual students may also request permission to record lectures for themselves: this will normally be in connection with a particular specific learning difficulty. In these circumstances, prior consent must **always** be obtained from the module tutor, using a form available from the Academic Office. Such personal recordings are made for an individual student's use only and may **not** be passed on to anyone else; they should also be **deleted** once the student finishes their programme and leaves the College.

If students have any concerns or queries about the recording of lectures, then they should speak to the Academic Registrar as soon as possible.

Registering for Modules

Modules normally have a credit rating of 5, 10, 15, 20 or 25 credits at CertHE/FdA level, 20 credits at BA (Hons) level, and 30 credits at Master's level (except for RP6.4 which is worth 60 credits). Full-time students normally credit modules worth around 120 credits per year; part-time students normally credit modules worth around 60 credits per year.

New students will be guided through selection of their first year's modules in the weeks immediately prior to their arrival at College.

In Term 3, **returning students** will be asked to make their module choices for all three terms of the following academic year 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 (where applicable), to the Academic Registrar. Personal tutors and the Academic Registrar 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.

Part-time students are encouraged to discuss their academic programmes with the College Director or the Academic Registrar.

R Any changes to a student's module choices should fit with the published timetables and **MUST** be authorised by their personal tutor (where applicable) if their workload increases; changes must also be notified **in writing** to the Academic Registrar using the Module Choice

Amendment Form on the back of the MCF **before the end of the second week of teaching in any term**. 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 receiving a technical Fail and being liable for a module's tuition fees because, even though s/he did not study towards it, s/he remained registered for it.

Once registered, students may not withdraw from auditing a module unless in (agreed) exceptional circumstances: in such circumstances, they must inform the Academic Registrar and the module tutor in writing. Spouse auditors (see below) may withdraw from a module, but should also inform the Academic Registrar and the module tutor in writing as a courtesy.

Dissertations and projects (RP4.2, RP4.3 and RP4.6 at BA (Hons) level and RP6.2, RP6.3, RP6.4 and RP6.6 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.38-43) for more information, as well as pp.28-30 in the Programmes Handbook.

Note (1): Some modules run across two or three terms and credits are awarded at the end of the final term. This means that there are penalties for completing anything less than all of the terms of study, in that the module will result in a technical fail and no credit will be awarded.

Note (2): The modules on offer in any year are subject to change; any changes will be confirmed before the start of the term in which the module(s) are scheduled to run, via the Module Offerings List.

Note (3): Certain modules are normally excluded from the list of courses which may be audited. These include: language modules at Levels 4 and 5 (GK1.3, GK2.3 and HB2.3); language modules at Levels 6 and 7 (HB3.3, BS4.2/BS5.2, BS4.3/BS5.3 BS4.4/BS5.5 and BS4.9/BS5.9) unless at the discretion of the module tutor; dissertations, projects and guided reading modules at all levels; Homiletics modules (BW1.1 and BW2.1); Word of God and Studying Theology (BD1.1); and Reading Calvin's *Institutes* (DH2.2). 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).

Note (4): New students are generally encouraged **not** to audit additional modules during the first term of their first year, in order to give themselves time to adjust to the demands of College life.



Spouse Auditors

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

- By physical attendance in class; or
- Via the VLE i.e. listening to recorded classes and accessing learning materials: the learning materials will be available to those who register to audit from the term in which the module begins up until the end of the academic year.



Spouses may choose to audit more than one module in a given year, and can opt for **either** of the two methods each time (i.e. they can opt to audit one module by attending classes and a second module through the VLE). 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 the VLE method half-way through (or vice versa).

R Spouse auditors should be particularly aware of the following:

- The **spouses of part-time students** may audit up to 15 credits' worth of module(s) free of charge over the course of one academic year. Anything above that will be charged at the normal auditing rate. This applies regardless of whether the auditing is done in person or via the VLE.
- **All spouse auditors** should note and abide by the restrictions governing the use of lecture recordings (see pp.27-28 above), especially the requirement that lecture content may **not** be downloaded or shared outside of the College community. Auditors 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 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 term 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 Acting Academic Dean (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 elective modules up to the same credit value.

The College is currently reviewing its procedures with respect to Recognition of Prior Learning (or RPL), as part of a wider Admissions Policy Review. Students will be kept fully informed of any changes in this area which are pertinent to them.

i 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: 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 *Academic*

Life/Programme Specifications page on the VLE and on the College Website under http://www.oakhill.ac.uk/programmes/specs_and_maps.html.

Personal tuition for all **full-time students** provides support in all areas of the student experience. This includes on-going 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 Acting Academic Dean (Brad Bitner) for undergraduate matters; the Director of Postgraduate Studies (Chris Ansberry); the Director of Youth & Children's Ministry (Mel Lacy); or the Director of Theology for Crossing Cultures (David Baldwin).

Personal Development Planning

Personal Development Planning provides students with an opportunity to assess the value of the skills and knowledge they are developing and to identify future learning and development needs. It offers a structured way to reflect on what they are good at and what needs further work. As part of this, students learn to review their own skills, as well as what they have learned from different situations and environments - including study, placements and other activities. PDP is an important part of each student's personal development and should be the start of a lifelong process of reflection, learning and self-development.

Full-time undergraduate students and postgraduates will normally work through their PDP with their personal tutor during the first term of each year, and will refer back to it at regular intervals thereafter. Special arrangements will be made for part-time students to undertake PDPs: you will be notified of these arrangements at the start of the academic year.

SECTION E: LEARNING, TEACHING & 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.



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.3), 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 and exams. 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 the VLE (under *Academic Life/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.

Seminar: A seminar is a class where the emphasis is on student participation. Either a student or the tutor 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 in Theology). Please see the section on Dissertations & Projects (pp.38-43) for more information, as well as pp.28-30 in the Programmes Handbook.

Assessment Activities

Assessment is an integral part of learning and may be **formative** or **summative**. **Formative assessment** is designed to provide feedback on a student's performance and how it can be improved (an example might be regular homeworks for language modules). **Summative assessment** is designed to measure the extent to which each student has achieved the learning outcomes of a particular module and the grade that they will be awarded as a result (one example might be an end-of-module exam or an essay). The 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 both formative and summative comments 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 other study involved.

Oak Hill's Learning, Teaching & Assessment Strategy

A copy of the College's Strategy for the Enhancement of Learning, Teaching & Assessment (approved by the Academic Board in 2017) may be found on the VLE under *Academic Life/Policies*, along with the College's Assessment Policy (also approved in 2017).

Standard Essay Formatting

R

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.52-59 for more details of the marking criteria used.

- Page numbers (but nothing else) in header or footer
- Times New Roman, Arial, Cardo⁴ or SBL BibLit font⁵
- 12 point font (10 point for footnotes)
- 1.5 line spacing
- White paper
- Margins 3 cm top and bottom, right and left
- Text left-justified

⁴ Please be aware that there are sometimes display problems with Microsoft Word and Cardo font.

⁵ Available to download from: https://www.sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx.

- Use a staple (not any kind of detachable clip) to join work and coversheet, unless tutor indicates otherwise
- Footnotes not endnotes
- Footnotes presented according to the information contained in the booklet *Guidelines on Presenting Your Essay / Assignment*
- Black type



Note (1): 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 given in full on the Coursework Coversheet; however, if it is included, then it counts towards the word count.**

Note (2): Students need to ensure that they use gender-inclusive language in all of their assignments.

Note (3): If you wish to submit an assignment **double-sided**, then you may do so, but please ensure that you use **good quality paper** so that the ink does not seep through and make your work difficult to read.



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.



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 three CDDs in 2018-19 will be as follows:

Term 1: Tuesday 13 November 2018

Term 2: Tuesday 19 February 2019

Term 3: Tuesday 21 May 2019

A list of the deadlines for each term, known as the Coursework Deadlines List, is available on the VLE (under *Academic Life/Coursework Deadlines*), on the Academic Noticeboard in the Square, and on the noticeboard in the Academic Office.



Coursework Submission

Coursework should be presented neatly and without spelling, punctuation or grammatical errors (these may be overlooked in the case of students with relevant specific learning difficulties) and following the formatting regulations (see above). When word-processing, it is advisable to remember that most word-processing packages have a spell-checker; however, remember that the spell-checker will not pick up mistakes which do spell a known word. The best way to check work is always to read through a paper copy, preferably **at least** one day after it is written. 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.

ALL work submitted for assessment must be fronted by a Coursework Coversheet: full-time students should use **Coursework Coversheet A** (paper copies of which may be found in a marked pigeonhole in the Square and in a tray in the Academic Office; an electronic copy is also available on the College's VLE under *Academic Life/Forms*); part-time and crediting students should insert **Coursework Coversheet B** as the first page of their assignment (again, this can be downloaded from the VLE under *Academic Life/Forms*).

Amongst other things, the Coversheet requires students to fill in the **module code**, the **full title** of the assignment, the **date** of submission, the number of **words** used and either their **name** or their **student number** (depending on whether the work is to be anonymously marked). A checklist of things to remember when submitting coursework can be found on pp.36-37.

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 relevant details by looking at the **Coursework Deadlines List** (on the Academic Noticeboard, in the Academic Office itself, or on the VLE under *Academic Life/Coursework Deadlines*).

Note (1): 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.

Note (2): 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.



Procedure for Full-Time Students

Full-time students must submit their work by placing it in The Box in the Academic Office. The Box is labelled but, if in doubt, students should ask the staff in the Academic Office for help. If the Academic Office is shut, then work can be submitted via the out-of-hours postbox in the corridor outside, next to the Conservatory: this **is emptied at 12 noon and 5pm Mondays to Fridays** (except when the College is shut, for example on Bank Holidays).

There will inevitably be a small number of exceptions to this, such as language homework exercises (which should be put into the relevant tutor's pigeonhole) and individual modules for which submission of work in another format (such as an MP3 recording) may be required: **module tutors will make it clear in advance if a piece of assessed work needs to be submitted other than through the Box.**

Procedure for Part-Time and Crediting Students

Part-time and crediting students should normally submit their work by emailing it to the designated courseworksubmission@oakhill.ac.uk email address. When submitting coursework in this way, the following instructions should be followed.

1. All work submitted for assessment must include Coursework Coversheet B as the **first page** of the assignment (i.e. please **do not** submit the Coversheet as a separate document).

Please Note: Students who have a **specific learning difficulty** which has been registered with the Academic Office will be sent a copy of an alternative Coursework Coversheet which indicates that this is the case. This is for their own use only, and **may not** be passed on to another student under any circumstances.



2. **The document to be submitted must be saved in PDF format ONLY** (this is to avoid unintended changes to formatting which can occur during transmission if student and recipient are running different versions of MS Word). If submitting coursework in this format will cause problems, students should contact the Academic Registrar **as soon as possible**.

3. If a piece of work is to be submitted **anonymously**, the file should be saved with a title which **begins with the student's number, and continues with the module code and the assignment title**, e.g.: "012345 - DH11 - Why is History so Brilliant?" If the work does **not** need to be submitted anonymously, then the file should be saved with a title which **starts with the student's name, and then continues with the module code and assignment title**, e.g. "Joe Bloggs - DH11 - Why is History so Brilliant?"

4. Once the file is ready, it should be emailed to courseworksubmission@oakhill.ac.uk. The **subject line** of the email should include the **module code** and the **student's name/number**, while the **body** of the email should give the name of the **module tutor**, and indicate **which piece** of assessed work is being submitted e.g. essay, seminar paper, report of a meeting, etc. The latter is especially important if there is more than one piece of assessed work for a module. **Students should ensure that they send a separate email for each piece of work for each module.**

5. The courseworksubmission@oakhill.ac.uk inbox will be checked twice daily by Academic Office staff and an automatic reply will be sent confirming receipt of each piece of work. The reply should be retained as **proof of submission** should that be required at a later date.

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 attach the wrong file to their email; alternatively, temporary congestion on the internet connection might delay transmission of the email. Students should contact the IT Officer if there are any problems. **However, there is no guarantee that help will be available at the last minute, so please think ahead.**

Very occasionally, a piece of assessed work may be required in a format which cannot be emailed, for example, a portfolio of disparate materials. Module Tutors will inform students if they need to submit a piece of assessed work in another format. In such cases, part-time and crediting students should, if at all possible, submit such work by placing it in The Box in the Academic Office – please do ask the staff in the Academic Office for assistance if necessary. Please note that all such work must have a **different Coursework Coversheet**, i.e. all work submitted physically through the Box should include *Coursework Coversheet A* as the first page of the assignment. Coursework Coversheet A is available on the VLE under *Academic Life/Forms*, from a designated pigeonhole in the Square, or from the Academic Office itself.

