

The logo for Mattersey Hall is a green cross with a white center, where the arms of the cross are stylized to resemble the letters 'M' and 'H'.

MATTERSEY HALL

MA in Practical Theology

MA in Biblical Studies

MA in Missional Leadership

DMin

Validated by the University of Chester

Course Handbook

2017–2018

Preface

This Programme Handbook for the College's University of Chester MA in Biblical Studies, MA in Missional Leadership, MA in Practical Theology and DMin provides information on the academic structure, regulations and day-to-day management of the above courses. It is intended ONLY as a local supplement and pointer to the definitive sources of this information on the University of Chester Portal system. Students should regularly consult this information, which from time to time may change. As far as possible, explanations provided here merely reference the appropriate University webpage rather than duplicate information. This is usually done via footnotes showing where to find information on the Chester system, but also by hyperlinks directly in the text. If you are using Microsoft Word to view this file, then you can follow these links by "Control click" (PC) or "Command click" (Mac).

The Chester online enrolment process includes a declaration that you are responsible for familiarising yourself with the information provided by the University. In turn, every time you submit coursework to the college, you are required to declare that you have read and understood this handbook, as well as the various university documents, policies and procedures referenced in it.

For more general information relating to life at Mattersey Hall, please consult the separate *College Handbook*.

Contents

PREFACE	2
1. INTRODUCTION	6
2. CONTACTS AND COMMUNICATION	7
2.1 CONTACTS	7
2.2 COMMUNICATION	8
2.2.1 <i>Websites</i>	8
2.2.2 <i>Email</i>	8
2.3 STUDENT NUMBERS	8
3. ACADEMIC MANAGEMENT STRUCTURE	9
3.1 COLLEGE AND UNIVERSITY RESPONSIBILITIES	9
3.2 OPERATIONAL MANAGEMENT	9
3.3 STAFF MEETING	9
3.4 BOARD OF STUDIES (BOS)	9
3.5 MODULE ASSESSMENT BOARDS (MABs)	10
3.6 VICE PRINCIPAL AND ACADEMIC DEAN	10
3.7 STUDENT REPRESENTATIVES	10
3.8 MONITORING AND REVIEW OF STUDENT REPRESENTATION PROCESSES	10
3.9 REPORTING	10
4. THE COURSES	11
4.1 INTRODUCTION	11
4.2 LEVELS AND EXIT AWARDS	11
4.3 MODULES AND CREDITS	11
4.4 MODULE CHOICES	12
4.5 ASSESSMENT PERIODS AND BOARDS	12
4.6 PROGRAMME REQUIREMENTS AND STRUCTURE	12
4.6.1 <i>MA in Practical Theology</i>	13
4.6.2 <i>MA in Biblical Studies</i>	13
4.6.3 <i>MA in Missional Leadership</i>	13
4.6.4 <i>Doctor of Ministry</i>	14
4.7 MODULE GUIDANCE AND 'HANDBOOKS' ON MOODLE	14
5. ASSESSMENT	14
5.1 INTRODUCTION	14
5.1.1 <i>Anonymous Marking</i>	14
5.1.2 <i>Principles of Assessment</i>	14
5.1.3 <i>Assessment Criteria</i>	15
5.1.4 <i>Modular Assessment, Monitoring and Feedback</i>	15
5.1.5 <i>Re-assessment</i>	15
5.1.6 <i>Classification</i>	16
5.2 ASSESSMENT PRACTICALITIES	16
5.2.1 <i>Coursework</i>	16

5.2.2	<i>Oral Examinations</i>	17
5.2.3	<i>Assessment and Disability</i>	17
5.2.4	<i>Extensions, deferral and mitigating circumstances</i>	18
5.3	PENALTIES	19
5.3.1	<i>Late submission</i>	19
5.3.2	<i>Word count</i>	20
5.3.3	<i>Academic Integrity</i>	20
5.4	APPEALS.....	21
5.5	PROGRAMME ASSESSMENT GRID	22
6.	WRITING ESSAYS AND ASSIGNMENTS	24
6.1	WHAT ARE TUTORS LOOKING FOR?	24
6.2	PLAGIARISM.....	25
7.	RESOURCES	25
7.1	LIBRARY RESOURCES	25
7.1.1	<i>Mattersey Hall Research Centre</i>	25
7.1.2	<i>University of Chester Online Library</i>	26
7.1.3	<i>Other University and College Libraries</i>	26
7.1.4	<i>Research Centre Lift</i>	26
7.2	COMPUTER SERVICES.....	27
7.2.1	<i>College wireless system</i>	27
7.2.2	<i>College emails</i>	27
7.2.3	<i>University of Chester portal</i>	28
8.	ATTENDANCE AT LECTURES	28
9.	HEALTH & SAFETY / FIRST AID	28
10.	APPENDICES	29
10.1	ASSESSMENT CRITERIA	29
10.2	STYLE GUIDE SUMMARY	33
10.2.1	<i>Font and General Layout</i>	33
10.2.2	<i>Abbreviations</i>	33
10.2.3	<i>Abbreviations of the names of biblical books</i>	33
10.2.4	<i>Other Abbreviations</i>	33
10.2.5	<i>Quotations</i>	34
10.2.6	<i>Examples</i>	34
10.2.7	<i>Non-Roman Scripts and Non-English Accents</i>	34
10.2.8	<i>Gender Inclusive Language</i>	35
10.2.9	<i>Notes</i>	35
10.2.10	<i>Bibliography</i>	35

10.2.11	<i>Books, edited volumes, dictionaries</i>	36
10.2.12	<i>Journal articles,</i>	36
10.2.13	<i>Single essay from a collection, dictionary articles</i>	36
10.2.14	<i>Material from the internet</i>	36
10.2.15	<i>References in footnotes</i>	37
10.2.16	<i>Books</i>	37
10.2.17	<i>Articles from journals</i>	37
10.2.18	<i>Essays or chapters from an edited collection</i>	37
10.2.19	<i>Articles from (Theological) Dictionaries and Encyclopaedias</i>	38
10.2.20	<i>Material from the internet</i>	38

1. Introduction

Mattersey Hall College has, as a key aim in its postgraduate provision, ‘to help form the next generation of Christian leaders’. This constitutes a commitment, by the College to its students, to provide appropriate training for Christian ministry (understood in both the narrow sense, and the widest sense of that term). Its academic programmes are intended to facilitate the development of the critical skills that enable both existing and potential leaders to engage with, analyse and evaluate theory and praxis, and thus to be better equipped to face the challenges and make the critically informed decisions associated with Christian life, ministry and mission in the 21st century. We will offer our services in a context of mutual respect and appreciation as, together, we seek to respond to Christ’s call on our lives.

As a College we remain committed to (among other things):

- Maintain high academic standards, in accordance with national expectations, and awards that are comparable with those attained in other Higher Education institutions.
- Offer to students, and continually seek to improve, high quality learning opportunities. This includes ensuring the knowledge, ability, experience and development of our teaching faculty, the provision of appropriate learning resources, a programme structure that meets the needs of students, and an assessment strategy that is robust, fair, transparent, and ensures that students are properly rewarded for the work they do.
- Ensure that students (and prospective students) are provided with good and accurate information about all aspects of the College’s life, programmes and processes, and that communication between the College and students is effective and maintained.
- Provide all such opportunities that we can to enhance the quality of our provision, and the learning opportunities of students.
- Engage appropriately with students in the development, monitoring and review of programmes and assessment strategies to ensure that they are appropriate, realistic, and meet students’ needs.
- Receive and respond to feedback from students.
- Respond appropriately, and in a timely manner to students’ complaints and appeals¹.
- Play our part (alongside the University of Chester) to meet standards and expectations set out in the Quality Assurance Agency’s *Framework for Higher Education Qualifications (FHEQ)*² and their *Quality Code*.³ If it is felt that these expectations are not being met, please contact the Academic Dean.

This Handbook sets out details of the taught and partially taught postgraduate academic programmes. It includes important information, and also notes our commitment in terms of the programmes to be delivered, assessment, a timetable for feedback, what to do to appeal a mark,

¹A policy document for general student complaints is available on the college website at <http://www.matterseyhall.com/student-life/complaints/> under the College Commitment, Representation, Complaints and Attendance Section. For specifically academic complaints and appeals, see section 5.4 below.

² <http://www.qaa.ac.uk/publications/informationandguidance/pages/the-framework-for-higher-education-qualifications-in-england-wales-and-northern-ireland.aspx>

³ <http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx>

etc. As part of our commitment to our students we will adhere, insofar as it is in our power to do so, and within the regulations set out by the University of Chester, to the processes set out here. If for any reason anything set out here needs to be changed we undertake to inform students in good time. At the same time, and as part of a mutual commitment, we have expectations of students. We expect students:

- To read and to pay serious regard to the content of this handbook, to comply with its requirements.
- To adopt a good attitude towards learning and assessment processes.
- To meet their financial commitment to the College – which includes meeting all deadlines for the payment of fees, and fines.
- To check, regularly and frequently, their College email addresses and their University of Chester email addresses, and to respond appropriately to communications from the College and the University.
- To fulfil all requirements of the University of Chester – some of which (e.g. enrolment, registration) may be communicated directly to the student by the University.

Further aspects of students' responsibilities are found in the College Handbook.

2. Contacts and Communication

2.1 Contacts

Academic Administrator: Rebecca Foulds-Hopkin (rfouldshopkin@matterseyhall.com)
Director of Studies: Catherine Shiells (cshiells@matterseyhall.com)
Programme Leader: Catherine Shiells (cshiells@matterseyhall.com)
Academic Dean: Robin Routledge (rroutledge@matterseyhall.com)
The academic department can also be contacted on postgraduate_studies@matterseyhall.com.

External Examiner Dr. Dominika Kurek-Chomycz, Lecturer, Liverpool Hope University

Under no circumstances are students permitted to contact the external examiner directly. If a student wishes to engage formally with the quality management process there are appropriate mechanisms in place within the College, for example, through Student Representatives and representation on the Board of Studies.

