Christian Approaches to Leadership
Postgraduate Studies
Validated by the University of Winchester

Student Handbook

Academic Year 2011 - 2012

THE UNIVERSITY OF **WINCHESTER**

Contents

Introduction

Welcome to Sarum College and to the MA in Christian Approaches to Leadership. We hope that you will enjoy your time with us and find your studies to be fruitful and challenging.

The purpose of this Handbook is to give you information that will help you gain as much benefit from your studies as possible. As well as outlining the course structure, the Handbook provides details of the services and resources available to you as a student and explains the assessment process and how the course is managed.

Please read through this Handbook early in your study, become familiar with its contents and keep it close at hand throughout. If you have any suggestions as to how it could be improved, we would be grateful to receive them.

Note that all information in the Handbook is subject to any regulations and requirements made by our accrediting university, The University of Winchester.

We look forward to working with you.

Mervyn Davies (Programme Leader) Keith Lamdin (Principal and Director of Studies, Anne Jensen (Academic Registrar) Jane Downey (Librarian), Louise Nelstrop, Mairead Quigley (Pastoral Tutor), Graham Dodds, Tim Harle, Roger Matthews.

Dr Mervyn Davies
Programme Leader in Christian Approaches to Leadership
Scholar-In-Residence, Sarum College.

1   About Sarum College

1.1   Recent history

For over 150 years, Sarum College has been a nexus for theological education. Re-founded in 1994 on the site of the former Salisbury and Wells Anglican Theological College, today Sarum College is an ecumenical theological college, with representatives of the Church of England, Methodist, Roman Catholic and United Reformed Churches serving on its Board of Trustees. The College provides a home to the Southern Theological Education and Training Scheme (STETS), a programme for ministerial training which is validated by the University of Winchester, and for the Royal School of Church Music (RSCM). Although they are autonomous, both institutions provide a context and resources for the MA in Christian Approaches to Leadership..

At Sarum College we offer accredited and non-accredited programmes which provide opportunities for lay theological education and continuing ministry development in our five-core subject areas: theological studies, Christian spirituality, Christian liturgy, Christian approaches to leadership and theology, imagination and culture. There is a vibrant scholarly community at the college, which is sustained by daily prayer, regular staff research seminars, frequent public lecture series, and regular events centred on our new 'scholars in residence' programme.

1.2   Mission and Activities

Sarum is a new kind of ecumenical theological college with a mission to provide theological and spiritual education and training for a variety of ministries and interests. It aims to be a flexible and responsive educational institution, with a special commitment to providing lifelong adult learning.

The College seeks to have a distinctive theological ethos which is explicitly related to the life and mission of the Christian community and engaged with contemporary social, cultural and political issues. In particular, the College aims to be a centre of excellence in what is termed 'practical theology'. This includes aspects of liturgy, ministry and mission, spirituality, ecclesiology, Christian leadership ecumenical and inter-faith dialogue, religion and the arts, theology and society.

1.3   The Building

The College has the advantage of impressive buildings in the architecturally imposing setting of Salisbury Cathedral Close. Its residential accommodation caters for 60 and the Butterfield Chapel can seat 60. The College includes a conference room which can seat 80, seminar rooms equipped with OHP facilities, a Common Room, licensed bar, kitchen, refectory, and car parking space. Planning and listed building consent have been obtained for major restoration, modernisation and new building work to prepare the College for its educational task in the new century.

1.4   Academic and Management Structure

The College is governed by a Board of Trustees to whom the Board of Studies and Academic Staff Meeting reports. This Board of Studies, which meets three times a year, is responsible for guaranteeing the quality of all courses offered by the College and for course development. This involves ensuring high educational standards, preparing submissions for the validation of new courses, monitoring assessment procedures, and dealing with particular administrative, educational or disciplinary problems. The Board provides minutes of meetings; Annual Monitoring Reports and Quality Scrutiny Reports to the Quality Office of the University of Winchester.. Present members of the Board are appointed by the Academic Staff Meeting for a specified term and may co-opted members at the discretion of the Trustees.. This will include:

The Principal
The Chairman of the Board of Trustees
Programme Leaders
The Director of Theological Partnerships, University of Winchester (or representative)
Course Directors
A representative from the Southern Theological Education and Training Scheme (STETS)
The College Librarian, or Director of Learning Resources
Scholars-In-Residence

Student representatives
Up to four co-opted members including two nominated from the membership of the Board.