Submission Checklist

The following is a list of everything that you should check **before** a piece of coursework is placed into The Box or submitted online. 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.45-48.

- Coursework Coversheet:**
For submission via the Box: the Coversheet should be stapled to the front of the piece of work (at the top left-hand corner); for submission online, the Coversheet should be included within the electronic document as the first page of the assignment

- Include** the following on the Coursework Coversheet:

- Student number OR name:**
Which you use will depend on whether the work is to be marked anonymously. If you are unsure, check the relevant column on the Coursework Deadlines List. **Never** put both your name and your student number on the Coversheet
- Module Code**
- Question Number** (or *N/a* if there is only one option)
- Name of Module Tutor:**
If there is more than one tutor, check the Coursework Deadlines List to see if the assignment in question should go to one tutor in particular
- Full Title of Work:**
This is very important, especially if you are not going to include the assignment title in the body of your work: we need to be able to identify it
- Max. Words Allowed and Exact Number of Words:**
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
- Due Date:**
Again, penalty points may be applied if your work is late so it is important to check your deadlines and make sure that the deadline is correct
- Agreed Extension Date:**
Only fill this in if you have had an extension request approved by the Senior Registrar; self-deferral of deadlines is not permitted under any circumstances
- Specific Learning Difficulties (SpLDs):**
For submission via the Box: students who have a specific learning difficulty which has been registered with the Academic Office may complete and sign the section at the foot of Coursework Coversheet A; for submission online, students with a registered SpLD will be sent their own version of Coursework Coversheet B
- Online Submission Only:**
Ensure that the file name and the covering email are set up correctly:
 - a) File name: Student name OR number + Module Code + Assignment Title
 - b) Email (Subject Line): Module Code + Student Name OR Number
 - c) Email (Body): Module Tutor + which piece of work is being assessed
- Submit the work:**
This sounds obvious, but when you have multiple deadlines, it is surprisingly easy to forget to hand in/email one piece of work – especially if you tackle one assignment earlier than the 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!

Record of Submission

A record of which assignments are submitted, and when, is kept by the Academic Office. **Full-time students** may submit an 'acknowledgement of receipt' slip with their work should they wish to do so (these are available from a marked pigeonhole in the Square or from the Academic Office itself, and should be securely attached to the work itself when it is put into the Box). These slips will normally be returned to the student's pigeonhole, acknowledging receipt, within 24 hours of the work being submitted. If the slip is not returned within 24 hours, the student should ask the staff in the Academic Office. **Part-time and crediting students** will receive an email from the courseworksubmission@oakhill.ac.uk email address acknowledging receipt of their work, and should retain this as proof of submission. **Please ensure that you keep an exact copy of everything that you submit for assessment.**

R Dissertations and Projects

Information about the different types of dissertation and project, and about the specific timing requirements associated with each, is provided in the Programmes Handbook (pp.28-30). The following information relates specifically to the procedures around dissertation and project proposals, research ethics, formatting, submission and the provision of feedback.

Proposal and Submission Deadlines

Indication of Subject Area

By the end of Week 6 of Term 3 in the previous year (i.e. in Term 3 of Year 2 for a BA-Level Project or Dissertation; in Term 3 of Year 3 for an MTheol etc.), students must email the Dissertations Co-ordinator to inform him of the subject area they wish to focus on (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 7 of Term 3), the Dissertations Coordinator will assign a supervisor for the work.



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.40 below).

By the end of Week 9 of Term 3, 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 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.



The Formal Proposal

- The formal proposal for **RP4.2, RP4.3, and RP6.6 (PGCert/PGDip)**, complete with a fixed title as well as supervisor's comments and signature, must be submitted to the Academic Registrar by no later than **Tuesday 11 December 2018** (Week 2 of Term 2).
- The formal proposal for **RP4.6**, complete with a fixed title as well as supervisor's comments and signature, must be submitted to the Academic Registrar by no later than **Tuesday 19 March 2019** (Week 2 of Term 3).
- **MA and MTheol students** who are registered for **RP6.2, RP6.3 or RP6.4** should normally submit their formal proposal(s) to the Academic Registrar, complete with a fixed title, supervisor's comments and supervisor's signature, by no later than **Tuesday 19 March 2019**. However, those students (normally Ordinands) who are intending to

submit their work at the end of the summer (30 August 2019) may submit their formal proposal(s) by the later date of **Tuesday 25 June 2019**.

The formal proposal should be submitted **electronically** to the Academic Registrar: she will then forward it to the relevant External Examiner for approval. Whichever of the above dates applies, the Academic Registrar will submit each formal proposal to the External Examiner as soon as is reasonably possible upon receipt.

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 and even good work will not do well if it 'misses' the title.** Titles should therefore be formulated very carefully.

Submission Deadlines

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

- **RP4.2, RP4.3 and RP6.6 (PGCert/PGDip)** should be submitted by no later than the Tuesday of the February Reading Week, i.e. **Tuesday 12 February 2019**.
- **RP4.6** should be submitted by no later than the Tuesday of Week 8 in Term 3, i.e. **Tuesday 14 May 2019**.
- **MA and MTheol students** who are registered for **RP6.2, RP6.3 or RP6.4** should normally submit their work by no later than the Tuesday of Week 8 in Term 3, i.e. **Tuesday 14 May 2019**. However, those students (normally Ordinands) who are intending to graduate in the following academic year may submit their work by the later date of **Friday 30 August 2019**.

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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. If you are in any doubt about the submission date for your work, please contact the Dissertations Coordinator himself or the Academic Registrar. **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, or which involve interaction with children or members of the public). 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:

- **Category 1: RP4.2, RP4.3, RP6.2 (MA/MTheol) and RP6.6 (PGCert/PGDip):** no later than the Friday of Week 3 in Term 1, i.e. **Friday 28 September 2018**.
- **Category 2: RP4.6 (BA Hons in Theology specialising in TCY), RP6.3 (MA/MTheol) and RP6.4 (MA/MTheol):** no later than the Tuesday of the November Reading Week, i.e. **Tuesday 27 November 2018**.
- **Category 3: PM4.8 (BA Hons in Theology specialising in TCC):** no later than the first day of Term 3, i.e. **Monday 11 March 2019**.



Full information on how to do this 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 19 October 2018** (for Category 1); **Friday 14 December 2018** (for Category 2); or **Friday 29 March 2019** (for Category 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.

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 RP6.6 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 RP6.4, or RP6.2 and RP6.3) should normally meet with their supervisor(s) on around **six** occasions in total.



It is the student's responsibility to keep a record of supervision meetings using the appropriate form available on the VLE: the form records the date of each supervision/meeting, along with comments by both the student and the supervisor. 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.41 below).

Extraordinary Arrangements

Master's-level students may claim for legitimate research expenses incurred in connection with their dissertation or project (**RP6.2, RP6.3, RP6.4 or RP6.6**) 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.



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 **RP6.6** may withdraw up until the Tuesday of Week 2 in Term 1 (**18 September 2018**); by the same deadline, postgraduate students may transfer from the Master's-Level Long Dissertation (**RP6.4**) to the Master's-Level Short Dissertation (**RP6.2**) plus Short Project (**RP6.3**); no other withdrawals are possible at postgraduate level. Undergraduate students taking **RP4.2** or **RP4.3** may withdraw up until the Tuesday of Week 9 in Term 1 (**13 November 2018**).

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 Registrar so that the student can amend their Module Choice Form (see pp.28-29): **students should note that the change must be registered with the Academic Office before it becomes official.**

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:

- **RP4.2, RP4.3 and RP4.6:** maximum 6,000 words (or agreed equivalent).
- **RP6.2, RP6.3 and RP6.6:** maximum 7,500 words (or agreed equivalent).
- **RP6.4:** maximum 15,000 words.

The word count does not include 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.

TWO copies of each dissertation or project should be submitted to the Academic Office **each with a Coursework Coversheet** (see p.35) using the same formatting requirements as for essays (see pp.33-34) and the referencing rules which are 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.

Each copy should be adequately bound, since one copy may be retained in the College Library (see under 'Feedback' below); there is a binding machine in the Academic Office and instruction can be given in how to use it. Payment for binding dissertations and projects should be made at Reception (the cost is currently £2 per copy).

Note (1): If there is a long queue for use of the binding machine, then the submission time will be taken as **the time that you arrive in the Academic Office**, provided that (a) you remain there until you have completed your binding; and (b) you place your work in the Box immediately you finish binding it.

Note (2): Dissertations/projects must be submitted in **hard copy only**, including those prepared by part-time students (who normally submit their work electronically); part-time students will need to bear this in mind as the deadline for submission approaches.



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.

Ordering the Contents of the Dissertation or Project

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

Coursework Coversheet	All dissertations and projects should be fronted by a Coursework Coversheet. (This should be slipped inside the cover and should not be bound in with the dissertation and/or project itself.) The Coversheet should carry your name and not your student number.
Supervision Sheet	[Master's-Level students only] Again, this is slipped inside the cover and is not bound in with the dissertation and/or project itself.
Title Page	This should include the full title of the work; your own name in full (not simply your preferred name or an abbreviated version of your name); the qualification for which the work is being submitted; the name of the College ; and the date of submission (month and year).

Table of Contents	This should list, with their page numbers, the main sections and/or chapters of the work, as used in the main text; any Appendices with their full titles and/or numbers; and the Bibliography.
List of Illustrations	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.
Preface	Here the writer may acknowledge any financial support, in the form of grants or scholarships, or help from supervisors, colleagues or institutions.
Abbreviations	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.
Text	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.
Footnotes	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 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 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. For additional advice on Footnotes, please refer to the separate <i>Guidelines</i> Booklet.
Appendices	Miscellaneous 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.
Bibliography	For additional advice on Bibliographies, please refer to the separate <i>Guidelines</i> Booklet.

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 their annual visit to the College, 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).

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 Assessment Board. The dissertation or project will be subject to the standard penalties for late work (pp.46-48) unless an extension has been granted (pp.48-50).

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Students should note that computer or printer 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 imposed by Middlesex University). 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 and Academic Registrars should also be informed.

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 Acting Academic Dean. 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 sheet showing combined comments from both internal markers. If the dissertation and/or project achieves a grade of 6 (an upper second) or better, one copy will be kept in the College Library (unless the student has requested otherwise prior to submission, or there are good ethical reasons for not doing so, e.g. relating to participant confidentiality); otherwise, the student will receive both copies back.

Arrangements for Exams

Exam timetables are prepared by the Academic Registrar and are published shortly before each Exam Period begins. Copies are circulated to students by email, and are posted on the Academic Noticeboard in the Square and on the VLE (under *Academic Life/Timetables & Term Dates*); during Exam Periods, they will also be displayed on the door of each examination room. All exams are governed by Middlesex University regulations, a copy of which will be circulated to students prior to each Exam Period.

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Regulations for Exams

The following points are the standard practice at Oak Hill for formal exams, and it is assumed that students will abide by them out of consideration for other students:

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- No bags, coats etc. in the exam room (or left at the back or front of the room away from the students)
- **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 in the exam room and shown to the Invigilators when requested
- Make as little noise as possible
- **You 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

In addition:

- Write in black or blue ink or in pencil - pencil cases must be transparent
- Write their student number and module code at the top of each piece of paper submitted (or name if instructed to do so)
- No food (except 'quiet' sweets i.e. no noisy sweet wrappers) or drink (except water in unlabelled bottles) in the exam room - this is because this is always the rule in the College's lecture and seminar rooms, which are used for exams
- **If a student wishes to go to the toilet during the exam they MUST raise their hand to get permission from the invigilator first, but they cannot do so during the first 30 minutes and the last 10 minutes of the exam (see above). Only one student at a time is allowed out of the room.**

Attendance at Exams

- No student may enter an exam more than 30 minutes after its start
- No student may leave an exam earlier than 30 minutes after its start (or within the last 10 minutes; see above)
- No extra time will be allowed for any late entrant to an exam
- If a student wants to leave the exam early then they should put up 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

At the End of the Exam

- **The invigilator will ask all the students to REMAIN IN THEIR SEATS and will THEN collect an exam script from each student**
- The invigilator may then collect other exam materials
- The invigilator will then check that the number of exam scripts equals the number on the class register that they took at the beginning of the exam
- The invigilator will THEN tell the students that they can leave
- Please leave the room quietly as there will still be other people taking exams
- **PLEASE BE QUIET OUTSIDE THE EXAM ROOM, IN THE FOYER AND OUTSIDE THE ACADEMIC CENTRE** as sound travels easily around and into the Academic Centre and exams take place in SR3 and SR4 as well as LR1 and LR2

Books in Exams

- Students will only be allowed those books (or other materials) which are specified on the question paper
- Where students are allowed a Bible in an exam, they will be provided by the College's NIV Bibles
- Greek New Testaments, where allowed, will also be provided by College

Illness and Exams

- **A student who commences an examination implies that they deem themselves fit to do so.** If a student is ill on the day, they should provide a dated medical certificate which explicitly states that they were too ill to sit the exam 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 examination, the student must inform the invigilator at once, and must subsequently seek a medical certificate which supports the claim that they were rendered unfit to work during the examination. 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.