University of Chester:

Principal Academic Contact Dr Alana Vincent, Department of Theology and Religious Studies

Students should generally not make contact with the Principal Academic Contact at the University for advice on modules, assessment, progression or other aspects their programme. Normally the Principal Academic Contact will be approached by a member of Mattersey academic staff when her advice is needed. There will be opportunities during the academic year for Student Representatives to engage with the Principal Academic Contact.

Information for students at Partner Organisations can be found on the Chester Portal including University Support Services for Students at Partner Organisations.⁴

The LIS Helpdesk can be contacted at lis.helpdesk@chester.ac.uk for help with difficulties accessing University Portal.

2.2 Communication

Communication between the student, the college and the university is primarily electronic. This involves the use of websites and email.

2.2.1 Websites

The University of Chester website is www.chester.ac.uk. Notices for students, definitive versions of course documents, regulations, and various important forms needed by students are held in a password protected area operated through a software tool called Sharepoint. This is also known as the 'Chester Portal', and is available via a link on the Chester front page.

The Mattersey Hall website is www.matterseyhall.com. This will carry additional local and supplementary notices and information for students (such as college calendars, timetables, staff pages etc.), as well as useful links and pointers to information held at Chester.

2.2.2 Email

It is imperative to check emails regularly, including in vacation periods. Students are typically given both college and university email addresses.

Each student, whether residential, day or distance learning is given access to a Mattersey Hall email address (of the form FirstnameSurname@students.matterseyhall.com) to use whilst they are a registered student with Mattersey Hall. These addresses are used for day-to-day communication with college tutors and the tutorial department. It is important to note that these email accounts will become inactive shortly after a student has graduated on a date of which students will be notified near the time.

In addition, all students are given a University of Chester email address, of the form <<University Student Number>>@chester.ac.uk. Although the university knows your college and/or home email addresses, certain communications (e.g. exam results or retake notifications) are sent ONLY to your Chester address. It is strongly recommended that you set up a forwarder to your more usual account, so that you do not miss an important message requiring immediate action.

Given the above, it is imperative that students start their course with enough IT knowledge and experience to configure, manage and use confidently the various communication tools expected.

2.3 Student numbers

As noted above, all students are given a University Student Number (USN) on enrolment with Chester. This is a seven-digit number, and is almost always required when filling in any academic form handled by the college on behalf of the university. You should make a note of your number when it arrives and have it to hand at all times.

⁴ Information for Students at Partner Organisations: <https://portal.chester.ac.uk/aqss/Pages/aqss-collab-key-contacts.aspx>

3. Academic Management Structure

3.1 College and University responsibilities

The courses covered in this handbook are designed, taught and assessed by Mattersey Hall, validated by the University of Chester and delivered by Mattersey under a Partnership Agreement. For an overview of the respective responsibilities expected of both parties under such an agreement, see the University of Chester's *Quality and Standards Manuals, Handbook C – Collaborative Arrangements*.⁵

3.2 Operational Management

The Principal fulfils a visionary role keeping the College and its academic provision on course to deliver tangible vocational as well as academic results. The desire to see ministry formation work alongside academic excellence is fundamental to the philosophy and practice of Mattersey Hall College. The Senior Management Team, which is currently made up of the Principal, Vice Principal and Academic Dean supports the Principal and is responsible for strategic decisions.

The Academic Dean, Dr Robin Routledge, oversees both the Graduate and Undergraduate departments and, with the Principal, is responsible for the overall rationale and balance of all of Mattersey Hall's academic programmes.

The day-to-day operation of the programmes is overseen by our Academic Administration team, headed by Catherine Shiells, which acts as the main point of contact for students.

3.3 Staff Meeting

All academic and non-academic-related staff meet regularly and at these meetings aspects of MA and DMin course management may be discussed. Matters of importance are likely to be referred to the Board of Studies.

3.4 Board of Studies (BoS)

The Board of Studies (BoS) comprises the Principal, Vice Principal, Academic Dean, and other members of faculty, together with representation from the student body. It is chaired by the Academic Dean. The BoS:

1. Oversees the admissions process. This process, including interviewing prospective students, is managed on behalf of the BoS by the Admissions Team. Recommendations on acceptance are referred to the BoS for ratification.
2. Discusses and decide upon matters of academic relevance referred to it by the Senior Management Team;
3. Receives reports from the Principal and other officers of the college;
4. Receives comments made by the Student Representatives (see section Student Representatives, below);
5. Monitors grading during the academic year and the use of Library resources;
6. Monitors student evaluation of modules;
7. Receives annual reports from the External Examiners and takes appropriate action;
8. Prepares Continuing Monitoring and Enhancement Reports (CMEs) and proposals for Programme Renewal Packs (PRPs)

⁵ Available at <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>

Twice a year, in February and June, we have Extended Board of Studies (EBoS) meetings where we look in more detail at the relevance and effectiveness of programme content, management data, including results and student feedback, and other issues relating to the maintenance and enhancement of the quality of our academic provision.

3.5 Module Assessment Boards (MABs)

The college hosts a University of Chester Module Assessment Board at the end of each academic year, which usually involves all teaching faculty, the external examiner and representatives of the University. As its name suggests, this board ratifies marks for individual modules only. A later Awards Assessment Board held at the University considers matters of overall performance, including degree classification, progression between levels, and which resubmissions are necessary. Students will be informed of the outcome of any Assessment Board by the University by email.

3.6 Vice Principal and Academic Dean

The Vice Principal is Steven Jenkins. His main responsibility is overseeing all aspects of campus and student life, with a special focus on pastoral care. The Academic Dean, Robin Routledge, oversees all aspects of the academic programme.

3.7 Student Representatives

Each year group elects two Student Representatives annually. There is a formal election process and details of this are given at the beginning of the academic year. The Student Representatives bring representative comments on courses to the faculty via meetings once each Semester with the Principal, Vice Principal, Director of Studies and Academic Dean. They will represent not only the on-campus students but also distance-learning students.

Student Representatives also ensure that there is a student representation at the Board of Studies.

3.8 Monitoring and Review of Student Representation Processes

The usefulness and effectiveness of student engagement and of the processes contained in the Student Engagement Strategy⁶ are reviewed annually during the June EBoS, as part of our Enhancement Action Plan. Key performance indicators in that review include:

1. Usefulness and effective use of student feedback data.
2. The usefulness and effectiveness of processes for involving students in enhancement – including their effectiveness in engaging with all groups of students (including protected groups).
3. Demonstrable enhancement of programme quality and of students' learning opportunities and experience as a result of student engagement.

3.9 Reporting

The annual External Examiner reports and Monitoring Reviews are available to students via the University of Chester portal.⁷ Students will be notified by email when these become available. They

⁶ The *Student Engagement Strategy* can be downloaded from the Mathersey Hall website [here](#).

⁷ Information regarding Evaluation, Monitoring and Review of the programmes can be found at: <https://portal.chester.ac.uk/aqss/Pages/aqss-handbook-d.aspx>

can be accessed directly from <https://psmd.chester.ac.uk/pos/index.php?th=931>, and then searching by programme title. External Examiners' reports are also available on the Mattersey Hall website.

4. The Courses

4.1 Introduction

Mattersey Hall offers three masters programmes validated by Chester University: MAs in Practical Theology, Missional Leadership and Biblical Studies respectively and a Doctor of Ministry (DMin). The aims, objectives and structures of the four programmes are described in more detail in the University of Chester programme specifications available on the Chester Website by clicking on the following links:

[MA in Practical Theology](#)

[MA in Missional Leadership](#)

[MA in Biblical Studies](#)

[Doctor of Ministry](#)

4.2 Levels and Exit Awards

The MA programmes form part of Level 7 of the UK Framework for Higher Education⁸ and can generally be taken as one year full time or two year part-time courses⁹. The MA programmes have exit awards of PGCert (60 taught credits) and PGDip (120 taught credits). The Doctor of Ministry is a Level 8 Professional (partially taught) professional doctorate, which for those without previous master's level study, also includes a level 7 tier. For those exempt from such a requirement,¹⁰ the DMin can be taken over three years full-time or up to six years part-time. For those pursuing the award from Level 7, the DMin has the same exit awards as the MAs, together with an MProf exit point those with 180 taught credit at levels 7 or 8, so long as no more than 50% of these have been achieved via APL¹¹.

4.3 Modules and Credits

Most modern degrees are "modular". A module is a self-contained part of the course that addresses one particular subject area. Modules each have a unique code (e.g. TH7426) and can be of different "sizes", depending on the quantity of work involved. This is measured by different numbers of "credits", at postgraduate level, usually 20. The dissertations that conclude all the postgraduate courses also have module codes, but larger credit ratings, such as 80 for an MA dissertation, or 300 for the DMin.

The study time required for each 20 credit module is reckoned at 200 hours, divided roughly between attendance at lectures or seminars (10%), private study (50%) and completion of coursework (40%). Full-time postgraduate students must achieve 180 credits over a calendar year of full-time study, this amounts to maintaining 40 hour weeks over the duration of the course (holidays typical for those in full-time employment). Those who have responsibilities outside their studies need to be aware of

⁸ For the framework documents on which all UK HE provision and the Chester degree programmes are based, please see *UoC Handbook A* available at <https://portal.chester.ac.uk/aqss/Pages/aqss-handbook-a.aspx>

⁹ The MA in Missional Leadership is not available full-time.

¹⁰ Students with a recent relevant Master's degree can be exempt from most of this requirement, but must still take the study skills module with which the programme commences for all students.

¹¹ Handbook G - Research Supervision and Assessment of Students. The document is available as a link on the page <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

these expectations, as job or family commitments may not be cited as an extenuating circumstance for late submission of coursework by a full-time student.

Each module is assessed separately, often by a single piece of coursework, but sometimes by a number of components. The requirements in each case are set out in the module descriptor (links included below). Postgraduate courses require all modules to be passed. There are various rules governing what happens when students fail one component or all of an assessment, which are outlined in the "Assessment" section below.