1.5   Equal Opportunities

Sarum College affirms that all students are entitled to a safe environment for study, and to be treated with respect at all times. We recognise that certain people are discriminated against in our society, on the basis of ethnic origin, religious or political convictions, gender, colour, disability, sexual orientation, age, class background, or a combination of these and other factors. We are committed to a policy of Equal Opportunities in which no student will be mistreated or discriminated against in any such way while studying at the College. Sarum College has an ongoing programme of improving access for people with disabilities.

2   Postgraduate Courses

Sarum offers a number of courses at postgraduate level. These include Certificates, Diplomas and MAs. Students register for the Certificate may progress to the relevant Diploma and or MA without repeating material, so long as all the course are completed within 5 years.

Those registered for the certificate and diploma take classes alongside those registered for the MA, which ensures a smooth transition for those wishing to continue.

Students may also audit all courses without taking a formal qualification.

> Auditing: Students not wishing to study for a formal qualification will be permitted to register for individual modules as 'auditors'; however, in all cases students will be expected to participate fully in the class requirements. Registered students may audit modules in the MA programme but choose not to complete the assessed work for credits.

2.1   Postgraduate Certificate in Approaches to Christian Leadership

Award: Postgraduate Certificate in Approaches to Christian Leadership

Length: Full-time, one year. Part-time, not less than thirteen calendar months and not more than five years. Sarum students would usually complete the certificate in 1-2 years.

Mode: By intensive taught modules at Sarum College (4pm Monday – 5.15pm Thursday) or by individual guided study.

Structure: 2 compulsory Core Modules (20 credits each)
1 Optional Modules (20 credits each) – can be guided reading private study.

Requirements: 60 credit points, achieved by minimum of 80% attendance at classes, completion of all Modules.

Assessment: For each 20 credit module assessment is by one 5000 word essay or by two written assignments together totalling 5,000 words.

Students follow the MA programme but only complete half of Part 1.
Students who have completed the Certificate within 2 years may continue to the Diploma if they wish.

2.2   Postgraduate Diploma in Approaches to Christian Leadership

Award: Postgraduate Diploma in Approaches to Christian Leadership

Length: Full-time, one year. Part-time, not less than thirteen calendar months and not more than five years. Sarum students would usually complete the certificate in 2-3 years.

Mode: By intensive taught modules at Sarum College (4pm Monday – 5.15pm Thursday) or by individual guided study.

Structure: 2 compulsory Core Modules (20 credits each)
4 Optional Modules (20 credits each) – can be guided reading private study.

Requirements: 120 credit points, achieved by minimum of 80% attendance at classes and completion of all Modules.

Assessment: For each 20 credit module assessment is by one 5000 word essay or by two written assignments together totalling 5,000 words.

Students follow the MA programme but only complete Part 1.
Students who have completed the Certificate within 3 years may continue to the Diploma if they wish.

Auditing: Students not wishing to study for a formal qualification will be permitted to register for individual modules as 'auditors'; however, in all cases students will be expected to participate fully in the class requirements. Registered students may audit modules in the MA programme but choose not to complete the assessed work for credits.

3   MA in Christian Approaches to Leadership

3.1   Programme Summary

Programme title: Christian Approaches to Leadership

Award: Master of Arts in Christian Approaches to Leadership

Length: Full-time, one year. Part-time, not less than thirteen calendar months and not more than five years. Sarum students usually take three years for the course, completing taught modules in the first two years and a dissertation in the third year.

Mode: By intensive taught modules at Sarum College (4pm Monday – 5.15pm Thursday) or by individual guided study.

Structure: 2 compulsory Core Modules (20 credits each)
4 Optional Modules (20 credits each)
A Dissertation (60 credits)

Requirements: 180 credit points, achieved by minimum of 80% attendance at classes, completion of all Modules and a Dissertation

Assessment: For each 20 credit module assessment is by one 5000 word essay or by two written assignments together totalling 5,000 words. The Dissertation is 20,000 words.

3.2   Structure

The MA is in two parts:

Part 1: the taught element), which involves successful completion of six assessed modules (each valued at 20 credits).
Part 2 the 20,000 word dissertation), (valued at 60 credits),
making 180 credits in total.