Exams and Fire Alarms

- If the fire alarm goes off during your exam, **students need to wait for instructions from the Exam Invigilator**. If there is a need to evacuate the building, then they need to follow the instructions of the Invigilator, taking their personal belongings with them (if possible) but leaving their exam papers on their desks
- The students from each exam room should remain together at the fire assembly point outside of Reception but remember that they will be under exam conditions outside of the building and **must NOT talk to each other or use their mobile phone**
- They will be given further instructions by the Invigilator when it is known what is happening. If at all possible, the exam will continue and when advised to do so students should re-enter the exam room and further advice will be given about continuing their exam
- Very occasionally exams will have to be cancelled. In these cases the Invigilator will inform the students that they can leave, and the Academic Office will email affected students to inform them when new exams will take place.

Babies Due in Exam Week

Student mobile phones are switched off during exams. Therefore if a student's spouse is expecting a baby to be born in Exam Week, the student should contact the Academic Registrar (Carol Hill) before the Exam Week so that she can give him a mobile number their spouse can call if they go into labour whilst the student is in an exam. Carol (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 (e.g. they may receive an incomplete (INC) grade for the exam).



Coursework and Penalties



Incorrect Completion of Coursework Coversheet

- i. **Failure to state the correct number of words** (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).
- ii. **Failure to state either name or student number 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)

Where a word limit is prescribed for a piece of work, the **exact number of words** written **must** be put on the Coursework Coversheet. 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 (including the heading at the start of the piece of work). **There is no need to put the assignment question at the start of the piece of work; however, if it is included, 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: 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

HB3.3 (a Level 6 module) in their FdA Year should consult the penalties for BA (Hons)-Level modules rather than the penalties for FdA-Level. In cases of doubt, please consult either the Academic Registrar (Carol Hill) or the Senior Registrar (Caroline Hinch) for advice.

For CertHE and FdA 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.52-59 for more details about the grades used.

Module tutors may randomly check the number of words. In cases of discrepancy, students will be asked to give the tutor a copy of the assessment on a computer memory stick to check the word count stated. If the student is unable to provide a memory stick, then the tutor will count the words manually and take that as the true word count. In any dispute over the word limit, the decision of the Acting Academic Dean 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 should be put into The Box in the Academic Office as usual (or, in the case of part-time students, submitted via the designated email address); when processed, it will be dated with the date and time of submission, and thus the module tutor will calculate the appropriate number of penalty points.

If the Academic Office is shut, then coursework should be put into the out-of-hours postbox outside the Academic Office, next to the Conservatory: this will be emptied at 12 noon and 5pm Monday to Friday (except when the College is shut, e.g. on Bank Holidays).

If the period between the deadline and submission includes a weekend, penalty points are awarded counting the weekend days despite the fact that work cannot be submitted between Friday 5pm and Monday morning; this is to discourage deliberate late submission at a 'cheap rate' of penalty points. Work which is sent to the coursework submission email address over a weekend will be subject to penalty points in the same way.



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

Work which is handed in after the set deadline without prior authorisation for an extension (see pp.48-50) 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 FdA 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 Acting Academic Dean 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 deferral.

R Deferral of Assessment: Coursework (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. non-serious 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 Acting Academic Dean 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 Term.

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 is one week before the first marking deadline in Term 3 (for 2018-19, this is likely to be 10 June 2019, but this will be confirmed at the point at which the extension is agreed); thereafter, any further deferrals will be to the last working day of August (for 2018-19, this will be 30 August 2019).** 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 Assessment Board; if the work cannot be marked, then an *Incomplete* (INC) grade will be awarded by the Board with the final grade being ratified at the following year's July 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 will be delayed until September and will also be provisional until the following Assessment Board in July.



Rejected/Late Extensions Outcomes

An assessment component will be penalised (according to the penalties on pp.45-48) 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 a pigeonhole in the Square or from the College's VLE, under *Academic Life/Forms*).
2. Submission of forms may be made in either hard copy or electronic format. If made electronically, both the form and all supporting evidence must be scanned and attached in 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 for the final decision, either by email (to carolineh@oakhill.ac.uk) or in hard-copy (by post or via her pigeonhole). 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 the majority of placements at CertHE and FdA level is determined by the relevant Placement Coordinator's assessment of a Placement Supervisor's Report and the associated student reflections. Students will be given a deadline by which the Supervisor's



Report must be submitted to the College (normally the Coursework Deadline Date for Term 3) and should submit it in the normal way, with the appropriate Coursework Coversheet.

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 Deferral using the process outlined above. An INC (incomplete) 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 pp.47-48). It is therefore very important that students contact the Senior Registrar in good time if they have any concerns.

R Deferral of Assessment: Procedure for Exams

If a student is unwell, or if there is another condonable reason why they will not be able to sit an exam 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 is authorised by the Senior Registrar in consultation with the Acting Academic Dean where necessary. For **unseen examinations**, the student will normally be required to sit a new exam during the following Summer Exam Re-sit Week (normally held at the end of August or at the very beginning of September, just before the next Welcome 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 examination, the student must inform the invigilator 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 examination, they should speak to the Academic Registrar or the Senior Registrar before the examination 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 examination, and how regularly it may prove to be a problem. In such cases, if a student becomes unwell during an examination, it may be possible for the College to argue **extenuating circumstances** at the next meeting of the Assessment Board.

R Failure of Assessed Work, including Failure to Submit

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 (including not attending an exam), they will fail the relevant component of the Assessment Package: see the grading scales on p.52 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 (or the module tutor for provisional grades) 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 FdA 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 see pp.81-88.

Cost of Re-Sits

- The cost of retaking a **non-exam** component of a module (i.e. following a Fail) is £50 per component.
- The cost of retaking an **exam** component of a module (i.e. following a Fail) is £75 per component.
- There is **no charge** for submitting a component of a module following an Incomplete (INC) being awarded for that component.



Marking and Sample-/Double-Marking

Assessed work is first marked internally by the module tutor⁶ 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 or visiting lecturer is subsequently fully double-marked by a (longer-standing) member of the Faculty.



Grades are ratified by the Assessment Board which meets at the end of every academic year. The decision of the Assessment Board is final unless overturned by the Academic Board as the result of a Formal Appeal (see pp.81-88).

Anonymous Marking

The College operates a system of anonymous marking, using **student numbers**, for certain pieces of assessment (all exams, essay-style assignments, and other pieces of work at the module tutor's discretion). If work is to be anonymously marked then **the student's number** should be given at the top of the Coursework Coversheet. If not, then **the student's name** should be given at the top of the sheet. Students **must not** put **both** name and number on the Coversheet, as this will interfere with the process of anonymous marking.



Module tutors will indicate whether a piece of work should be submitted by name or by student number. If in any doubt, students may ask their module tutor, speak to a member of staff in the Academic Office, or consult the Coursework Deadlines List which is available on the VLE (under *Academic Life/Coursework Deadlines*), on the Academic Noticeboard in the Square and in the Box for submitting coursework.

⁶ 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.



Students with Specific Learning Difficulties

As noted on p.15, students with certain types of specific learning difficulty (such as dyslexia) may have grammar, spelling and punctuation mistakes disregarded in written coursework.

If (and **only** if) the Academic Registrar has indicated in writing that this allowance can be made, then **full-time students** should sign the relevant section at the bottom of the Coursework Coversheet so that their work can be assessed accordingly. If the piece of work is to be anonymously marked, then the portion of the sheet with their signature will be removed so that the marker only sees the student's number and not their name. **Part-time and crediting students** will be sent a different Coursework Coversheet for any work submitted via the designated coursework submission email address: this is for their own personal use only, and must **not** be passed on to anyone else under any circumstances.

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

R Grading Scales and Marking Criteria

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

Description	Grade (CertHE/FdA)	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	F	13-14	Fail	13-14
Fail - Token or No Submission	N	15	Fail	15
Pass – only for modules with Pass (P) or Token/No-Submission (N) grades	P	N/a	N/a	N/a

Note: FdA students taking HB3.3 (a BA (Hons)-level module) will have their work marked on the 15-point BA (Hons) grading scale; their final module mark will then be converted to the Foundation Degree scale, using the table on p.62 ('Mapping for Progression to Year 3 of the MTheol'). The results letter sent to the students will just give the grade as per the FdA scale.

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)
FAIL	Fail due to non-completion/submission of assessment component(s)
INC	[For coursework/exam deferrals]: Assessment incomplete for a condonable reason: no penalty
XXXX	Credits to be awarded in a later term (for multi-term modules)
TBC	Assessment complete; grade pending
TBA	Assessment not yet due; grade to be confirmed in a later term

College Marking Criteria

The standard, non-standard and pass/fail Undergraduate Marking Criteria, plus the standard Postgraduate Marking Criteria, may be found below; with the approval of the Acting Academic Dean, tutors may use variations of these specific to their own modules and assessment, in which case the student will be given a copy of the criteria used. 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, 3.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 (BS1.x, BW1.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 (BS2.x, BW2.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 (HB3.x, DH4.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. 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. Mostly 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 'Non-Standard/Placement-Based Coursework' at Levels 4-5

NB Not all criteria will be applicable to every assessment.

CRITERIA FOR LEVEL 4 (MN1.x, &c.)					
	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a. Very fitting	k. Fitting	u. Broadly appropriate	ee. Barely appropriate	oo. Inappropriate
Theological competence	b. Incisively evident	l. Considerable	v. Some clearly evident	ff. Limited competence	pp. Little evident
Content in light of task	c. Relevant; broad or deep	m. Key content covered	w. Some content covered	gg. Major gaps	qq. Minimal content
Pastoral discernment	d. Insightful	n. Considerable	x. Some evident	hh. Limited	rr. None evident
Mission orientation	e. Thorough	o. Clearly evident	y. Some evident	ii. Limited	ss. None evident
Application	f. Insightful	p. Well applied	z. Some application	jj. Minimal application	tt. Lacking application
Integration of class- and work-based learning	g. Very well integrated	q. Well integrated	aa. Some integration	kk. Limited integration	uu. Lacking integration
Logical coherence	h. Thoroughly coherent	r. Mostly coherent	bb. Broadly coherent	ll. Limited coherence	vv. Barely coherent
Organisation	i. Thoroughly structured	s. Clear structure	cc. Some structure evident	mm. Minimal structure	ww. Lacking structure
Presentation / delivery	j. Very few mistakes	t. Well expressed	dd. Good to read / hear	nn. Uneven	xx. Poorly expressed
CRITERIA FOR LEVEL 5 (MN2.x, &c.)					
	A Excellent	B+ Very good	B- Good	C Satisfactory	F Fail
Methodology	a. Thoroughly appropriate	k. Very fitting	u. Fitting	ee. Broadly appropriate	oo. Barely appropriate
Theological competence	b. Very incisive throughout	l. Incisively evident	v. Considerable	ff. Some clearly evident	pp. Limited competence
Content in light of task	c. Relevant, broad and deep	m. Relevant, broad or deep	w. Key content covered	gg. Some content covered	qq. Major gaps
Pastoral discernment	d. Very insightful	n. Insightful	x. Considerable	hh. Some evident	rr. Very limited
Mission orientation	e. Very thorough	o. Thorough	y. Clearly evident	ii. Some evident	ss. Very limited
Application	f. Very insightful and apposite	p. Insightful	z. Well applied	jj. Some application	tt. Minimal application
Integration of class- and work-based learning	g. Thoroughly and incisively integrated	q. Very well integrated	aa. Well integrated	kk. Some integration	uu. Very limited integration
Logical coherence	h. Incisive throughout	r. Thoroughly coherent	bb. Mostly coherent	ll. Broadly coherent	vv. Limited coherence
Organisation	i. Everything in its place	s. Thoroughly structured	cc. Clear structure	mm. Some structure	ww. Minimal structure
Presentation / delivery	j. Impressively well expressed	t. Very few mistakes	dd. Well expressed	nn. Good to read/hear	xx. Uneven

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

Please note that this marking scheme is at present under review and will be re-published later in the academic year 2017-18. Students will be kept informed of any developments.