The same modules can appear in more than one programme, but programmes will usually have different rules about module choices. In the MA in Practical Theology and MA in Biblical Studies, only the study skills and dissertation modules are compulsory, with a free choice on all the others. The MA in Missional Leadership and DMin follow set programmes of taught modules, where student choice is expressed primarily through the dissertation topic.

4.4 Module choices

Most of the postgraduate courses involve some element of choice. This process is formalised within the University of Chester for QAA related reasons and must be conducted using an official Module Choice Registration form. These will be sent to you at the start of your course. Changing modules, whilst not encouraged is possible, but again requires the submission of a form. All such forms, which are available on the Chester Portal, must be approved and signed by the programme leader, and only after this are forwarded by the college to the University. Students are responsible for getting their forms completed in time for any university deadlines to be met. Students failing to submit work for modules for which they are registered will receive a zero score for non-submission. Students who have not registered for the right number of modules will, if this persists into the final stages of their registration, be unable to achieve a final award.

4.5 Assessment periods and Boards

Whether part or full time, postgraduate modules are taught and assessed within a single academic year. Deadlines for the submission of coursework are included below. Students should expect marks to be returned within four working weeks of the deadline for coursework submission or examination. Each year, in June and November, all the modular marks are submitted to a University of Chester Module Assessment Board, where they are confirmed. A short time later, the University will email with a link to results for the year, and with notification of any resubmissions required. Resubmissions will be due in additional retake assessment periods running in March and September, and will be submitted to the following MAB.

4.6 Programme requirements and structure

All master's awards require the completion of 180 credits at level 7 (5 x 20 credits of taught modules plus an 80 credit dissertation) according to the criteria detailed below. The DMin requires the completion of 540 credits (120 credits of taught modules at level 7 and 420 credits at level 8, of which 120 are further taught modules, and 300 is the dissertation). Please note that some modules may not be available in every year, although every effort will be made to offer most at least once within each two year period so that there will be opportunity to take preferred modules at some point in the course. Students will be given the full available range of modules to choose from at the beginning of

each year. Module descriptors, which include indicative bibliographies, are held on the University of Chester Portal.¹²

4.6.1 MA in Practical Theology

Students must take TH7401 Research Methods plus four other taught modules, followed by the dissertation, TH7435. In order to maintain the character and balance of the course, of the four taught modules beyond Research Methods, two must be taken from TH7416, TH7429 and TH7438. Where appropriate, this list may be extended to include TH7433 and/or TH7434. Clicking on the module code will take you directly to the online module descriptor.

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)

[TH7405 Biblical Pneumatology \(20\)](#)

[TH7406 Biblical Theology of Mission \(20\)](#)

[TH7407 Exegetical & Hermeneutical Methods \(20\)](#)

[TH7416 Contemporary Issues in World Mission: Strategy and Praxis \(20\)](#)

[TH7429 Pentecostal Theology \(20\)](#)

[TH7433 Organisational Leadership \(20\)](#)

[TH7434 Self Leadership \(20\)](#)

[TH7435 Dissertation \(80\)](#)

[TH7436 The World of the Bible \(20\)](#)

[TH7437 Paul's Letters: Methods, Context and Theology \(20\)](#)

[TH7438 Pentecostal and Revivalist History: 19th-21st centuries \(20\)](#)

4.6.2 MA in Biblical Studies

Students must take TH7401 Research Methods, TH7407 Exegetical and Hermeneutical Methods, plus three other taught modules, followed by the dissertation, TH7435. Clicking on the module code will take you directly to the online module descriptor.

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)

[TH7405 Biblical Pneumatology \(20\)](#)

[TH7406 Biblical Theology of Mission \(20\)](#)

[TH7407 Exegetical & Hermeneutical Methods \(20\)](#)

[TH7435 Dissertation \(80\)](#)

[TH7436 The World of the Bible \(20\)](#)

[TH7437 Paul's Letters: Methods, Context and Theology \(20\)](#)

4.6.3 MA in Missional Leadership

Students must take TH7401 Research Methods, TH7431 Leadership Development, TH7432 Leadership Strategy, TH7433 Organisational Leadership, TH7434 Self Leadership, followed by the dissertation, TH7435. Clicking on the module code will take you directly to the online module descriptor.

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)

[TH7431 Leadership Development \(20\)](#)

[TH7432 Leadership Strategy \(20\)](#)

[TH7433 Organisational Leadership \(20\)](#)

[TH7434 Self Leadership \(20\)](#)

[TH7435 Dissertation \(80\)](#)

¹² For a full set of links to all UoC Humanities modules, please refer to links found on the Programme Specifications at [MA in Practical Theology](#), [MA in Biblical Studies](#), [MA in Missional Leadership](#) or [Doctor of Ministry](#).

4.6.4 Doctor of Ministry

Students must take TH7401 Research Methods. For those not exempt from the Level 7 tier, they must then take a further 100 credits chosen from the modules of either of the MAs in Practical Theology or Missional Leadership. At Level 8 (Stage 1b), students must take TH8402, TH8403 and TH8405, and then either TH8404 or TH8401 before going on to the compulsory dissertation module TH8406 in stage 2. Clicking on the module code will take you directly to the online module descriptor.

Stage 1a

[TH7401 Research Methods, Perspectives & Resources \(20\)](#)

Plus another 100 credits chosen from the modules of either of the MA in Practical Theology or MA in Missional Leadership

Stage 1b

[TH8402 Literature Review \(20\)](#)

[TH8403 Publishable Article \(40\)](#)

[TH8404 Research in Ministry \(20\)](#)

[TH8405 Research Design & DMin Proposal \(40\)](#)

Stage 2

[TH8406 Dissertation \(300\)](#)

4.7 Module Guidance and 'Handbooks' on Moodle

Guidance and information beyond that listed in the module descriptors above will be available on each module's Moodle page. The Moodle pages for each module the student has registered for will be available through the e-learning link on the University of Chester Portal. The individual Moodle pages for each module will allow the student to contact the module leader, view the module specifications and see the module outline. Notes for each module and the assessment questions will be distributed only via the Moodle page. Assignment submission will, usually, be via Turnitin, and this is also accessed via Moodle. Lecturers are also encouraged to include additional material relating to modules on the Moodle pages. It is important, therefore, that students are familiar with access to Moodle, and consult the relevant pages prior to lectures.

5. Assessment

5.1 Introduction

The following notes help explain some general principles about assessment. Students should refer at all times to the detailed University of Chester documentation.¹³ Please refer, too, to the College's *Assessment Strategy*, available through the Mattersey Hall website.

5.1.1 Anonymous Marking

Students' names do not appear on submitted assignments. All students are allocated a unique reference number, which is used as the identifier for assignments, thus ensuring that at the point of marking, assessment is anonymous.

5.1.2 Principles of Assessment

All modules have stated learning outcomes, provided in the module descriptors. Assessments, whether coursework, examinations or a mixture of the two, are based around these outcomes as well

¹³ Academic assessment regulations and processes for levels 4-7 are found on <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

as the level at which the modules is defined.¹⁴ All assignment and exam questions are available for scrutiny by external examiners and moderators, as are student scripts. The assessment (essay word count, length of exams, etc.) is matched to the number of credits associated with a module. This is typically 4500 words (or equivalent) for each 20 credits assigned to the module. A module can require a single assessment or a sequence of assessment components.

5.1.3 Assessment Criteria

The criteria used by the college for grading assessed work are based on the generic criteria for these levels set out by the University of Chester.¹⁵ A table setting out these expectations in the college context is set out in the appendix below. Though these criteria may be more readily applied to essay-type work, they are intended also to provide general guidance for examinations and other forms of assessment too.

Although most assessment is submitted individually, occasionally, there will be group work involved (e.g. presentations). In these cases, an account of an individual's contribution and their reflection upon the team effort will always be required in order to allocate marks fairly.

5.1.4 Modular Assessment, Monitoring and Feedback

All work is initially marked by the tutor who taught or supervised the module. This tutor is responsible not only for giving your initial grade but also providing sufficient feedback for you to understand how you might improve performance in the future.¹⁶ All assignments will be assessed anonymously except those that cannot be submitted electronically (e.g. presentations).

In line with University of Chester guidelines, all coursework and examinations are subject to second-marking by another staff member. If there is any disagreement between first- and second-markers, this will be discussed, and a final mark agreed. It is this agreed mark that will be released to students. Full details of this process are available on the Chester website.¹⁷ All marks and first-markers' comments should be available to students within four working weeks of the submission deadline. If, due to unforeseen circumstances that is not possible, the Academic Department will inform students and set a new date.

The pass mark for modules is 40%. The module mark is calculated as the weighted average of the assessment components. Failure in one component can be allowed under certain circumstances so long as it does not score below 20% and the average for the module is still over 40%. For details about re-assessment, see the section further below.

5.1.5 Re-assessment

If a student fails any individual module, they will be required to resubmit the work. Resubmissions should be completed at the next assessment opportunity. The results for such retaken modules are

¹⁴ Thus, for instance, the level of critical engagement and analysis expected at Level 7 will be higher than that expected at the undergraduate levels 4-6.

¹⁵ For the generic UoC assessment criteria for Levels 4-7, see Handbook A, The Design of Approved Academic Provision and structures, available at <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

¹⁶ Any student who feels their grade is difficult to understand may ask for further clarification from their tutor. No appeal against marking is permitted, although students discovering administrative errors such as incorrect calculation of results or imposition of penalties should certainly communicate these to the Academic Dean.

¹⁷ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

always capped at 40%, which will certainly affect a student's overall result for the course. Third attempts may also be allowed. Where a student fails at a third attempt, or where required components are not submitted at a second attempt, students will have their studies terminated by the University.¹⁸

5.1.6 Classification

The MA programmes are awarded at Pass, Merit and Distinction levels. A pass is achieved if a student achieves the basic modular pass mark of 40% in all the taught modules and the dissertation. Merits and Distinctions are awarded if a student achieves 60%+ or 70%+ respectively in half of the modular credits of the award. The DMin is awarded if all the relevant modules are passed and the dissertation is examined satisfactorily via submission and oral examination. For further details concerning classification and awards, see the Handbook.¹⁹

5.2 Assessment Practicalities

5.2.1 Coursework

5.2.1.1 Submission of Coursework

All coursework assignments must be typed, and must comply with the College Style Guide, given in an appendix below. Assignment titles and submission deadlines are posted on the Moodle site for respective modules. All coursework assignments must be submitted in Word or PDF format, via Turnitin on the Moodle site for the respective module. The use of Turnitin ensures that assessment is anonymous. Some time ahead of the assessment deadline a submission inbox will be created by the Academic Department. Assignments, including revised versions, may be uploaded at any time until the deadline. Once the deadline has passed, if an assignment has been uploaded, no further submissions will be possible. If the first submission is made after the deadline it will be recorded as late, and subject to penalties (see below). Failure to submit an assignment will result in a zero score.

When you submit your work, you assent to the following declaration:

In submitting this assignment I confirm that (a) the work and wording are wholly my own (b) the word-count is as stated (c) all sources are acknowledged and quotations are clearly identified and referenced (d) I have made electronic and hardcopy backups of my work (e) I have read the Programme and College Handbook and the university Academic Integrity Policy and Appeals Procedure.

Please note that (c) may become significant in any dispute about unfair practice. (d) is included to safeguard your work, as computer malfunction cannot be cited as a mitigating circumstance in any dealings with the University.

Further details relating to the process of submitting coursework is available on the Chester Portal.²⁰

¹⁸ Guidance notes for students appear in Section 8: (Reassessment and Third Attempts) of the *Handbook F - Requirements Governing the Assessment of Students* available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

¹⁹ Regulations governing the Calculation of Degree Classification are found at <https://portal.chester.ac.uk/registryservices/Pages/assessment.aspx>

²⁰ <https://portal.chester.ac.uk/registryservices/Pages/students-docs.aspx>

5.2.1.2 *Return of Marked Assignments*

Marked assignments should be available to view via Moodle within four working weeks of the essay deadline.²¹ There may be delays over public holidays (e.g. Christmas and Easter). Where it is not possible to mark the assignments within the four-week period due to unforeseen events, students will be informed of the delay and given a new date. Where practical, issues leading to a delay in the marking of assignments will be discussed in advance with Student Representatives.

Note that the mark given for assignments will be the agreed mark after second-marking/monitoring. The comments will be those of the first-marker.

5.2.2 **Oral Examinations**

MA courses do not normally involve oral examinations, but these can be requested in exceptional circumstances to determine difficult or borderline cases or to help decide whether there is a *prima facie* case of academic integrity issues. An oral examination following the submission of the DMin dissertation is a compulsory part of the assessment and is described further below.

5.2.2.1 *Attendance and Conduct*

The oral examination for DMin students (the *viva*) following the submission of their dissertations is organised directly by the University of Chester. A date and time for the viva will be communicated via your Chester email address. The aims and conduct of the examination are described in Section G of the Assessment Handbook²², and training for the viva will be provided at Mattersey in the closing stages of the course, although students are also welcome to attend the seminars provided at the University if they wish.

5.2.2.2 *Outcome/Results*

Students will often be informed of the outcome of their dissertation oral examination at the viva itself. If this is favourable, and all other taught modules have been passed, then a pass overall can be assumed. Sometimes, examiners will request changes to the dissertation before it can be accepted. The exact outcome and any requests for modifications will be communicated officially via your University of Chester email account. The range of outcomes together with the time limits within which certain types of modification must be made are explained in detail in the Assessment Handbook.²³

5.2.3 **Assessment and Disability**

The College has a Disability Policy (available on the College website) and a designated Disability Officer, who is available for discussions relating to learning and other disabilities. Where possible, we try to accommodate the needs of all students.

Students with a disability should contact the Disability Officer as soon as possible. Only where students have had a formal Post-16 Assessment may this be taken into account in assessments. Where

²¹ See the Chester Portal for further details at <https://portal.chester.ac.uk/registryservices/Pages/results.aspx>

²² The academic standards that inform the examiners questions during the viva are set out in Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

²³ Handbook G - Research Supervision and Assessment of Students. The document is available as a link on the page <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

there has been an assessment the College will do all it can to comply with the recommendations, and to make 'reasonable adjustments' to the assessment regime and methods. These are detailed more fully on the Chester Portal and website.²⁴ The default assumption for coursework is the provision of extra time. The standard amount is two additional weeks relative to the normal published deadline.

The college Disability Officer can be contacted through the Academic Administration Team.

5.2.4 Extensions, deferral and mitigating circumstances

5.2.4.1 Extensions and deferrals

Where a student is AWARE IN ADVANCE that certain extenuating circumstances may lead to the late submission or missing of an assessment, they must apply for an extension or a deferral²⁵. These must have been applied *and granted* BEFORE THE COURSEWORK DEADLINE²⁶.

(a) An extension is a short additional time that still allows the work to be assessed within the relevant semester. It is requested using form EX1.

(b) A deferral is a longer delay that may stretch into the next vacation period, semester, or even academic year. It is requested using form DF1.

The relevant form²⁷ MUST be signed²⁸ and accompanied at source by FULL SUPPORTING EVIDENCE of the circumstances concerned (doctor's notes etc., see below). It should be submitted to the college academic office where it will be checked before being forwarded to the university. This process is subject to certain deadlines. The college can take no responsibility where an incorrectly completed form is sent back to you and misses a deadline with the university. Assignments that do arrive late without the prior receipt and approval of an EX1 or a DF1 will be penalised or given zero score in the usual way.

An extension or deferral can be granted where the writing of coursework, or the immediate preparation for the writing has been disrupted by adverse circumstances, including significant illness,²⁹ bereavement (close relatives only), domestic problems (including divorce, separation, parental divorce) and other factors which may reasonably be deemed to have had a comparable adverse impact. Extraordinary work responsibilities may *only* be cited by part time students.

NOTE: misreading deadlines, computer failure or travel problems are NOT ACCEPTABLE.³⁰

²⁴ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

²⁵ Details regarding Mitigating Circumstances, Extensions and Deferrals including the forms to download can be found on the Chester Portal: <https://portal.chester.ac.uk/registryservices/Pages/extensions.aspx>

²⁶ Examinations can be the subject of deferral only.

²⁷ All of these forms can be downloaded from the Chester Portal: <https://portal.chester.ac.uk/registryservices/Pages/extensions.aspx>

²⁸ Preferably electronically.

²⁹ This does NOT include headaches, upset stomachs, coughs and colds, which affect everyone.

³⁰ Re deadlines: this makes consulting the website and reading emails extremely important. Re computers: students are required to make continuous backups of all their work to allow instant recovery. Re travel: students are expected to plan both their work and their travel and allow sufficient time for minor misfortunes. Travel issues may be taken into account for students with disabilities where the specific combination of events and their disability impinges on academic work.

5.2.4.2 *Mitigating Circumstances submissions*

This mechanism is used in two distinct set of circumstances.

(1) Where a student experienced a disadvantage in the preparation or execution of an assessment and submitted work in which they felt they underperformed. This is **ONLY AVAILABLE** where the student can demonstrate that they were prevented from applying for an EX1 or DF1 before submission.

(2) Where a student was prevented from coursework submission or exam attendance **WITHOUT ADVANCED NOTICE** and through complete incapacitation, has been prevented from submitting the required EX1 or DF1 paperwork before the deadline.

In both these cases, students may submit a Mitigating Circumstances claim (form MC1) and the form showing the assessment components they wish to claim for.³¹ If accepted, this will usually produce a deferral to a subsequent assessment period. MC1s must be accompanied not only by documents attesting the adverse circumstance (as above), but specific evidence that they were actually prevented from submitting the usual forms in advance.³²

NOTE: in addition to guidance re EX1s and DF1s above, the *failure of another person co-opted to 'help' with communication, computers or transport* is **NOT ACCEPTABLE** for a Mitigating Circumstances application.³³

The MC1 form (with guidance notes included) is posted on the same Chester Portal page as are the EX1 and DF1.³⁴

5.3 *Penalties*

Details of these penalties are all available on the Chester Portal, as mentioned below.

5.3.1 **Late submission**

Late work will be penalised by 5 marks for period of 24 hours (or part thereof) by which it is late, down to a minimum of zero. The penalty will be applied only to the component of the module that is late.³⁵ Please note that the mark that appears on Moodle will not include a late penalty. Bearing in mind the large number of submissions that are made on particular deadlines, it is not college policy to inform students that their assignment has been submitted late.

³¹ These forms can be found on the Chester Portal Student Homepage on the student's e-vision account.

³² Acceptable evidence in support of mitigating circumstances is detailed in the University of Chester document *Academic Principles and Regulations*, found at <http://www.chester.ac.uk/about/aqss/academic-regulatory-information>.

³³ This is particularly important in the area of computers. Students are required to complete and submit work by computer and to do so *by themselves*. It is particularly important that a friend does **NOT** submit your work for you, both in case they make a mistake, but also because this might open both of you to the suspicion of academic malpractice.

³⁴ Details regarding Mitigating Circumstances, Extensions and Deferrals including the forms to download can be found on the Chester Portal: <https://portal.chester.ac.uk/registryservices/Pages/extensions.aspx>

³⁵ Handbook F - Requirements Governing the Assessment of Students available at, <http://www.chester.ac.uk/about/academic-regulatory/quality-and-standards-manual>.

5.3.2 Word count

A penalty for excessive word count shall be applied to all coursework assignments where a word limit is specified. The word count does not include appendices, bibliographies or references to sources. Students should check the number of words written (excluding the items above) and note the word count on the assignment. This can usually be determined by using an electronic word count facility. There will be a 10% leeway allowed above the specified word count before any penalty is imposed. After this, the penalty will be 5 marks per 1000 words excess or part thereof.³⁶

Irrespective of any infringement, all assignments will be marked with full tutorial feedback. The grade it would have scored will be indicated clearly.