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 sermon preached to a regular congregation in a genuine local church context; a placement-based diary/reflection; or a Placement Supervisor's Report. 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 Academic Vice Principal, 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 (MN1.x, MN2.x, HB3.x, BD4.x, &c.)

P	Pass	Satisfactory Submission
N	Fail	Token or Non-Submission

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



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 end of year 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 the VLE (under *Academic Life/Quality Assurance*) after the first Academic Board meeting of each academic year.

For 2018-19, the College's three External Examiners will be: Dr Zachary Cole (Lecturer in Biblical Studies, Union Theological College); Dr Paul Coulter (Lecturer in Practical Theology & Missiology, Belfast Bible College) and Dr Robert Shillaker (Lecturer in Systematic Theology, Highland Theological College). **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 the following URL: <http://www.qaa.ac.uk/assuring-standards-and-quality>.

The Assessment Board

The Assessment Board is given authority by the College's Academic Board, and comprises the College Faculty, the Academic Registrar (as Officer), the Senior Registrar, the Quality Assurance & Enhancement Manager, the External Examiners and the University Link Tutor.

The Board meets at the end of the academic year and ratifies 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 during the year, along with dissertations and projects. They discuss the results with the relevant tutors, moderate grades where 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 current Constitution and Terms of Reference of the Assessment Board may be found on the VLE under *Academic Life/Quality Assurance*.



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 on Coursework

Tutors will normally give feedback on written coursework using a dedicated feedback sheet, tailored to include the Threshold Learning Outcomes for the module in question; reference to

the appropriate marking criteria (see pp.52-59); and formative/summative comments. There will be a set deadline each term by which students can expect to receive their feedback from module tutors. These are listed below and will also be specified on the module outline for each course. The dates for 2018-19 will be as follows:

For coursework submitted in Term 1: Friday 11 January 2019

For coursework submitted in Term 2: Tuesday 19 March 2019

For coursework submitted in Term 3: Friday 12 July 2019

Please remember that one consequence of anonymous marking is that tutors cannot necessarily give comments referring to other pieces of work (e.g. making a favourable comparison with a previous essay).

The grades given for individual assignments will remain provisional until confirmed by the Assessment Board at the end of the academic year. **Provisional grades are given to students at the end of Terms 1 and 2 and (at the discretion of the module tutor) prior to the Assessment Board at the end of Term 3. These grades may be changed when all of the grades are ratified by the Assessment Board.**



Feedback on Exams

Exam scripts are not returned to students but provisional (overall) marks for individual exams will be made available in the Academic Office approximately one week after provisional module results are sent to students at the end of Terms 1 and 2, and approximately one week after the final results are sent out at the end of the academic year.

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. This request **must** be made via the Academic Registrar, Carol Hill, who will retrieve the exam paper and pass it to the relevant module tutor(s). Students will then 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 Academic Registrar.

Publication of Results

Results will be communicated to students two to three weeks after the meeting of the Assessment Board by means of an individual Statement of Attainment, 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. 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.

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 Director (who provides academic support for part-time students) or to the appropriate Course Director.

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/College Director 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 Acting Academic Dean will liaise with the tutor/Course Director/College Director as required.

R 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 during their first two years of study**. The average is calculated by mapping the grades awarded at CertHE/FdA level onto their numerical equivalents at BA (Hons) level:

Grade at CertHE/FdA	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

An average of all grades is taken, **without** reference to module weighting (i.e. the grade for a 5 credit module is weighted the same as the grade for a 10 credit 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. The College rounds to 0.55.

R 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.

Certificate of Higher Education (CertHE):

This award can be marked Fail or Pass:

- Students are awarded a Pass on a CertHE once they have attained grade C or better in modules worth 120 credits at Level 4 or higher.

Foundation Degree in Arts (FdA):

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

- Students are awarded a Pass on an FdA once they have attained grade C or better in modules worth 240 credits; at least 120 of those credits must be at Level 5 or higher.
- Students may be awarded a Pass with Distinction on an FdA once they have attained the above, **and** 45% or more A grades (i.e. at least 108 credits from modules awarded an A grade). The Assessment Board has agreed various 'refinements' to this general rule to aid in classifying the FdA.

Bachelor of Arts (BA (Hons)):

This award can be marked Fail, Pass, or classified:

- Students are awarded the BA (Hons) once they have attained grade 12 or better for the BA modules and C or better for the FdA modules in modules worth a total of 360 credits. 240 credits' worth must be attained as for the FdA, with a further 120 credits' worth at BA-level. An average of the grades from these BA-level modules (6 modules or 5 modules + a short dissertation / short project or guided reading project) is taken.
 - A student who achieves 10 to 12 overall is awarded Third Class Honours.
 - A student who achieves 7 to 9 overall is awarded Second Class Honours, Lower Division (Lower Second Class Honours).
 - A student who achieves 4 to 6 overall is awarded Second Class Honours, Upper Division (Upper Second Class Honours).
 - A student who achieves 1 to 3 overall 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 once they have attained certain grades (see below) or better in modules and dissertations worth 480 credits.
 - In the first two years, the pass grade is C, but the student must attain an overall average of B+ or better, over modules worth 240 credits, to be allowed to progress to the third year (see p.62 for an explanation of how this is calculated).
 - In the third year, the pass grade is 12 (on the undergraduate scale); however, to continue on into the fourth year, the student must attain an average of at least 8 on the undergraduate 15-point scale for their taught modules, plus a grade of 8 or better for their short dissertation.
 - In the fourth year, the pass grade is 12 on the postgraduate 15-point grading scale.
- Students may be awarded a Pass with Merit on an MTheol once they have attained all of the above, **and**, in the third and fourth years, have attained a rounded average of 6.5 or better in the taught modules and dissertation(s), and grade(s) of 6 or better for the fourth year dissertation package.
- Students may be awarded a Pass with Distinction on an MTheol once they have attained all the above, **and**, in the third and fourth years, have attained a rounded average of 3.5 or better in the taught modules and dissertations, and grade(s) 3 or better for the fourth year 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.
- 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 the taught modules and dissertation package, and grade(s) of 6 or better for the dissertation 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 the taught modules and dissertation package, and grade(s) of 3 or better for the dissertation package.

Credit Accumulation Statements for Oak Hill Awards

Oak Hill College Level	Example of module code	Description	FHEQ Level
4	BS1.2	Certificate (CertHE) Level (introductory)	Certificate (Level 4)
5	DH2.1	Foundation Degree (FdA) Level (developing)	Intermediate (Level 5)
6:1	HB3.3	BA Level 1 (modules are also available to FdA-Level students)	Honours (Level 6)
6.2	DH4.1	BA Level 2 (not available to FdA-level students; classes may be shared with Master's-Level students)	Honours (Level 6)
7:1	BD5.1	Postgraduate; 'Enhanced BA' level (Master's students may share classes with BA-Level students)	Master's (Level 7)
7:2	DW6.1	Postgraduate; 'Specialist Masters' Level (class members are Master's-Level only)	Master's (Level 7)

Award	Minimum credits at Level 4 and above	Minimum credits at Level 5 and above	Minimum credits at Level 6 and above		Minimum credits at Level 7	
			6.1 or above	6.2 (or above)	7.1 or above	7.2
CertHE Theology	120					
FdA Theology	240	120				
BA Hons Theology	360	240	120	100		
MTheol Theology	480	360	240	220	120	90
PGCert Theology					60	60
PGDip Theology					120	60
MA Theology					180	120

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 to the Admissions, Marketing & Communication Manager, Clare Osborne (clareo@oakhill.ac.uk).

Statements of Attainment and Diploma Supplements

Students will be sent a Statement of Attainment (which lists the modules taken to date as well as those being taken during the current academic year) at the beginning of each term. Students are also welcome to request a Statement of Attainment 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 £20 (£30 for students who left the College before 2001). The College aims to maintain academic records indefinitely.

SECTION F: QUALITY ASSURANCE & ENHANCEMENT

Methods of Assuring Quality

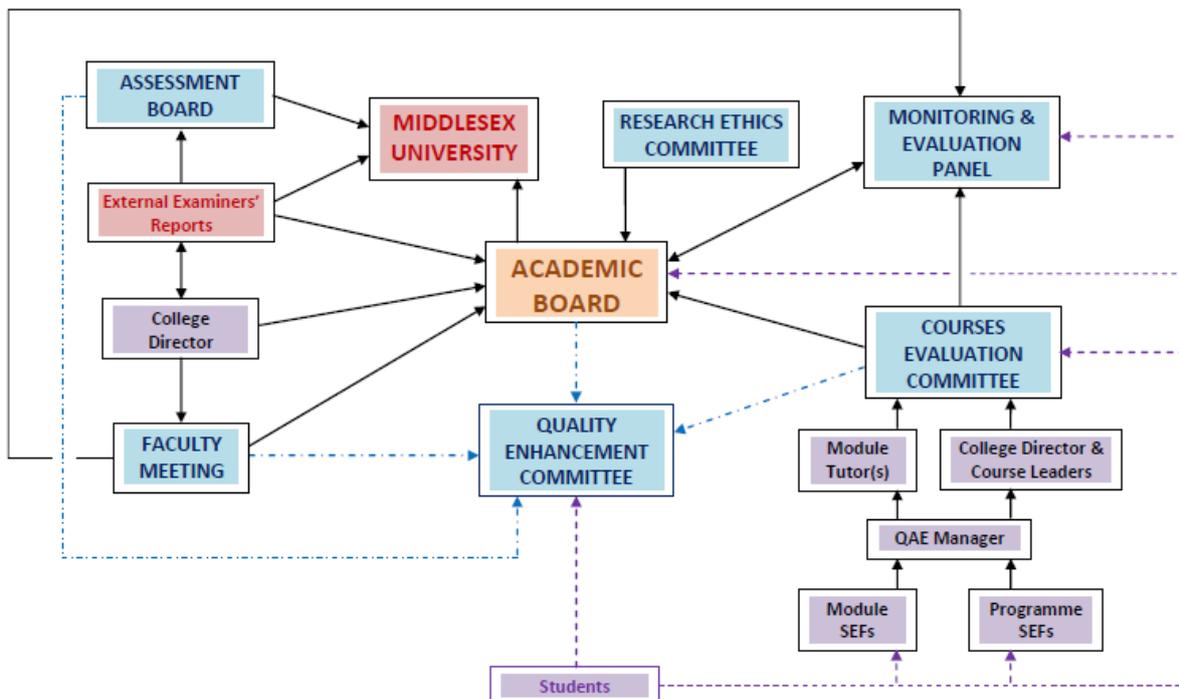


The terms *quality assurance*, *enhancement*, *academic quality* and *academic standards* may be unfamiliar, and students may feel that such matters have little to do with them; however, these terms are very important to students and their programmes:

- **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 Higher Education 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 and Enhancement is therefore about maintaining academic standards and working both strategically and systematically to ensure that students continue to have the best possible experience at Oak Hill College.

The diagram and notes below serve 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. 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 Committee, the Monitoring and Evaluation Panel and the Faculty, as well as informally. 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 Committee.





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 enhance the quality of their programmes.

To begin with, the College participates in a number of **external surveys**, such as the National Student Survey (NSS) and the Destination of Leavers from Higher Education (DLHE) Survey (shortly to become the Graduate Outcomes Survey), both of which invite students to reflect back on their overall learning experience. **Internally**, 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 described below, along with some specified forums for raising student concerns.

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 (one for each programme, mode and level of study, as well as one overarching Student Academic Representative) are elected each year at the end of Term 2. They 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 on the relevant noticeboard in the Square or by visiting the *Academic Life/Quality Assurance* page on the VLE.