5.3.3 Academic Integrity

Penalties may also be applied in cases where students do not adhere to the principles of academic integrity and fair play in assessment. The University of Chester Academic Integrity Policy and Full Procedure are available on the Chester Portal.³⁷ When completing work for assessments, students are expected to ‘act honestly and take responsibility for the fair presentation of the contents of any work they produce for assessment. This means that students will do nothing that has the potential for them to gain an unfair advantage in assessment’.³⁸

In order to adhere to the University’s definition of academic integrity, students are expected to ‘acknowledge all sources of information, knowledge and ideas used when completing work for assessment; produce work that is the product of their own, individual effort; declare when they have used work before in a previous assessment’.³⁹

A breach of the Academic Integrity Policy may occur when a student knowingly acts in a way that is contrary to the policy or does so inadvertently by means of careless scholarship. Inexperience, intention, lack of intention or unfamiliarity with the Academic Integrity Policy will not be regarded as a defence in the event that the policy is breached.

Breaches of academic integrity can include: plagiarism (see below), reuse of previously submitted material, collusion (the unauthorised collaboration between two or more students resulting in the submission of work that is unreasonably similar), commissioning (engaging another person or organisation to complete or undertake an assessment), falsification (the presentation of fictitious or distorted documents⁴⁰), research misconduct and cheating.

Plagiarism can include (1) unreferenced or malformed quotations, verbatim copying or close paraphrasing of another’s work without clear identification and/or acknowledgement (2) using an idea, concept, conclusion or term developed by another without due acknowledgment. Please note, all

³⁶ See Appendix 5C of Handbook F - Requirements Governing the Assessment of Students available at, <https://portal.chester.ac.uk/aqss/Pages/aqss-Handbook-F-Section-5.aspx>

³⁷ The Academic Integrity Policy and Section 6 of Handbook F - Requirements Governing the Assessment of Students (the Full Procedure) are available at: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx>

³⁸ The UoC Academic Integrity Policy available at: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx>

³⁹ This list is not exhaustive. For further information please see the UoC Academic Integrity Policy available at: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx>

⁴⁰ This includes the submission of false evidence in an application to the Mitigating Circumstances Board or to the Academic Appeals Board.

assignments are run through Turnitin, which can identify specific sections that are over-dependent on a source. Plagiarism is a particular problem and further guidance is given in a later section on writing essays.

Although occasional slips in referencing or simple over-dependence on sources are likely to be penalised within the usual marking scheme, substantial infringements of the above principles will be referred to the University of Chester. Penalties can include failing the whole module, completing the Academic Integrity Course, failing the entire level of study, having the final degree classification lowered by one class or in extreme cases, the student's programme of study is terminated with immediate effect.

5.4 Appeals

As noted above, any student who feels that his or her initial grade is difficult to understand may discuss this with their tutor. If there is discovered to have been an ambiguity in the assessment instructions or tutorial guidance then this may be communicated with the tutor's agreement to the Academic Dean and thence to the staff member performing the moderation of the module. This may occasionally lead to the raising or lowering of marks, more often, of the entire class rather than an individual.

Once your mark has been finalised, however, no further appeal against academic judgment is permitted. The University of Chester has a procedure for appealing on the basis of procedural errors, such as incorrect assessment information being provided, administrative errors such as incorrect calculation of results, or extenuating circumstance that for some reason could not be declared in advance in the usual way. As far as possible the University would expect the college to sort out such problems internally, unless the MAB has already passed, in which case, the formal Appeals Procedure must be used. Full guidance notes are provided on the Chester Portal and website.⁴¹

⁴¹ Help and Guidance on Academic Appeals is available at, <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-appeals.aspx>.

5.5 Programme Assessment Grid

The following are the normal dates for the submission of assignments in the forthcoming academic year. These dates would be modified accordingly for those in receipt of an extension or for anyone who has a formally assessed disability. The submission time is noon on the dates listed below:

Assignment due dates for students studying on <u>Part-time</u> MA in Practical Theology, MA in Biblical Studies and MA in Missional Leadership		
	Date	Modules
Submission date 1	Wednesday 6 th December 2017	TH7401 for students on MA in Practical Theology and MA in Biblical Studies
Submission date 2	Wednesday 4 th April 2018	TH7401 for students on MA in Missional Leadership
Submission date 3	Tuesday 1 st May 2018	TH7405, TH7416
Submission date 4	Wednesday 6 th June 2018	TH7435 Dissertation for students on MA in Practical Theology and MA in Biblical Studies
Submission date 5	Wednesday 20 th June 2018	TH7433, TH7435 Dissertation for students on MA in Missional Leadership
Submission date 6	Wednesday 4 th July 2018	TH7435 Dissertation Proposal for students on MA in Practical Theology and MA in Biblical Studies
Submission date 7	Wednesday 15 th August 2018	TH7407, TH7437, TH7438
Submission date 8	Wednesday 26 th September 2018	TH7434
Module Assessment Board	To be confirmed	

Assignment due dates for students studying on Full-time MA in Practical Theology and MA in Biblical Studies

	Date	Modules
Submission date 1	Wednesday 6 th December 2017	TH7401 for students on MA in Practical Theology and MA in Biblical Studies
Submission date 2	Tuesday 1 st May 2018	TH7405, TH7407, TH7416, TH7433, TH7437, TH7438
Submission date 3	Wednesday 16 th May 2018	TH7435 Dissertation Proposal for students on Full-time MA in Practical Theology and MA in Biblical Studies
Submission date 4	Wednesday 12 th September 2018	TH7435 Dissertation for students on Full-time MA in Practical Theology and MA in Biblical studies
Module Assessment Board	To be confirmed	

6. Writing Essays and Assignments

6.1 What are tutors looking for?

You need to read the following whilst looking at the Assessment Criteria given in the appendix, and the sample marking grid given below. These point to the kind of things that need to be evident in essays to obtain particular grades.

- i. Understanding of the question and of the main issues involved.
- ii. A clear structure and development of thought through the essay, with connected points rather than random thoughts.
- iii. Accurate information
- iv. Evidence of research, beyond what is available in the course notes. There needs to be a substantial bibliography, covering a wide range of points of view (even ones you don't agree with), and evidence that books and articles have been read and understood.
- v. Good presentation, which adheres to the style guide. This includes good spelling and grammar; and referencing that is clear and easy to follow.
- vi. Critical awareness (this is extremely important at levels 7 and 8). There are several points to note here:
 - a. An academic essay must be objective, basing conclusions on evidence rather than on personal thoughts and feelings, or emotion (even though some of the issues might be very emotive). This involves compiling and discussing evidence from a range of sources and perspectives, and treating each one fairly, weighing up the strengths and weaknesses of the positions in order to come to a viable conclusion.
 - b. Many essays are too descriptive: they contain accurate information setting out what happened or what a scholar says, but they do not go any further. A good academic essay needs to move from description to analysis. Analysis involves breaking down the discussion into its key components. Some of the questions that need to be asked are: Why does this scholar hold this view? What are the crucial elements in his or her argument? What are the conclusions and what evidence is being given to support those conclusions? What assumptions are being made?
 - c. This leads to another important aspect of critical awareness: evaluation. This involves looking at the views expressed by scholars and asking whether the arguments support the conclusions. Are the arguments viable? What are their strengths and weaknesses compared with other points of view? And, of course, any criticism also needs to be supported. The essay writer also needs to produce evidence and viable arguments to support the position taken. The argument might look something like this:

Scholar A says X, and offers arguments E, F and G. Scholar B, on the other hand, says Y, and offers arguments P, Q and R. Arguments F and G are stronger than P and Q for the following reasons S, T and U – and scholar C and D take similar views. Argument E is not so strong; however, on balance scholar A's view is to be preferred.
 - d. Because of the need for objectivity there has been a long standing tradition that an academic essay must be written impersonally. More recently that view is being questioned. The problem of using the first person is that an essay can become too subjective: these are my opinions; this is what I think about the issue. On the other hand, remaining too detached can make it difficult to make judgments and come to a conclusion. For the purpose of essays at Mattersey Hall, some use of the first person is acceptable: 'my aim in this essay is to show'; 'having weighed up all the evidence I conclude'; 'in my opinion', etc. – always bearing in

mind that any opinion needs to be backed up with evidence and with coherent and viable argument.

6.2 *Plagiarism*

Plagiarism can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though they were your own, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Examples of plagiarism include (but are not limited to):

- Including verbatim material from the published or unpublished work of other persons (from textbooks, articles, the web etc.) which has not been clearly identified as a quotation and the source acknowledged and fully referenced.
- Slightly changing or paraphrasing other people's material to make it look different from the original, but where again the source has not been acknowledged or fully referenced⁴².
- Even simply summarising another person's ideas without acknowledging them and indicating the literary sources.
- Use of services of essay banks and/or any other agencies.

Note that, with other breaches of academic integrity, plagiarism carries serious consequences and may result in penalties that go beyond the module concerned. For further details, see the section on Academic Integrity, above.

7. Resources

7.1 *Library resources*

7.1.1 **Mattersey Hall Research Centre**

Postgraduate students are welcome to use the library on-site at Mattersey Hall should they wish. This can be arranged through Anne Dyer and should be done in advance of the visit.

The Research Centre is located between the Administration Centre and the Teaching Centre. It is mainly intended for the borrowing of books for study elsewhere and as a Reference Library for short periods of private study. There are limited facilities for prolonged periods of study in the Research Centre. Silence is to be observed to facilitate others in their study. Mobile phones should be switched off.

Please see the notice on the Research Centre door for details of opening times.

7.1.1.1 *Borrowing Books*

- No book shall be removed from the Research Centre without being booked out. Each Student will be issued with a student card, requiring a passport-sized photo to be provided by the student. Up to four books can be borrowed for a week's loan. Books will not be issued without a ticket. Students cannot use other students' cards to borrow books for themselves. Lost cards may be replaced at a cost of £10.

⁴² Even where sources are acknowledged, you should not *paraphrase* to any great extent. This might be useful for a phrase or two for the sake of clarity or by way of translation from another language, but this should always be acknowledged explicitly, with the exact extent of the re-worked words indicated clearly.