In addition to this, students are also represented on the College Council (through the Senior Student and SCR Secretary), on the Monitoring & Evaluation Panel (with membership as required by the issue at hand), and on the Quality Enhancement Committee (through the Student Academic Representative). The Senior Student and the SCR Secretary also meet weekly 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 term(s) in which it runs; they are distributed during the last week of classes each term 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 module tutor then reads the SEFs, with a view to harnessing any good suggestions for improving modules. If an MRF has been written, the tutor reads it and responds to the comments made on the remaining sections of the MRF.
- 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 an example of good practice which is worth sharing more widely.

In addition to the Module SEFs, there is also a **Programme SEF** which students are given the opportunity 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.

All of the College's SEFs are designed to allow students to express their opinion of every aspect of a module or programme, and help the Acting Academic Dean, Course Directors and Faculty to determine what is going well term by term 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, when the CertHE and FdA in Theology were last reviewed in 2013, the College took into account feedback about the structure and arrangement of modules as well as about the amount of assessment required for both programmes. Similarly, when the current BA (Hons) in Theology was validated at the same event, new modules were added to the programme based on student feedback.

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 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 'Board of Study/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 term for the specific purpose of reviewing the teaching and learning of the previous term: meetings are arranged by the Quality Assurance & Enhancement Manager and the dates are published on the *Academic Life/Quality Assurance* page on the VLE as well as in this Handbook (see the Academic Calendar on p.25). Reminders about each meeting are also posted two weeks in advance on the Academic and Staff Noticeboards.

The CEC agenda is set by the Student Rep Team, based on the feedback emerging from the most recent SEF cycle as well as (during the first meeting of the academic year) reports from the College's External Examiners and outcomes from external surveys, such as the National Student Survey. The Committee comprises the Acting Academic Dean (Chair), Course Directors, Faculty, Student Reps, University and Institutional Link Tutors, the Quality Assurance & Enhancement Manager, the IT 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 *Academic Life/Quality Assurance* VLE page.

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 four times a year (once per term, 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 and 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 Acting Academic Dean (Chair) and Course Directors, Faculty, the College Librarian, the University and Institutional Link Tutors, Student Representatives, and other academic administrative staff involved in the delivery of modules and programmes.

Monitoring and Evaluation Panel

The Monitoring and 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: a recent example was a study on student workload, the results of which fed directly into the most recent review of the College's CertHE, FdA and BA (Hons)-Level offerings. The Acting Academic Dean convenes the Panel when it is called upon, and the Quality Assurance & Enhancement Manager acts 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 annually (at the end of the academic year) 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 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 Term 1. Further information about the work of the Assessment Board can be found on p.60.

Quality Enhancement Committee

The Quality Enhancement 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 discussion of developments in academic quality assurance (whether internally-driven or externally-mandated) and also 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 three times a year (once per term).

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

Approximately fortnightly during term time, the College's teaching and academic administrative staff meet together 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.

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 is the Acting Academic Dean). All staff are given the relevant handbooks and, depending on when they are appointed, 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 is underpinned by a system of ongoing, termly meetings with the Acting Academic Dean, and an Annual Appraisal at the end of Term 3. Annual Appraisals are conducted by the College Director and Acting Academic Dean 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 two terms' 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; teaching staff are also required to engage in peer observation of each other's classes during the year and to be observed by the Acting Academic Dean at least once.

All staff are expected to comply with the Kingham Hill Trust Staff Handbook, which also contains the disciplinary process that would be followed in the case of non-compliance.

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.



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 (approved by the Academic Board in January 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 the Communication Department) 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 College Director, in conjunction with the Quality Assurance & Enhancement Manager and the relevant Course Director(s), will propose the planned new programme to the University's Academic Provision Approvals Committee (APAC), for permission to proceed to validation (see below).

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 to support the proposal.

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 APAC. Once APAC 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, and for meeting any conditions and/or recommendations of the Validation Panel, before the programme's planned start date (normally the following September); it also ensures that there is adequate time for an application for student loan support (where relevant). 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 an Enhanced Validated Partner of the University, the College's processes and procedures follow the University's *Learning Quality Enhancement Handbook* (specifically Section 3 which can be found on the University website at: <http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/lqe-handbook-section-3>) 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 frequently include a student member, and a group of current students 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 Acting Academic Dean, have a responsibility to monitor changes made to their 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 representative 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 College's Academic Board before being referred to the University Law School and (if necessary) the University's APAC; such changes are made in the context of the College's commitment to continual enhancement and are reported on in the College's Annual Monitoring Report. 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* (available online at: <http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/lqe-handbook-section-3>) and the underlying principles are also reflected in the College's own Programme Changes Policy. 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) at any time.

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) and in consultation with the University's APAC.

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.60, 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, Theology & Church History, and Practical Theology & 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: <http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/lqe-handbook-section-4>.

Review and Reporting to External Stakeholders

Middlesex University

The College provides the University with an annual report on its academic provision, known as the Annual Monitoring Report (AMR). The Report is authored by the Quality Assurance & Enhancement Manager and the Acting Academic Dean during the Autumn Term, with support from the Academic Registrar, Senior Registrar and Admissions Office; it is then submitted to the College's Leadership Team for approval prior to being sent to the University. 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 the most recent Periodic External Review. The report is prepared by the Quality Assurance & Enhancement Manager, working with the Leadership Team, and is submitted to the Ministry Division in the late autumn.

Other Reporting Activity

The College also produces annual returns/data submissions of various kinds for a number of other external stakeholders: these include the Higher Education Statistics Agency (HESA); the Office for Students (OfS); the Office of the Independent Adjudicator (OIA); and the Quality Assurance Agency (QAA). Data on the College's courses; on retention, progression and achievement rates; and on graduate employment outcomes is made available annually through the government's Unistats website (<https://unistats.ac.uk/>).

For more information about any of the College's external reporting activity, students would be welcome to speak to the Quality Assurance & Enhancement Manager (Anne Andrews) or to the Senior Registrar (Caroline Hinch) at any time.

SECTION G: KEY COLLEGE POLICIES & REGULATIONS

Student Fees Policy

The College charges tuition fees for its programmes. Details of the fees for particular programmes or modules may be obtained from the Admissions Office. Fees normally increase each year: this is indicated on the fees sheet and on the VLE (under *College Life/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 is the last working day of August of the preceding year (i.e. **30 August 2019** for students who will be continuing on with their studies in September 2019).

For full time 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. Part time undergraduate students are normally billed termly according to the credit rating of the modules taken; part-time postgraduate students are normally billed at the beginning of each year.

If studying full time, a student must pay 50% of the annual fees to the Finance Office 14 days after the bills have been issued. The balance must be paid by no later than mid-February in the second term. Part time students, or students taking individual modules, 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. The **absolute final date** for payment of all outstanding fees will be **30 June** in each year (unless the student has agreed in advance an extended payment plan with the College Finance Office, or has applied for and had approved by that same date a College bursary). Thus, for the current academic year, the absolute final date for payment will be **30 June 2019**.

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 the College website and on the VLE (under *Academic Life/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 College Director (in lieu of 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, 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 has a Bursary Fund which is funded by donations from individuals and trusts who wish to support College students through their studies into (usually) full-time ministry. The Leadership Team administer the fund, and donors give them discretion to apply appropriate criteria to bursary applications before awarding bursaries. No student has a right to a bursary, and the College has a duty to the bursary donors to disburse bursary funds in a way that assists appropriately qualified students (in terms of academic progression, ministry potential, and exemplary godly character) to complete their College training. The purpose of each bursary granted is to assist with covering a financial shortfall for students when the majority of their funding has already been sourced elsewhere. A College bursary will never be the majority share of a student's funds to get through College.

Who Can Benefit from this Fund?

The Bursary Fund is primarily for full-time students training with a view to engaging in full-time ministry (whether local church, cross-cultural or youth and children's ministry). Bursary applications for part-time training and/or for future part-time ministry can also be considered, but a compelling case will need to be made for such applications to be successful.

Financial Circumstances and Eligibility

To be eligible, students would first need to have explored the possibility of funding from the following sources: an official student loan if applicable; personal income and savings; support from the student's local church; and any appropriate Trusts.

The Value of Awards

In normal circumstances a student may be granted anything up to £3000, depending on the programme for which they are applying, their own personal situation, and available funds.

Criteria for Application

While of course there is no requirement for applicants to be "perfect in every way", students who have engaged in academic misconduct or have failed multiple modules will not be considered for a grant.

How to Apply

In normal circumstances, an application to the Bursary Fund will be made towards the end of a returning student's or new applicant's period of fundraising for the forthcoming academic year. For new applicants, once an offer of a place has been made and accepted, and a known shortfall in funding has been identified, then the student may contact the College Director (in lieu of the Director of Operations & Finance) for a Bursary Fund application form. Returning students similarly may apply for a bursary for the forthcoming academic year.

All students – both new applicants and returning students – will need to provide information when applying for a bursary about their expected expenditure and income using a Financial Assurances Form provided by the Admissions Office.

Equality & Diversity

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Oak Hill College is fully committed to treating all members of its community with fairness, dignity and respect. We support diversity and promote equality for all of our staff and students, in a manner consistent with the College's Christian ethos and mission.

The College is currently reviewing its Equality & Diversity Policy and hopes to publish the updated version during the academic year 2018-19. The College will keep students appropriately informed of developments during the year.

Harassment

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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 Prevent Duty

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Preamble

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.

Oak Hill is subject to this duty not because of our religious identity, but because of the opportunity that a higher education context provides for inspiring and mobilising people to all manner of activity, including violent extremist acts. As Romans 13 teaches, we are to assist the Government in fulfilling its God-given duty of restraining evil. We do this, in part, by fulfilling the responsibilities the Government requires of us – both corporately and individually – to the extent that those duties do not require us to break Christ's law. There was concern that the Government's Prevent Duty requirements infringe individuals' right to privacy and free speech, and could be used to suppress groups considered to have non-violent extremist views. The legislation and guidance has therefore been framed with checks and balances. It underwent a judicial review in 2017⁷ that concluded that the Duty does not interfere with freedom of speech or academic freedom, and does not equate non-violent extremism with terrorism. Evangelical Christians therefore have nothing to fear from the Duty. We hope that every member of the College community will view the Prevent Duty as an opportunity to serve Christ by supporting the Government as his ordained instrument to restrain evil.

The Prevent Duty Action Plan

Until a new Director of Operations & Finance is appointed, the College has designated the HR & Safeguarding Manager as the College's interim "Prevent Lead". The Lead is responsible for ensuring that the College meets the Government's Prevent Duty requirements. In practice this means implementing an action plan designed to mitigate the risk of radicalisation of anyone in the College community (students, staff and community members), and to ensure that anyone visiting the College does not seek to radicalise people or promote terrorist acts. Students have

⁷ <http://www.bailii.org/ew/cases/EWHC/Admin/2017/1930.html>

a responsibility – individually and corporately as a student body – to assist the College's Prevent Lead in implementing this action plan. Training is provided for anyone who needs to fulfil a particular role in the action plan that requires specialist knowledge or procedures. For most, this just involves being aware of and committed to participating in the Prevent Duty, and knowing with whom to raise a concern about the possible radicalisation of anyone in the College community, or if someone is expressing interest or involvement in terrorist activities. There is provision in the action plan for legitimate academic research into terrorist phenomena – contact your Tutor if you think your studies will require you to conduct such research, noting that referral to the Research Ethics Committee may be required.

Who to Contact

There are three possible points of contact on the College staff if you have a Prevent-related concern, no matter how insignificant it may seem:

- A Fellowship Group Tutor / The Director of Pastoral Care / House-parents
- The HR & Safeguarding Manager
- [Once appointed] The Director of Operations & Finance

You can also raise a concern with the Senior Student or SCR Secretary who can pass the matter on to the interim Prevent Lead.

Individual Responsibilities

You are responsible for reporting anything that might indicate that someone is being drawn into potentially terrorist activity, or into groups involved in such activity. You are responsible for reporting speeches, presentations or the like in corporate contexts (whether on campus or off-campus at events conducted in the College's name) that might be promoting terrorist activity or inciting others to consider such actions. The Government is concerned to identify radicalisation that may lead to violent acts that could cause physical harm to other people, not to stop people considering and expressing radical ideas or extreme thoughts *per se*.

Planning for Events with Externally-Sourced Speakers

If you are responsible for organising any event associated with the College involving an externally-sourced speaker – whether on site or off site, as part of the formal educational programme or as a community event, and with inward- or outward-facing purposes – you are required to fill out an External Speakers Approval Request Form (found on the VLE) and submit it to the interim Prevent Lead (Veronica Machin: veronicam@oakhill.ac.uk) for approval **at least 15 working days before the event**. The Speakers & Events Code of Practice explains issues of freedom of speech and expression, as well as outlining the possible practical measures that could be required during an event to ensure compliance with the Prevent Duty. Events with external speakers must be checked by the interim Prevent Lead using this process **before** they can go ahead.

Computer Use and Prevent

The College has implemented a website blocking and user logging system that will prevent access to web sites that might be promoting terrorist activity, among other things. Related categories blocked include: weapons, illegal activities (e.g. bomb-making), extreme violence, etc. A full list of categories is available in the Computers Acceptable Use Policy (see pp.79-81 below).

The IT Manager (in lieu of the Director of Operations & Finance) receives a high-level weekly report showing the number of attempts to access blocked sites by category. A log of users responsible for the attempts can be generated if required. At the time of writing, the Government has not prescribed that Higher Education Providers have to investigate

appearance on such logs unless required to do so by the Police. The filters in place on the College IT system should prevent you from accessing dangerous web sites and therefore prevent you from coming to the attention of the Police. Nevertheless, multiple repeated appearances on the logs could indicate a pastoral issue and may trigger a pastoral intervention. The College recognises that it is possible for any internet user to be unintentionally diverted to a dubious website, so being contacted about an appearance on the log is **not** an allegation of nefarious activity.

Servant Mentality

As Christians we have nothing to hide. We are committed to non-violent expression of our beliefs. We should be seen to be complying with the Government's actions to prevent radicalisation and terrorist activity, and thereby commend ourselves as a law-abiding grouping in society. Indeed, we wish to be known as servants who promote good and help restrain evil in our society.

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 Manager 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 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 either one of the Student IT support team or 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: June 2018

Plagiarism Procedure

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The College's Plagiarism Procedure is at present under review and will be re-published shortly as part of a wider Academic Misconduct Procedure.

If you have any queries in the meantime, please contact the Acting Academic Dean (Brad Bitner) or the Senior Registrar (Caroline Hinch).

Academic Appeals Policy and Procedure

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As noted on p.4, the College uses its own regulations for handling student academic appeals and cases of academic misconduct.

Academic Appeals Policy

1. Definition of an Academic Appeal

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; or
- There are grounds for an appeal under the Academic Misconduct Procedure.

Appeals against the academic judgement of the Examiners/Assessment Board will not be permitted.

A successful appeal will result in the Assessment Board reviewing its decision in the light of the new information provided by the student, although it does not necessarily mean that the original decision of the Assessment Board/Examiners will be changed.

A student will not be treated less favourably by the College if s/he makes an appeal in good faith, regardless of whether the appeal is successful.

Students who have a complaint or grievance concerning the provision of the academic programme which they believe has affected the quality of their academic performance, should,

before submitting an appeal, follow the Student Complaints & Grievance Procedures (pp.88-94).

However, the College reserves the right to reclassify an academic appeal as a complaint or vice versa if it is felt that the incorrect procedure has been applied or if the remit of another procedure more properly applies. Queries regarding which procedure to use should be directed to the Senior Registrar.

Anonymous or vexatious⁸ complaints will not normally be considered and the latter may lead to action under the Student Conduct and Discipline Procedure.

2. Definition and Scope

These procedures cover all students enrolled on programmes delivered by the College, including those studying modules solely for credit ('Creditors'), those on placement and those during approved periods of interruption of studies. Former students may raise issues of academic appeal within the timescales stated below.

3. Group Appeal

The principles and timescales outlined in these regulations will also apply to a group of students making an appeal. The group shall nominate a spokesperson with whom the College shall liaise and correspond and who shall ensure that all members of the group are in agreement regarding the nature of the appeal. The final outcome(s) of the appeal will be communicated by the College to all members of the group. Individual issues will normally be dealt with separately.

Academic Appeals Procedure

1. Stage 1: Before Making a Formal Appeal (Informal Early Resolution)

Wherever possible, the student should make every effort to discuss the problem with the module tutor and/or any other appropriate member of academic staff before making a formal appeal.

The module tutor will consider the issue and consult with the Chair of the Assessment Board and the Senior and Academic Registrars. As a result, the Chair of the Assessment Board may advise the student either that the Assessment Board will reconsider its decision taking account of this new information or that the Assessment Board's decision was based on a fair evaluation of the student's assessment performance and will not be reconsidered. This may result in the matter being resolved informally and quickly.

2. Stage 2: Making a Formal Appeal and Timeframe

If a student feels that the case has not been resolved informally, they must present their appeal, in writing, to the Secretary of the Assessment Board (the Academic Registrar) within **21 days** of the publication of Assessment Board results. (Students whose results are withheld due to outstanding tuition fee debts to the College, should still endeavour to ensure any appeal is submitted within this same timeframe.) This timeframe may be extended at the discretion of the Chair of the Assessment Board where extenuating circumstances prevent the student from meeting it.

⁸ Vexatious appeals may include: appeals which are (a) unreasonable e.g. obsessive, harassing or repetitive; (b) without merit which are unreasonably pursued and/or for unrealistic outcomes; (c) meritorious but pursued unreasonably; (d) designed to cause disruption or annoyance; and (e) demands for redress which lack any serious purpose or value.

Their written appeal should comprise a completed Appeal Form (available from the Academic Office and on the VLE at *Academic Life/Forms*) together with any other supplementary evidence e.g. medical notes. (If they are unable to do so for whatever reason, then the appeal may be presented, with their consent, by a fellow student.)

If an appeal is received after the deadline, it is likely to be rejected unless (a) a statement is attached outlining the circumstances which prevented the deadline from being met, and (b) this is accepted as valid by the Academic Registrar. If the appeal is rejected as being out of time, a Completion of Procedures letter will be issued to the student by the College.

The Secretary of the Assessment Board should acknowledge receipt of the appeal within **7 working days**.

In normal circumstances, the Appeal Panel shall aim to complete the investigation in **56 calendar days** (i.e. **eight weeks**) from receipt of the full appeal. If, for good reason, the timeframe needs to be extended, the student(s) will be notified.

3. A Student's Status whilst an Appeal is Considered

The module grade (including any provisional grades)/decision of the Assessment Board shall remain in force until an Appeal Panel has agreed that it should be rescinded and the outcome confirmed to the student. Therefore, pending the outcome of the appeal, a student:

1. Remains responsible for both the timely submission of any re-assessed coursework or the re-sitting of any examinations and the consequences of not doing so should the outcome of the appeal not be in the student's favour;
2. Shall be permitted to progress to the next year/stage of their studies, unless there are other circumstances which prevent this;
 - If an appeal concerns expulsion following investigation into academic misconduct, the student shall be suspended and written permission from the President, at their discretion, shall be required for the student to continue to the next stage of their studies.
 - If an appeal concerns a failed placement, written permission from the President (in liaison with the Acting Academic Dean), at their discretion, to continue on the same or attend a different placement shall be required pending the outcome of the appeal. Discretion may be exercised only where the President judges that it would be against the interests of the placement church for the student to be withdrawn from the placement.
 - During a student's attendance pending the appeal's outcome, no fees shall be charged to the student. In the event of the appeal ultimately being resolved in the student's favour and the student being formally reinstated onto the programme, the appropriate fee shall be payable.
3. Shall inform prospective employers of the final qualification but note that the decision may be reviewed subject to the appeal;
4. Shall, if a finalist, attend the Graduation Ceremony.

Appeals will be handled with an appropriate level of confidentiality and the College expects that students and staff will treat both the appeals processes and each other with respect.

4. Consideration of the Appeal

a) Initial Scrutiny

In the first instance, the Academic Registrar and Senior Registrar (or two nominees) shall scrutinise the written appeal to ensure it has been fully completed and to reach an initial view

on whether there is sufficient evidence or grounds for an appeal (as set out in 'Definition of an Academic Appeal' above).

If there are **not grounds** or if there is **insufficient evidence**, the appeal will be rejected and the student informed in writing of the reasons. The College shall aim to complete the initial scrutiny within **14 working days** of receipt of the appeal.

A student whose appeal has been rejected after the initial scrutiny stage may request a review: see 'Review of the Academic Appeals Process' below.

b) Informal Settlement

i. Administrative Error Correction

If, after the initial scrutiny, there is sufficient evidence that an administrative error has occurred with the calculation of marks and/or qualification classification, the Academic Registrar shall recommend to the Chair of the Assessment Board that immediate action be taken to rectify the mistake.

ii. Assessment Board Review

If there are grounds or sufficient evidence to merit consideration of the appeal which is more than an administrative error, the Academic Registrar shall offer the appellant an informal settlement of their appeal whereby the Chair of the Assessment Board agrees that the Assessment Board shall review its decision but not necessarily alter it. The review shall be undertaken by the Chair of the Assessment Board, the Senior Registrar, the Academic Registrar and all relevant teaching staff.

iii. Change of Assessment Board Decision

If either the initial scrutiny or the Assessment Board review's outcome is to alter the Board's decision, this shall be done via Chair's Action by the Chair of the Assessment Board and shall be with the agreement of the External Examiners. The Chair shall inform the student of the intention to offer an informal settlement within seven working days of the review. In due course, the review outcome shall be reported to the Assessment Board.

A student may choose not to accept the offer of an informal settlement and a letter to this effect from the student to the Chair of the Assessment Board should be received within **10 working days** of the letter offering informal settlement. A student's failure to reply in writing within 10 working days shall be taken as acceptance of the offer.

iv. Appeal Panel

If a student rejects the offer of an informal settlement or the initial scrutiny review believes that a meeting with the student is required, the Chair of the Assessment Board shall draw from the Assessment Board members an Appeal Panel, which shall be responsible for investigating and adjudicating the appeal.

An Appeal Panel shall normally be convened within **14 working days** of the student's rejection of the informal settlement. It shall normally comprise the Chair of the Assessment Board, the Academic and/or Senior Registrar, a member of academic staff (where possible, not from the subject area concerned) and the Student Academic Representative.

The student shall be invited to attend and may, if they wish, be accompanied by a person of his/her choosing, for example, another College member of staff or student would be appropriate. The accompanying person may be legally qualified but may not act as the student's legal representative. If the student wishes to be accompanied, they shall inform the Academic Registrar in writing in advance of the meeting. They shall also inform the Academic Registrar if the person attending is legally qualified.

If the student does not attend the Appeal Panel meeting, the Panel will proceed in their absence at the Chair of the Assessment Board's discretion.

The Panel may decide one of the following outcomes:

- **Uphold** the appeal and refer the case back to the Assessment Board (with or without recommendations) for reconsideration at a reconvened Board (which may take place by video- or tele-conference);
- **Reject** the appeal as being without grounds, accompanied by clear reasons that will be provided to the student.

The outcome will be communicated to the student in writing, normally within **10 working days** of the meeting. A report shall also be presented to the Assessment Board.

5. Stage 3: College-Level Review of an Academic Appeal

If, and only if:

- The student considers that there has been a procedural irregularity in the conduct of the Appeal Panel's investigation; or
- New material information comes to light which the student was unable to disclose previously

then the student may choose to proceed to request a College-level review of the academic appeal's process. **This is not a reopening of the original appeal.** Dissatisfaction with the outcome of the appeal is not a valid reason for requesting a review.

The student should submit a written request for review within **21 working days** of receipt of the written outcome of the Appeal Panel. The review request should be submitted to the President and should include all paperwork and communications from the Academic Appeals process together with details of any procedural irregularities or information which has **newly** come to light.

Should the student not take the academic appeal to College-review stage within 21 working days of receipt of the written outcome, the College will issue a Completion of Procedures letter which will confirm that the student has **not** completed the College's internal processes.

Where the President has been involved, first-hand, with the appeal, the Chair of the College Council shall nominate either an Officer/Trustee of the Kingham Hill Trust or a member of the College Council to carry out the review.

The review request shall normally be acknowledged by the President/College Council Chair within **7 working days**.

The President/College Council Chair shall review the case and shall consider whether:

- The appeal's outcome was reasonable in all the circumstances;
- The relevant procedures were followed during the formal appeal stage;
- The student received clear reasons why the appeal was rejected at the formal stage;
- The student has provided valid reasons for not supplying new material evidence at an earlier stage.