- Books returned later than the date stamped will result in the borrower being fined at 50p per day per book (this fine doubles for books on Overnight Loans and those reserved by another student). A book may be renewed for another week if not reserved by other students. Books on high demand may be restricted to Temporary Reference (red disc) only to be used in the Research Centre at the discretion of the Research Centre staff and tutor.

7.1.1.2 Reference Section

This is located on the upper floor of the Research Centre.

- No reference book, journal, periodical or thesis may be taken from the library.
- All used reference items should be handed in at the issue desk for the Research Centre staff to put away correctly.

7.1.1.3 Library Catalogue

Each book in the Research Centre has a class number that links it to its subject. For instance books on the New Testament Introduction are classed under 225.61 and this is found on the spine of each book together with the first four letters of the author surname. Books are placed on the shelves by number then in alphabetical order.

The library catalogue is available online at <http://matterseyhalllibrary.cirqa hosting.com/>. Besides finding books on a certain subjects, or identifying items on tutors' reading lists, you can check on your own account (e.g. how many books you have out and their return dates, renew loans etc.), see if a book you want is currently out, reserve books and so on. Students will be given full instructions on the use of the catalogue during their induction course.

7.1.1.4 Photocopier

Cards to operate the photocopier may be bought from the Research Centre staff at a cost of £5 for 80 copies. Copyright laws restrict copying to no more than 10% of any book and copies may only be for personal use. Reference books & theses cannot be copied at will: please make requests known to the Research Centre staff. Articles in journals, periodicals, and magazines may be copied by the students.

7.1.2 University of Chester Online Library

Students registered with the University of Chester have access to the University's online library. This is available as a link on the student portal home page. It includes full text versions of articles from leading journals, (as well as a number of e-books). For further information see Research Centre staff and the College website. Please make use of this important resource.

7.1.3 Other University and College Libraries

With the Chester student card, you may be able to gain reference access to other university libraries. Please contact Chester Library and Information Service helpdesk for further advice.⁴³

7.1.4 Research Centre Lift

The Centre is equipped with a lift, which is only to be used by Research Centre staff and students with physical disabilities.

⁴³ Email LIS.helpdesk@chester.ac.uk for assistance.

7.2 Computer Services

Students should be aware that possession of a usable computer is a requirement of studying with the college. Please be aware that the minimum requirement is a suitable laptop or desktop computer since some mobile or handheld devices are not capable of doing all the things you will need to do. The college is unable to supply or repair computer hardware or provide computer instruction or other help. If you need training on the use of your machine or a particular application, you should find appropriate online guides or arrange to attend a course at a local FE college. The most important skills required are (i) the use of a web browser to search and navigate the internet and visit the college and University websites, (ii) the competent use of a standard word processing programme such as MSWord, (iii) the preparation of PDF files and the use of the Adobe PDF reader, (iv) the configuration and use of email facilities and the ability to send emails with attachments (the importance of both college and University of Chester emails has been mentioned above).

Students should back up their academic work frequently so that they can recover quickly from computer failure. Every student is provided with cloud storage space at Google.com as part of their college email facility (see below). Every time you submit a piece of work, you assent to a declaration that your work has been backed up. It is a University of Chester rule that computer problems will never constitute a mitigating circumstance in regard to the late submission of work.

7.2.1 College wireless system

The college is equipped with wireless broadband internet, which is available to students in most areas on campus.

You are expected to comply with the following rules for access to the internet:⁴⁴

- You should not attempt to view material on the internet that might reasonably be considered offensive or inappropriate. This includes visiting websites that might propagate hate or discrimination, as well as weapons-making and security sensitive sites. The College has a duty, under the Government's Prevent initiative to guard against extremism, and this includes acceptable use of the internet. The college will filter access and will log visited websites to ensure these rules are observed.
- You must not attempt to access the college's administrative network or other such systems or copy any software from the networked PCs or fileserver for any purpose, or install any other programs (games in particular) without prior authorisation.
- You must not share your username and password with anyone – if you suspect someone knows your password, please change it.
- You must not alter the network or PC settings or cabling or tamper with any of the hardware. You must not attempt to access other users' data files without their permission. Please report any faults immediately – do not attempt to fix them yourself.

Failure to observe these requirements will result in the removal of your network account and serious breaches may result in college disciplinary measures.

7.2.2 College emails

Each student will be provided with a college email address of the form firstname.surname@students.matterseyhall.com. As noted above, students are expected to use their

⁴⁴ Please refer to our Internet Use Policy for further details of use of our College wireless system which can be found at <http://www.matterseyhall.com/student-life/policies/> under the Other Policies Section.

official college email for all communication with tutors and the college. The email accounts are provided by Google Apps for education, and can be accessed via Google's webmail interface (www.gmail.com), or any other preferred mail client. Details of how to configure such clients is provided within the Google Mail help system. The Google facilities extend beyond email, and provide a calendar which can email you reminders about essay deadlines, 5Gb of cloud storage (called Google drive). This is a very useful place to make backups of your academic work which the academic regulations require you to keep, and can be mapped to a folder on your desktop. There is also the capability of configuring personal web pages, setting up blogs etc.

7.2.3 University of Chester portal

After students have been officially registered with the University of Chester, they will be sent login details for the university student portal. Here you will be able to find all sorts of useful information, access the electronic library and your university emails. The service is managed by the University's Library and Information Services which has a comprehensive online help system as well as an interactive help desk.

8. Attendance at lectures

Attendance at timetabled lectures is necessary, important and expected by Mattersey Hall, the University of Chester and various official UK inspectorates. A register will be taken at the start of each lecture. Any student arriving up to 15 minutes after the start will be marked "late", and beyond this, will be logged as absent. This will count as an unauthorised absence unless the student has sought permission for the absence in accordance with the procedure below.

If a student knows that he or she is likely to miss (or be late for) a lecture for a legitimate cause (for example doctor's or hospital appointments that cannot be arranged at any other time, interviews, etc.), he or she should seek permission from the Lecturer and also complete and hand in an **absence form** to the Academic Office.

Where an absence cannot be anticipated in advance, for example due to accident or illness, the student should contact the College with an explanation as soon as possible and, as soon as possible, submit an **absence form**, together with any documented evidence (for example a doctor's note), to the Academic Office. If the absence is deemed legitimate it will be authorised. In all cases where a form has been received you will be informed by email as to whether the explanation has been accepted or not.

Persistent lateness or unauthorised absence from lectures will be reported to the Academic Dean, Board of Studies and College Dean.

9. Health & Safety / First Aid

Whilst Health & Safety is everyone's responsibility, the College has a legal responsibility to protect the health and safety of staff and others who may be affected by their work. We take our obligations very seriously and our overall objective is to provide staff, students and visitors with a safe environment in order to prevent accidents etc. Our general policy is to:

- Provide adequate control of the health and safety risks arising from our activities
- Consult on matters affecting health and safety
- Provide information, instruction and supervision where appropriate
- Ensure everyone is competent to do their task, and to give them adequate training if needed

- Prevent accidents
- Maintain safe and healthy conditions

Requirement of students – we expect students to take reasonable care for their own safety and the safety of others who could be affected by their actions. We expect students not to interfere with anything provided to safeguard their health and safety and to co-operate fully with any arrangements made in relation to health and safety issues. Finally we ask that they report such concerns to the Health & Safety Officer.

Reporting accidents and near-misses – all accidents and near miss accidents must be reported through accident forms (located in the Reception and the Health & Safety Officer’s office). Where appropriate the H & S Officer may undertake an investigation to identify the cause of the accident, incident or near-miss. By investigating adverse events and understanding what went wrong, we may prevent future issues.

First Aid – The purpose of a First Aider is to give first assistance until the casualty is passed on to either an ambulance, medical staff or appropriate person, All First Aiders are provided with small emergency packs and first aid boxes are located outside all toilets and by main doors.

Guidance – On discovering an accident or injured person, make the area safe and send for first aid assistance (dial 9 for Reception during office hours). Do not hesitate to call an ambulance if you feel one is required. Do not move the casualty unless the area is unsafe. Keep the casualty calm and warm until the First Aider arrives then let this person take charge. The First Aider will assess the situation, administer first aid and decide what further action is required. The First Aider will report the incident to the Health and Safety Office ASAP. The Maintenance Team must be called if the accident involves electricity, buildings or grounds.

For further details regarding Mathersey Hall’s Health & Safety Procedures please refer to the College Handbook which can be found on the College website.⁴⁵

10. Appendices

10.1 Assessment Criteria

The following pages set out the general requirements at Postgraduate level of study.⁴⁶

⁴⁵ <http://old.matterseyhall.com/resources/postgraduate-information/> under the Student Handbook section.