The review shall include consideration of all paperwork provided during consideration of the appeal and an investigation which may include further discussions with the student, the members of the Appeal Panel and/or other members of staff as appropriate.

Academic appeal reviews will be dealt with in as timely a manner as possible and those involved will agree a timescale for the review. The student will be informed of these timescales and kept informed of any changes. Wherever possible, the investigation shall be concluded within **21 calendar days** from the date of the sent acknowledgement.

The outcome of the review will result in one of two decisions:

1. To **uphold** the Appeal Panel's decision;
2. **Referral back** to the Appeal Panel for reconsideration, taking into account any new information. Where this results in a change to the Appeal Panel's decision, this shall be made with the agreement of the Assessment Board including the External Examiners.

The President/College Council Chair's decision (which may involve disciplinary action) is final, and the outcome of the review shall be confirmed to the student via a Completion of Procedures letter.

The President/College Council Chair may make the decision to notify a person outside the College, for example the Chairman of the Kingham Hill Trustees, if the circumstances of the appeal warrant it.

At this point, the College shall issue a Completion of Procedures letter to the student confirming that all internal procedures have been exhausted. The letter shall be issued **within 28 days** of this conclusion. The letter shall include a summary of the appeal, the title of the applicable regulations/procedures, a summary of the issues, the final decision taken by the College and the reason for that decision and information about the available external reviews.

6. External Reviews of an Academic Appeal

a) Stage 4: University Review

Where students are enrolled on a Middlesex University-validated academic programme, students may request that the University undertakes a review of an Academic Appeal.

Students should note, however, that the College's procedures must be followed first and must have been fully exhausted before they may refer to the University.

If, upon exhaustion of the College's Academic Appeals procedure, a student considers that:

- There has been a procedural irregularity in the final outcome of the investigation of an appeal; or
- New information has come to light, which the student was unable to disclose previously and which would have had a material impact upon the investigation previously undertaken,

they may request a review of the College's outcome by Middlesex University and should follow the procedures outlined in the University's 'Student Complaints and Grievance Procedures', Appendix A (University-level Review): www.mdx.ac.uk/about-us/policies/university-regulations.

For advice on whether or not the appeal can be referred to Middlesex, please refer to the Senior Registrar who shall be guided by the Partnership Agreement between the College and the University.

b) Stage 5: The Office of the Independent Adjudicator (OIA)

When the College's internal procedures and, where appropriate, the University's review procedures have been concluded, the student will be issued with a Completion of Procedures

(CoP) letter, either from the President or the University. On receipt of this, a student who is dissatisfied with the final decision on his/her case may be able to apply to the Office of the Independent Adjudicator (OIA) for Higher Education. The OIA is the independent ombudsman service of last resort. The request should normally be submitted to the OIA within three months of the date of the Completion of Procedures letter. Information and eligibility rules are available at www.oiahe.org.uk.

7. Monitoring and Enhancement

These procedures shall be reviewed annually by the College's Academic Board, assisted by the Academic Administration Team, to ensure that they remain fit for purpose.

Should an appeal be upheld, the matter shall be referred to the Academic Board for the purposes of (a) identifying any learning points, and (b) agreeing any necessary changes to College procedures. The Acting Academic Dean shall then ensure that any changes are put in place in to prevent similar appeals being made in the future.

8. Summary of the Stages and Timescales of the Academic Appeals Procedure

Stage	Formal/ Informal	Recipient of Student's Appeal	Timescales In normal circumstances, the investigation will be concluded within 56 calendar days (ie 8 weeks) from receipt of a formal written appeal.
1	Informal	Informal early resolution with Chair of Assessment Board/ Member of staff	
2	Formal	<p>Appeal submitted to Secretary of the Assessment Board</p> <p>1. Initial scrutiny by both Registrars results in:</p> <ul style="list-style-type: none"> • administrative error corrected • rejection of appeal: may request a review • informal settlement offered: review of Assessment Board decision at reconvened Assessment Board meeting <p>2. Appeal Panel:</p> <ul style="list-style-type: none"> • refer case back to Assessment Board review • rejection of appeal 	<p>The student should submit their appeal, in writing, within 21 calendar days of the publication of results. Receipt will be acknowledged within 7 working days (College).</p> <ul style="list-style-type: none"> • Initial scrutiny of the written appeal: within 14 working days of receipt of that appeal (College). • Notification of the intention to offer the student an informal settlement: within 7 working days of the initial scrutiny (College). • Acceptance or rejection of the informal settlement: within 10 working days from receipt of the 'informal settlement' letter (Student). <p>Appeal Panel</p> <ul style="list-style-type: none"> • An Appeal Panel will be convened within 14 working days of the rejection by the student (College). • A full report will be made to the student within 10 working days of the Panel meeting (College).
3	Review	<p><u>College-level Review</u> President/College Council Chair (<i>Final College Outcome</i>); Chair of KHT Trustees may be informed</p>	<p>The student should submit a written request for review within 21 days of receiving the written outcome from Stage 2.</p> <ul style="list-style-type: none"> • Receipt will be acknowledged within 7 working days (College). • Wherever possible, the investigation will be concluded within 21 calendar days from the date of the sent acknowledgement (College).

			<ul style="list-style-type: none"> • A Completion of Procedures letter will be issued by the College when all internal procedures have been exhausted and within 28 days of this date.
4	Formal Review	<u>Middlesex University-level Review</u> MU – for reviews of College investigations of academic programme appeals	Timescales will depend on those of the University and the OIA: students should consult the University’s Complaints & Grievance Procedures and/or the OIA website for further details
5	Formal Review	<u>The Office of the Independent Adjudicator-level Review</u> OIA – for review of Middlesex University-level reviews of academic appeals (<i>Final Outcome</i>)	

Approved at Academic Board: 14 July 2017
Next Review: October 2018 or earlier if required

R Student Complaints & Grievance Policy & Procedures

1. Introduction

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 and 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.

2. Definition and Scope

These procedures cover all students enrolled on programmes delivered by the College, including those studying modules solely for credit ('Creditors'), those on placement and those during approved periods of interruption of studies. Former students may raise issues of complaint within the timescales stated below.

They are intended for use in the case of any complaint or grievance concerning a person or persons attached to Oak Hill College, in the course of College activity.

These procedures **do not** cover:

- Appeals against Assessment Board decisions (which are covered by the Academic Appeals Procedure);
- Complaints relating to a case of alleged student misconduct by the complainant (which are covered by the Student Conduct and Discipline Procedure), or
- Complaints or grievances of a safeguarding nature (which shall be dealt with in accordance with the College’s Safeguarding Policy).

However, the College reserves the right to reclassify a complaint as an academic appeal or vice versa if it is felt that the incorrect procedure has been applied or if the remit of another procedure more properly applies. Queries regarding which procedure to use should be directed to the Senior Registrar.

In all Stages of these procedures the student may, if they wish, be accompanied by a person of his/her choosing. The accompanying person may be legally qualified but may not act as the

student's legal representative. If the student wishes to be accompanied, they shall inform the Academic Registrar in writing in advance of the meeting. They shall also inform the Academic Registrar if the person attending is legally qualified.

The final decision under this Complaints Procedure shall be considered the final decision of the College, and further consideration of the same matter may not be made under a different College procedure.

Each complaint will be considered on its own merits.

A student will not be treated less favourably by the College if s/he makes a complaint in good faith, regardless of whether the complaint is successful.

Anonymous or vexatious complaints will not normally be considered and the latter may lead to action under the Student Conduct and Discipline Procedure.⁹

Any member of staff mentioned in a complaint will not be treated less favourably by the College simply because a complaint has been made. If, however, the complaint against a member of staff is upheld, that member of staff may be subject to proceedings under the disciplinary, capability or grievance procedures contained in the Kingham Hill Trust staff handbook.

Complaints will be handled with an appropriate level of confidentiality and the College expects that students and staff will treat both the complaints processes and each other with respect.

3. Timeframe for Making a Complaint

A student who is, or was recently an enrolled student, or a group of students wishing to complain, should normally do so within **three months** of the latest event which has given rise to the complaint. In exceptional circumstances, complaints received outside of this time frame will be dealt with sympathetically.

4. Group Complaints

Where the issues raised affect a number of students, those students will be encouraged to submit a complaint as a 'group complaint'. The principles and timescales outlined in these regulations will also apply to a group of students making a complaint. The group shall nominate a spokesperson with whom the College shall liaise and correspond and who shall ensure that all members of the group are in agreement regarding the nature of the complaint. The final outcome(s) of the complaint will be communicated by the College to all members of the group.

Complaints & Grievance Procedure

1. Stage 1: Informal Early Resolution

Wherever possible, every effort should be made to resolve complaints or grievances informally, personally and amicably and as early as possible.

A student should, if at all possible and in the first instance, address his/her complaint to the member of staff (or student) most directly involved in the event leading to the complaint, in order to give that person the opportunity to address the concerns.

⁹ Vexatious complaints may include: complaints which are (a) unreasonable e.g. obsessive, harassing or repetitive; (b) without merit which are unreasonably pursued and/or for unrealistic outcomes; (c) meritorious but pursued unreasonably; (d) designed to cause disruption or annoyance; and (e) demands for redress which lack any serious purpose or value.

If the student feels that this is not possible and has a complaint or grievance about their **academic programme**, then this should be raised in the first instance with the Student Academic Representative. If the complaint relates to a more general, **non-academic** matter, then it should be raised with the Senior Student or the Secretary of the SCR Committee.

If a student is unsure to whom their concern or complaint should be addressed in the first instance, then they should raise it with the Senior Registrar, who will either provide advice or will pass on the concern or complaint as appropriate.

In both cases, these student representatives will take up the concern or complaint with the relevant member of staff within the College in order to attempt to resolve the complaint simply and quickly. The Student Representative may invite the student to a meeting to discuss the matter in an attempt to reach an early resolution.

Stage 1 complaints will be dealt with in as timely a manner as possible and those involved will agree a timescale for the complaint's investigation. The student will be informed of these timescales. Wherever possible, the investigation shall be concluded within **28 calendar days**.

The student will receive a written response (either from the member of staff concerned or the Student Representative, where appropriate) which will either detail the proposed solution or, if no resolution has been found, explain the circumstances for this.

2. Stage 2: Formal Complaint

If the student is not satisfied with the outcome of Stage 1, they may then choose to proceed to Stage 2. At this stage the procedure becomes **formal**. A Stage 2 complaint will normally only be considered following the completion of Stage 1.

A student should submit a written completed Student Complaint Form - within **21 days** of receiving the written response to Stage 1 - to the Acting Academic Dean (for all complaints relating to **academic** matters) or to the Director of Operations & Finance¹⁰ (for **non-academic** complaints). The written complaint should outline succinctly the issue and actions taken at Stage 1, along with the reasons for proceeding to Stage 2, and the student should attach a copy of the Stage 1 written response and any documentary evidence relevant to the case.

If either the Acting Academic Dean or the Director of Operations & Finance were involved in the case at Stage 1, they will nominate an appropriate individual of authority within the College (e.g. Leadership Team member, Programme Director or Support Staff Manager) to consider the case and carry out the Stage 2 process.

The Stage 2 complaint shall normally be acknowledged by the Acting Academic Dean/Director of Operations & Finance (or nominee) within **7 working days**.

The Acting Academic Dean/Director of Operations & Finance (or nominee) shall consider the case appropriately, reviewing the written complaint and meeting with all parties concerned with the aim of settling the issue. In addition, the case may be discussed confidentially by the Leadership Team.

Stage 2 complaints will be dealt with in as timely a manner as possible and those involved will agree a timescale for the complaint's investigation. The student will be informed of these timescales. Wherever possible, the investigation shall be concluded within **21 calendar days** from the date of the sent acknowledgement.

¹⁰ Or to the College Director until such time as a new Director of Operations & Finance is appointed.

The Acting Academic Dean/Director of Operations & Finance (or nominee) shall inform the complainant and any subjects of the complaint, in writing, of the outcome of the investigation. Additionally, at the Acting Dean's/Director's discretion another relevant person (e.g. a student's Fellowship Group tutor) may be informed of the situation and the student shall be informed where this is the case.

Note: in the event that the complainant is a Placement Supervisor or a student on placement and the grievance has not been resolved informally under Stage 1, the complainant should approach the College President who will advise on the procedure from Stage 2. The President may be interviewed by the Acting Academic Dean/Director of Operations & Finance as part of the Stage 2 investigation. Complaints relating to events occurring whilst a student is on placement may need to be referred to the placement church's own complaints procedures.