⁴⁶ Marking criteria taken from University of Chester, Quality and Standards Manual: Handbook F - Requirements Governing the Assessment of Students 2016/17 (Appendix 5E)

MARKING CRITERIA – LEVEL 7

	70+ Distinction	60–69 Merit	50–59	40–49	20–39	0–19
KNOWLEDGE AND UNDERSTANDING of the academic discipline or field of study	<i>As 60–69 - and:</i> Excellent coverage, offering sophisticated or original insights; a synthesis of possibly disparate material; extensive reading.	<i>As 50–59 - and:</i> Awareness of problems and insights much of which is at, or informed by, the forefront of the discipline; wide range of reading.	Systematic understanding of relevant knowledge; good identification, selection and sound understanding of key issues; conceptual awareness enabling critical analysis; awareness of current problems and/or new insights; accurate knowledge and detail; good range of reading beyond core an basic texts , with reasonably wide reference to current research at the cutting edge of the discipline and appropriate acknowledgement of sources.	Adequate understanding of relevant knowledge; identification, selection and moderate understanding of key issues; some conceptual awareness enabling critical analysis; accurate knowledge, but may lack sustained depth or detail; reading beyond core and basic texts with reference to current research, and appropriate acknowledgement of sources.	Poor coverage of relevant issues; limited understanding; identification of some issues; reading range limited to core and basic texts; sources not always accurately acknowledged.	Little relevant material; inadequate reading and use of sources; sources insufficiently acknowledged.
CRITICAL ENGAGEMENT WITH SCHOLARSHIP AND SOURCES	<i>As 60–69 - and:</i> Imaginative, insightful, original or creative interpretations; sustained level of analysis and evaluation.	<i>As 50–59 - and:</i> A convincing command of accepted critical positions; a conceptual understanding that enables the student to propose new hypotheses.	Ability to deal with complex issues both systematically and creatively, and make sound judgements; consistent analysis and critical evaluation of current research and advanced scholarship in the discipline;	Some ability to deal with complex issues both systematically and creatively, and to make sound judgements; adequate critical evaluation of current research and advanced scholarship in the discipline.	Lack of ability to deal with complex issues; judgements not all well substantiated; some critical evaluation of research and scholarship.	Very limited analysis from limited sources.
STRUCTURE, ARGUMENT, METHODOLOGY	<i>As 60–69 - and:</i> Excellent structure and development of argument, with awareness of limitations; sophisticated use and evaluation of possibilities and limitations of the methodologies used by the student.	<i>As 50–59 - and:</i> A very good, coherent structure and sustained development of argument; critical use and interpretation of applicable methodologies and methods.	A good, coherent structure and clear, sustained, development of argument, supported by evidence; comprehensive understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; planning to allow gathering of robust and appropriate evidence.	Some coherent structure and development of argument, supported by evidence; a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; planning to allow gathering of adequate and appropriate evidence.	Lack of structure and limited development of argument; some understanding of methodologies, but applied ineffectively.	Little or no structure and unclear or contradictory argument; very limited understanding of methodologies and approaches to the subject.

COMMUNICATION AND PRESENTATION	<i>As 60–69 - and:</i> Authoritative, articulate communication demonstrating a balance of enthusiasm and control.	<i>As 50–59 - and:</i> Persuasive communication skills; the academic form largely matches that expected in published work	Clear expression, observing academic form; accurate in spelling and grammar; conclusions communicated clearly; sources referenced using appropriately conventions.	Adequate expression, observing academic form; largely accurate in spelling and grammar; conclusions communicated satisfactorily; sources referenced using appropriately conventions.	Some errors in academic form and/or in spelling and grammar; incomplete or inadequate referencing of sources.	Very poor observation of academic conventions; repeated deficiencies in spelling and grammar; sources inadequately referenced.
INDEPENDENT STUDY AND SELF-EVALUATION (where appropriate)	<i>As 60–69 - and:</i> A very sophisticated critical self-evaluation; new insights informing practical situations.	<i>As 50–59 - and:</i> Decision-making in complex situations; originality in addressing needs or specifications, and /or solving problems.	Collaborative or individual problem-solving, and planning and implementing of tasks the independent learning ability and self-evaluation required to continue to advance the student’s knowledge and understanding, and to develop new skills appropriate to a professional context.	Some collaborative or individual problem-solving, and planning and implementing of tasks; the independent learning ability and self-evaluation required to continue to advance the student’s knowledge and understanding, but limited ability to develop new skills.	Minimal initiative and personal or professional responsibility; limited self-evaluation	Clear weakness in independent learning, decision-making and/or self-evaluation.
STRUCTURE, ARGUMENT, METHODOLOGY	<i>As 60–69 - and:</i> Excellent structure and development of argument, with awareness of limitations; sophisticated use and evaluation of possibilities and limitations of the methodologies used by the student.	<i>As 50–59 - and:</i> A very good, coherent structure and sustained development of argument; critical use and interpretation of applicable methodologies and methods.	A good, coherent structure and clear, sustained, development of argument, supported by evidence; comprehensive understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; planning to allow gathering of robust and appropriate evidence.	Some coherent structure and development of argument, supported by evidence; a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; planning to allow gathering of adequate and appropriate evidence.	Lack of structure and limited development of argument; some understanding of methodologies, but applied ineffectively.	Little or no structure and unclear or contradictory argument; very limited understanding of methodologies and approaches to the subject.

MARKING CRITERIA – LEVEL 8

Key criteria	Strong Pass	Pass	Fail
Creation and interpretation of new knowledge	All of the qualities of pass with the addition of: clear evidence of original research and/or advanced scholarship; potentially extending the forefront of the discipline, and with the potential to be published.	The creation and interpretation of new knowledge; systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice; a good grasp of key ideas, debates and methods within the discipline; good conceptual awareness and sound academic scholarship.	An overall lack of knowledge and understanding, showing significant gaps and/or errors in scholarship. A tendency to express unsupported assertions with limited critical analysis and interpretation.
Systematic acquisition and understanding of a substantial body of knowledge	A level of understanding and knowledge which is at the forefront of an academic discipline or area of professional practice.	Rigorous and appropriate methodology; evidence of clear understanding, with scope for further research.	Inappropriate and/or unsystematic collation of data, with no evidence of a clear understanding of a body of knowledge.
Ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding.	A creatively inspired and exceptionally well-designed project, appropriate for implementation and application, and with requisite flexibility to accommodate unforeseen problems.	A well-conceived and well-designed project, appropriate for implementation and application, at the forefront of the discipline or area of professional practice.	Poorly conceived and/or poorly designed. Inappropriate for implementation and/or application.
Understanding of applicable techniques for research and advanced academic enquiry.	A very detailed understanding of the appropriate methods and methodologies in relation to the academic enquiry. Demonstrating an ability to manage any complex issues arising.	A competent understanding of the appropriate methods and methodologies in relation to the academic enquiry.	Poor understanding and/or inappropriate methods and methodologies with little relationship to the academic enquiry.

10.2 Style Guide Summary

The following is a summary of the style we expect in essays at Postgraduate and Graduate level. We expect students to comply fully with these guidelines – and failure to do so will be reflected in the grade awarded. This guide covers the most common style issues that will be encountered in essay writing. For things not covered here consult the much more comprehensive SBL Handbook of Style (SBLHS), on which this summary is based – though there are some differences. Where there are issues not covered by this summary or the SBLHS, the main thing we look for is consistency.

10.2.1 Font and General Layout

Text must be in black ink using either Arial or Times New Roman fonts (or any relevant language fonts), 12 or 14 points. The text should be formatted as A4, portrait and should be 1.5 or double spaced, with a margin of not less than 3cm.

Titles and sub-headings should be clear and consistent. It may be helpful to set up a style template in Word. The first line of paragraphs should be indented unless it immediately follows a heading, when there is no indent.

10.2.2 Abbreviations

10.2.3 Abbreviations of the names of biblical books

Gen., Exod., Lev., Num., Deut., Josh., Judg., Ruth, 1 Sam., 2 Sam., 1 Kgs, 2 Kgs, 1 Chr., 2 Chr., Ezra, Neh., Esth., Job, Ps. (plural – Pss.), Prov., Eccl. (or Qoh.), Song (or Cant.), Isa., Jer., Lam., Ezek., Dan., Hos., Joel, Amos, Obad., Jon., Mic., Nah., Hab., Zeph., Hag., Zech., Mal., Matt., Mark, Luke, John, Acts, Rom., 1 Cor., 2 Cor., Gal., Eph., Phil., Col., 1 Thess., 2 Thess., 1 Tim., 2 Tim., Tit., Phlm., Heb., Jas, 1 Pet., 2 Pet., 1 John, 2 John, 3 John, Jude, Rev.

Add. Esth., Bar., Bel, 1 Esdr., 2 Esdr., Jdt., Ep.Jer., 1 Macc., 2 Macc., Pr.Azar., Pr.Man., Sir., Sus., Tob., Wis.

When used in the main body of the text, the name of the biblical book should be written out in full. In parentheses in the main text, and in footnotes, it should be abbreviated.

Separate chapter and verse with a colon; put a comma and space between verse numbers; separate book or chapter references with a semi-colon: e.g., Rom. 8:1; 11:2; 1 Cor. 3:1, 4, 7

10.2.4 Other Abbreviations

Edition – ed.; Editor(s) – ed./eds; Page(s) – p. / pp.; Numbers – no. / nos.; Second – 2nd; Third – 3rd, etc.; Verse(s) – v. / vv.; Notes – n. / nn.; Chapter(s) – ch. / chs.

As a rule of thumb about whether an abbreviation is followed by a full stop or not is: if the abbreviation ends with the same letter as the word itself (excluding plurals) there is no full stop (e.g. Dr, Mr, Mrs, St); if it does not, there is usually a full stop (e.g. ed., n., p., pp., vol.)

Dates: BC, BCE, AD, CE in capitals (no full stops). These may be put in small capitals (BC, BCE, AD, CE) if preferred; note: BC comes after the date; AD comes before it (587 BC; AD 90); BCE and CE both follow the date.

Bible versions should be in capitals (or small capitals) with no full stops: RSV (RSV), NRSV (NRSV), AV (AV), NIV (NIV), EV (EV), LXX (LXX).

Latinisms, for example, c. (circa, about), cf. (compare with), e.g., et al., etc., should not be italicised. The use of op. cit. and ibid. to refer to a previous reference in footnotes is discouraged (see below)

There should always be a space between p., v. and n. and the following numeral.

Use standard abbreviations for periodicals, series and reference works in footnotes; though these should be written out in full in the bibliography (unless a list of abbreviations is included).

10.2.5 Quotations

Quotations need to be clearly identified and the source properly acknowledged.

Use single quotation marks (‘...’) for the first level of quotation and double quotation marks (“...”) for quotations within quotations (and so on). Quotations should not be italicised. This is different from US style guides which use “...” for the first level of quotation marks and ‘...’ for quotations within quotations.

Quotations of *more than* four lines should be set as (left) indented text in slightly smaller type. Block quotations should not be put inside quotation marks (the format of the quotation identifies it clearly enough) and may be single-spaced. There is no need to indent both margins, but if this is done it needs to be done consistently throughout. As with other quotations, block quotations must be properly referenced.

Biblical quotations may be as above; or (if not a block quotation) in italics without quotation marks.

Where text is omitted from a quotation, three dots (...) replace the omitted text.

Punctuation general follows the final quotation mark (unless it is part of the quotation). This, too, is different from US guides, where the final punctuation is within the quotation marks.

10.2.6 Examples

In-text quotations (quotation marks, no italics): (Luther describes allegory as) ‘empty speculations and the froth ... of the Holy Scriptures. It is the historical sense alone which supplies the true and sound doctrine’.¹⁶ Note, the final full stop is after the closing ‘...’, and the footnote follows the full stop.

Block quotations (indented, no quotation marks, smaller font, single spacing)

Later story-tellers ... make capital of experiences which, although they are invariably brought in on the basis of the ancient event in question, still reach forward into the story-teller’s own day ... What is historical here? Certainly some definite but very elusive particular event which stands at the primal obscure origin of the tradition in question – but what is also historical is the experience that Jaweh turns the enemy’s curse into a blessing, and that he safeguards the promise in spite of all failure on the part of its recipient, etc.²¹

10.2.7 Non-Roman Scripts and Non-English Accents

In a non-language module, it may be necessary to transliterate Greek and Hebrew words; though this should be done sparingly; it is preferable to use a Greek or Hebrew font or to give the English translation. Where a word is transliterated, it should be italicised. Several Greek and Hebrew fonts available for free download; we recommend: SBL Hebrew, SP Tiberian (Hebrew) and SP Ionic (Greek), and for transliteration, SP Atlantis (available from SBL) and SIL Ezra (Hebrew) and SIL Galatia (Greek).

Accents should be used as appropriate (e.g. in German, use an umlaut rather than spelling with an extra 'e'); however, the 'sharp s' may be rendered by 'ss'. Capitalized letters in French should not be accented.

10.2.8 Gender Inclusive Language

Use gender-inclusive language. Use 'he or she' or 'she or he' (not 'he/she' or 'she/he'). Avoid using 'man' or 'mankind' as a generic term; refer instead to 'humanity', 'people', 'humankind', etc.

In references to God, use masculine pronouns, without capitalisation ('he, him, his' not 'He, Him, His')

10.2.9 Notes

Use footnotes on each page not endnotes at the end of an essay. Notes should be referenced by superscript numbers (not symbols), which run consecutively throughout the essay. Most word processing packages can be set up to produce automatic footnotes in this form.

The total word count of the essay will **exclude 'genuine' footnotes** (i.e. footnotes that contain only references to source material used in the main body of the text, or very brief explanations). Sometimes discussion that is thought to be significant but is only indirectly related to the subject of the essay might also be included in a note. This will be comparatively rare at postgraduate level, though maybe less so at postgraduate level. A general rule of thumb is, if it is necessary to the discussion include it in the main body of text; if it is not relevant, leave it out (though maybe keep the text on file for future essays). If footnotes which continue the argument or discussion are included, they must be included in the word-count of the essay.

10.2.10 Bibliography

The bibliography should include all the sources consulted that have made a contribution to the essay – even ones that are not specifically referred to in the main text. There is debate about this in academic circles, but this is the policy we have adopted. There is no prescribed number of sources for essays, though lecturers may give some indication of what is expected. A bibliography should include the following:

- Standard works on the subject. For these consult lecture notes and module descriptors. Lecturers may put additional information on Moodle
- Sources reflecting a good range of points of view (including views you may not agree with)
- Recent titles. Older titles should not necessarily be ruled out, but it is necessary to indicate a good up to date knowledge, so the bibliography should contain sources from the last 20 years, and ideally from the last few years.
- Relevant journal articles.

In bibliographies, works should be listed in alphabetical order of the primary author's or editor's surname (or where there are several authors, the first named author). In general, books and journal or other articles will be included in a single alphabetical list. Examples of how to format various sources are set out below. Place of publication, publisher and date of publication appear in parentheses; other information – such as edition, number of volumes, series – appears before the parenthesis (this is not the same as the SBLHS).

To use the guide below, for both bibliography and footnotes, choose the form that most closely resembles your source.

10.2.11 Books, edited volumes, dictionaries

- Anderson, Bernard W., *From Creation to New Creation: Old Testament Perspectives*, Overtures to Biblical Theology (Minneapolis: Fortress, 1994)
- Arnold, Bill T., and Brian E. Beyer, *Readings from the Ancient Near East: Primary Sources for Old Testament Study* (Grand Rapids: Baker, 2002)
- Barton, John, *Amos's Oracles against the Nations* (Cambridge: Cambridge University Press, 1980)
- Bright, John, *A History of Israel*, 4th ed. (Louisville: Westminster John Knox, 2000)
- Douglas, J. D., and N. Hillyer (eds.), *The Illustrated Bible Dictionary*, 3 vols. (Leicester: IVP, 1980)
- Hafemann, Scott and Paul R. House (eds.), *Central Themes in Biblical Theology: Mapping Unity in Diversity* (Nottingham: Apollos, 2007)
- Rad, Gerhard von, *Old Testament Theology*, 2 vols. (London: SCM, 1962–1965)
- Richardson, Alan (ed.), *A Dictionary of Christian Theology* (London: SCM, 1969)

10.2.12 Journal articles,

- Grams, Rollin G., 'Narrative Dynamics in Isaiah's and Matthew's Mission Theology', *Transformation* 21.4 (2004), pp. 238-255
- Routledge, R., 'Hesed as Obligation: a re-examination', *Tyndale Bulletin* 46.1 (1995), pp. 179-196
- Where possible, use standard references to journals. This is not a firm requirement, but will encourage familiarity with the abbreviations used.

10.2.13 Single essay from a collection, dictionary articles

- Atkinson, James, 'Atonement', in Alan Richardson (ed.), *A Dictionary of Christian Theology* (London: SCM, 1969), pp. 18-24
- Dunn, J. D. G., 'Spirit, Holy Spirit', in J. D. Douglas and N. Hillyer (eds.), *The Illustrated Bible Dictionary*, 3 vols. (Leicester: IVP, 1980), 3:1478-1483
- Gray, J., 'Recent Archaeological Discoveries and their Bearing on the Old Testament', in G. W. Anderson (ed.), *Tradition and Interpretation* (Oxford: Clarendon, 1979), pp. 65-95
- Martens, Elmer A., 'The People of God', in Scott Hafemann and Paul R. House (eds.), *Central Themes in Biblical Theology: Mapping Unity in Diversity* (Nottingham: Apollos, 2007), pp. 225-253

10.2.14 Material from the internet

Internet material where an author's scholarly authority cannot be verified should generally be as sources. However, articles by serious scholars are available online, and may be used provided they are referenced correctly. Include full bibliographical information enough other information to allow a reader to access the material for him- or herself.

- Anderson, B. W., 'The Crisis in Biblical Theology', *Theology Today* 1.1 (1944), pp. 3-11, <<http://theologytoday.ptsem.edu/oct1971/v28-3-article4.htm>> [accessed 11/7/2006]

- Wood, A. Skevington, *Luther's Principles of Biblical Interpretation* (London: Tyndale Press, 1946) <http://www.biblicalstudies.org.uk/article_luther_s-wood.html> [accessed 26/5/2005]

Note: where a source accessed online is also available in print version, reference it as the print version (this is particularly relevant when using articles available through online libraries, though may apply to other online articles).

10.2.15 References in footnotes

The first reference to a work in footnotes should include full bibliographical details of the source cited; subsequent references to the same source should be shortened. The first reference is similar to what appears in the bibliography, though the (first) author's or editor's name is in the normal order. Compare the following examples with how the material is presented in the bibliography (above).

Note that where more than one article from a dictionary or edited volume is included, the work as a whole should be included in the bibliography; while the footnote will refer to particular article. In articles and essays, the first reference should include the full range of the article. To refer to a specific page or group of pages include that reference in square brackets after the main reference.

10.2.16 Books

¹⁶ Bernard W. Anderson, *From Creation to New Creation: Old Testament Perspectives*, OBC (Minneapolis: Fortress, 1994), pp. 21–32

¹⁹ Anderson, *Creation to New Creation*, pp. 17–25 [18]

²⁷ Bill T. Arnold and Brian E. Beyer, *Readings from the Ancient Near East: Primary Sources for Old Testament Study* (Grand Rapids: Baker, 2002), p. 74

³⁴ Arnold and Beyer, *Readings*, pp. 80–82

³⁵ John Barton, *Amos's Oracles against the Nations* (Cambridge: Cambridge University Press, 1980), p. 10

³⁶ Barton, *Oracles*, p. 15

³⁷ John Bright, *A History of Israel*, 4th ed. (Louisville: Westminster John Knox, 2000), p. 131

³⁹ Bright, *History*, pp. 320–333

⁵² Gerhard von Rad, *Old Testament Theology*, 2 vols. (London: SCM, 1962-1965), 1:78–92

⁶² Von Rad, *OT Theology*, 2:72

10.2.17 Articles from journals

³⁵ R. Routledge, 'Hesed as Obligation: a re-examination', *TynBul* 46.1 (1995), pp. 179–196 [186]

⁵¹ Routledge, 'Hesed as obligation', p. 186

10.2.18 Essays or chapters from an edited collection

⁶ Elmer A. Martens, 'The People of God', in Scott Hafemann and Paul R. House (eds.), *Central Themes in Biblical Theology: Mapping Unity in Diversity* (Nottingham: Apollos, 2007), pp. 225–253 [228]

¹⁰ Martens, 'The People of God', in Hafemann and House, *Central Themes*, p. 230

10.2.19 Articles from (Theological) Dictionaries and Encyclopaedias

⁴⁵ J. D. G. Dunn, 'Spirit, Holy Spirit', in *IBD* 3:1478–1483

⁴⁷ Dunn, 'Spirit', *IBD* 3:1479

10.2.20 Material from the internet

²¹ B. W. Anderson, 'The Crisis in Biblical Theology', *Theology Today* 1.1 (1944), pp. 3-11, <<http://theologytoday.ptsem.edu/oct1971/v28-3-article4.htm>> [accessed 11/7/2006]

Though, since the details, including page numbers, are identical with the print version, this could be referenced in the same way as an article (see above).

²⁴ Anderson, 'Crisis in Biblical Theology', p. 5