3. Stage 3: College-Level Review (Formal)

If, and only if, the student:

- Considers there has been a procedural irregularity in the conduct of the Stage 2 investigation; or
- New material information comes to light which they were unable to disclose previously

they may then choose to proceed to Stage 3 to request a College-level review of the Stage 2 investigation. **This is not a reopening of the original complaint.** Dissatisfaction with the outcome of the Stage 2 investigation is not a valid reason for requesting a review.

The student should submit a written request for review within **21 days** of receipt of the written response to Stage 2. The review request should be submitted to the College Director and should include all paperwork and communications from the earlier Stages of the complaint/grievance's consideration under this procedure, together with details of any procedural irregularities in the earlier Stages or information which has **newly** come to light.

Where the College Director is the subject of the complaint,¹¹ the student should address the request to the College President.

The Stage 3 review request shall normally be acknowledged by the College Director/College President within **7 working days**.

The College Director/College President shall review the case to consider whether the outcome of Stage 2 was reasonable rather than reconsidering the original case and its evidence. The review shall include an investigation which may include further discussions with the student and/or the subject of the complaint and with members of staff involved at Stages 1 and/or 2.

Stage 3 reviews of complaints will be dealt with in as timely a manner as possible and those involved will agree a timescale for the complaint's investigation. The student will be informed of these timescales and kept informed of any changes. Wherever possible, the investigation shall be concluded within **21 calendar days** from the date of the sent acknowledgement.

The College Director's/College President's decision (which may involve disciplinary action) is final, and the outcome of the review shall be confirmed to the complainant and the subject of the complaint in writing.

The outcome of the review will result in one of three decisions:

¹¹ Or has previously been involved in the proceedings in lieu of the Director of Operations & Finance.

1. To **uphold** the previous decision, with any action points or recommendations involved;
2. To **dismiss** the case, giving reasons in writing;
3. To seek an **alternative solution**, with any action points or recommendations.

The College Director/College President may make the decision to notify a person outside the College, for example the Chair of the College Council.

At this point, the College shall issue a Completion of Procedures letter to the student confirming that all internal procedures have been exhausted. The letter shall be issued within **28 days** of this conclusion. The letter shall include a summary of the appeal, the title of the applicable regulations/procedures, a summary of the issues, the final decision taken by the College and the reason for that decision and information about the available external reviews.

Notes

These complaints procedures and any decisions made under them are not intended to give rise to legal rights, or obligations on the College to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of these procedures.

The College will hear and consider a complaint only if lodged by a student or group of students themselves and will not deal with third parties, even with the permission of the student(s), except in exceptional circumstances which prevent a student representing him/herself.

4. External Reviews of an Academic Appeal

a) Stage 4: University Review

Where students are enrolled on a Middlesex University-validated academic programme, grievances/complaints may be made to the University on matters relating to:

- Either the quality of their **academic** programme (refer to the University's 'Student Complaints and Grievance' Procedures located at: www.mdx.ac.uk/about-us/policies/university-regulations) or
- A student's **use of the University's services** (refer to the University's 'Student Complaints and Grievance Procedures' as above).

Students should note, however, that the College's procedures must be followed first and must have been fully exhausted before they may refer their complaint or grievance to the University.

Complaints relating to **non-academic** matters may not be taken to Middlesex University but must be pursued through this Complaints and Grievance Procedure and may then be referred to the OIA for External Review if necessary (see Stage 5).

For advice on whether or not the complaint or grievance can be referred to Middlesex, please refer to the Senior Registrar who shall be guided by the Partnership Agreement between the College and the University.

If, upon exhaustion of the College's Complaints & Grievance Procedures, a student considers that:

- There has been a procedural irregularity in the final outcome of the investigation of a complaint; or

- New information has come to light, which the student was unable to disclose previously and which would have had a material impact upon the investigation previously undertaken,

they may request a review of the College’s outcome by Middlesex University and should follow the procedures outlined in the University’s ‘Student Complaints and Grievance Procedures’, Appendix A (University-level Review): www.mdx.ac.uk/about-us/policies/university-regulations.

b) Stage 5: The Office of the Independent Adjudicator

When the College’s internal procedures and, where appropriate, the University’s review procedures have been concluded, the student will be issued with a Completion of Procedures (CoP) letter, either from the College Director or the University. On receipt of this, a student who is dissatisfied with the final decision on his/her case may be able to apply to the Office of the Independent Adjudicator (OIA) for Higher Education. The OIA is the independent ombudsman service of last resort. The complaint should normally be submitted to the OIA within **three months** of the date of the Completion of Procedures letter. Information and eligibility rules are available at www.oiahe.org.uk.

5. Monitoring & Enhancement

These procedures shall be reviewed annually by the College’s Academic Board, assisted by the Academic Administration Team, to ensure that they remain fit for purpose.

Should a complaint be upheld, the matter shall be referred to the Academic Board for the purposes of (a) identifying any learning points, and (b) agreeing any necessary changes to College procedures. The Acting Academic Dean or Director of Operations & Finance (as appropriate) shall then ensure that any changes are put in place in to prevent similar appeals being made in the future.

6. Summary of the Stages and Timescales of the Complaints & Grievance Procedures

Stage	Formal/ Informal	Recipient of Complaint’s Submission	Timescales In normal circumstances, the investigation will be concluded within 28 calendar days from receipt of a formal written complaint.
1	Informal	1. Member of staff/another student (i.e. subject of the complaint). 2. Student Academic Rep (for academic issues) OR Senior Student/SCR Secretary (for non-academic issues) for their intervention with the member of staff	<ul style="list-style-type: none"> • Complaint to be submitted within 3 months of the last event relating to the complaint (Student). • Investigation to be concluded within 28 days (SAR/SCR Secretary).
2	Formal	Submission of Student Complaint Form to AAD/DOF to investigate and meet with all parties. May also take it to Leadership Team for discussion	<ul style="list-style-type: none"> • 21 days after receipt of written response to Stage 1 (Student). • AAD/DOF to acknowledge within 7 working days (College). • Investigation to be concluded within 21 days from date of sent acknowledgement (College).
3	Review	College-level Review Submission of written request for review to College Director/ College President (<i>Final College Outcome</i>); Chair of	<ul style="list-style-type: none"> • 21 days after receipt of written response to Stage 2 (Student). • College Director/College President to acknowledge within 7 working days (College).

		College Council may be informed	<ul style="list-style-type: none"> Investigation to be concluded within 21 days from date of sent acknowledgement (College). A Completion of Procedures letter will be issued by the College when all internal procedures have been exhausted and within 28 days of this date.
4	Formal Review	<p>(1) Middlesex University-level Review: For reviews of College investigations of academic programme or University services complaints</p> <p>(2) OIA Review: For review of College investigations of non-academic complaints (<i>Final Outcome</i>)</p>	Timescales will depend on those of the University and the OIA: students should consult the University's Complaints & Grievance Procedures and/or the OIA website for further details
5	Formal Review	<p>The Office of the Independent Adjudicator-level Review For review of Middlesex University-level reviews of academic programme or University services complaints (<i>Final Outcome</i>)</p>	Timescales will depend on those of the OIA: students should consult the OIA website for further details

Approved at Academic Board: 14 July 2017
Next Review: October 2018 or earlier if required

Contingency Planning and Student Protection Plan

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 has also published a Student Protection Plan which, again, sets out 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, will be offered assistance to transfer to an alternative provider.

The aim of both 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, while the Student Protection Plan (along with the accompanying Refunds & Compensation Policy) may be found on the College website and on the VLE under *Academic Life/Policies*.

SECTION H: GLOSSARY & ABBREVIATIONS

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.

The **Assessment Board** meets at the end of each academic year, 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).

An **Assessment Package** is the collective term for all of the assignments and pieces of work which a student must complete in order to pass a module. Details of the assessment package for each module are provided as part of the Module Narrative.

Auditors (spouse auditors and external auditors) attend all of the classes pertaining to a particular module, but do not complete assessments and do not receive any credit for the module. Auditors do not automatically have access to the College's Library, although they can pay to join the Library if they so wish. Auditors do not normally participate in class; however, module tutors may occasionally require a degree of participation and preparation if the dynamics of the group mean that engagement from all attendees is necessary (for example if the class is very small, or if a certain amount of reading is required to keep pace with the course material). Spouse auditors only may choose to audit a module by listening to VLE recordings instead of attending classes; once they have selected their mode of auditing, they must continue with the same mode until the end of the module.

A **Coursework Coversheet** must be completed for each unit of assessment submitted for a module (whether via the Academic Office or the coursework submission email address): it identifies the module, the particular piece of assessment in question, the deadline, the actual date of submission, the word count, and the student (either by name, or by student number if the piece of work is to be anonymously marked).

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

The **Courses Evaluation Committee** meets termly, and draws on information from Student Evaluation Forms (SEFs) to review individual modules (from the preceding term) and entire programmes (from the preceding year). The agenda for the meeting is set by the Student Representatives, who review all of the feedback received each term/academic year. At relevant points in the year, the Committee will also consider reports by the College's External Examiners and results from external data submissions (such as NSS outcomes).

Creditors are not registered for a formal programme, but attend all of the classes pertaining to a particular module and complete all of the units of assessment. Assuming they complete the module satisfactorily, they will be awarded the requisite number of credits at the end. Creditors have access to the College's Library, have their own Library card and can borrow books.

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 as well as on the VLE under *Academic Life/Programme Specifications*.

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, Theology & Church History, and Practical Theology & Ministry). The Examiners visit the College once a year to review all of the assessed work for the modules offered during the year; 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.

Module Choice Forms are issued to students during each year of their programme, and identify all of the modules open to them over the coming three terms (both compulsory and elective). Once a full-time student has made their module choices for the year, their form will be checked by their personal tutor and then submitted to the Academic Registrar; part-time students may discuss their programmes with the College Director or the Academic Registrar.

Module Choice Amendment Forms allow students to change their selection of modules after their Module Choice Form has been submitted. A student (or spouse) may add or drop a particular module at any time up until the end of the second week of the first term in which the module in question is running. (Please note that different regulations apply to dissertations and projects: please refer to pp.38-43 in this Handbook, and to pp.28-30 in the Programmes Handbook for more details.)

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 term(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 Acting Academic Dean who, with assistance from the Quality Assurance & Enhancement Manager, will ensure that representation is appropriate to the task in hand.

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 the VLE under *Academic Life/Programme Specifications*.

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 Page* on the VLE.

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).

A **Statement of Attainment** lists the modules taken to date as well as those being taken during the current academic year. A copy of the Statement will be emailed to students at the beginning of each term and can be requested at other times from the Academic Registrar.

Student Evaluation Forms 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 term by the Quality Assurance & Enhancement Manager, and the results are discussed by the Courses Evaluation Committee the following term.

A **Student Number** (sometimes called a **Candidate 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 as an identifier for all pieces of assessed work which are to be anonymously marked by the module tutor.

Student Rep(resentative)s are elected by the student body (one for each programme, mode and level of study) 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.

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 the VLE under *Academic Life/Module Narratives*.

The College's **Virtual Learning Environment** is provided through Google Sites and brings together information about the College and its community; it is also used to provide teaching materials for each individual module.

List of Abbreviations

The following are all 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
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)



DLHE	Destination of Leavers from Higher Education (Survey)
DSA	Disabled Students' Allowance
ECTS	European Credit Transfer & Accumulation System
EE	External Examiner
FAF	Financial Assurances Form
FcM	Faculty Meeting
FdA	Foundation Degree Arts
FHEQ	QAA Framework for Higher Education Qualifications
HESA	Higher Education Statistics Agency
IELTS	International English Language Testing System
ISIC	International Student Identity Card
LTA	Learning, Teaching & Assessment (Strategy)
MA	Master of Arts
MCF	Module Choice Form
MEP	Monitoring and 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
QEC	Quality Enhancement Committee
SCR	Student Common Room (Committee)
SEF	Student Evaluation Form
SpLD	Specific Learning Difficulty
SFE	Student Finance England
SLC	Student Loans Company
T1	Term 1
T2	Term 2
T3	Term 3
TCC	Theology for Crossing Cultures
TCY	Theology & Praxis for Children's & Youth Ministry
TLO	Threshold Learning Outcome
TPS	Theological & Pastoral Studies
UKVI	UK Visas & Immigration
VLE	Virtual Learning Environment