Students are expected to complete the Core (compulsory) Modules and four Optional Modules before they can proceed to the Dissertation stage.

With the approval of the Programme Leader, students may take one module from another MA programme delivered at Sarum College and validated by the University of Winchester

Students registering for the MA, who satisfactorily complete three taught modules (60 credits) may choose to conclude their studies and be awarded the Postgraduate Certificate in Christian Approaches to Leadership; those who satisfactorily complete Part 1 (120 credits) may choose to conclude their studies and be awarded the Postgraduate Diploma in Christian Approaches to Leadership. Students who satisfactorily complete both Part 1 and Part 2 (180 credits) will be awarded the MA in Christian Approaches to Leadership by the University of Winchester.

3.3   Rationale

The academic study of theology, spirituality and leadership has become increasingly identified as a significant area of need both within the academic community and the churches throughout the latter decades of the 20th and the beginning

of the 21st centuries. Leadership has been recognized as an important area of research and training in education, health care and business and the subject of several government initiatives which have identified the theory and practice of leadership as a key area of study for the successful development of institutions. Business Schools both in the UK and the US have for many years made organizational theory and practice a subject of academic as well as empirical study e.g. Harvard, Cambridge, Ford, Vanderbilt, Manchester Institute of Technology, Stanford, Gothenburg to name but a few, and many textbooks have now been produced for university students.

Several church bodies have already sought to bring the best insights from management courses in industry and psychology specifically to bear upon leadership issues in the Church e.g. the Foundation for Church Leadership and the Grubb Institute. Short courses have been developed by the education and training departments of dioceses in the Church of England but also in Roman Catholicism as well as in the Non-Conformist churches, to help both clergy and laypeople to reflect on leadership and the many issues that go with it. In recent years, there have also been initiatives to explore the relevance of spirituality in business, particularly using insights drawn from the monastic and especially the Benedictine traditions e.g. at Douai Abbey. A steady stream of publications is emerging also from the Alban Institute in the US and these have been paralleled by MODEM in the UK with several publications on Management and Ministry written by both academics and business practitioners which attempt to bring together organizational theory and church practice.

Traditionally, however, theology, the social sciences and business have used very different terms to describe leadership. These need to be brought together in order to explore in what ways insights from organizational theory can be useful in understanding faith-based leadership but also how theological insights into leadership may differ from those in the secular world and, indeed challenge it. The MA will provide unique opportunities to do this and to explore the nature of leadership from Christian and other faith-based perspectives, bringing together insights from biblical studies, theology, spirituality, church history, education and the social sciences as well as the experience of the participants. It is aimed at those who are exercising or preparing for leadership in the Church in organisations sponsored by the Church, but also leaders with a faith in secular contexts. Most importantly it will try and relate faith-based Leadership to ecclesiology and mission, areas that are already academic disciplines in their own right.

The MA in Christian Approaches to Leadership is designed to respond to these recent developments by providing an opportunity for comprehensive exploration of the main elements of this emerging interdisciplinary field. This programme provides an introduction into key methodological considerations related to the study of leadership, as well as an opportunity for students to explore insights from different disciplines in relationship to theological study and spirituality. Through creative forms of formative assessment (including presentations, group work, and discussion) and the offer of guided studies and consultancy, students will be encouraged to explore and answer their own questions arising out of their academic interests and their particular personal situations.

The MA is open to anyone who fulfils the admission criteria. It will normally assume an undergraduate qualification in theology or some other cognate discipline. Mature students may, however, be allowed to begin the course without a first degree in line with the policy of University of Winchester if they have some other appropriate training and/or experience that has prepared them for study at this level. Such students may be asked to submit a short piece of written work prior to admission.

3.4   Module Structure

The MA is undertaken by attendance at a series of intensively taught modules supplemented by preparatory reading, tutorial support, individual study and assessed written work. Modules usually start at 4pm on the Monday and continue for three full days until 5.15 pm on Thursday. There may be some teaching and tutorials conducted in the evenings. There will normally be 4 sessions on each full day of 90 minutes each. During the module there will normally be an opportunity for a tutorial with staff and for use of the library.

After the module, tutorial support (by visits, telephone or email) will be available until the completion of the assessed written work. Deadlines for this work to reach Sarum College will be given during each module. A maximum of two months is normally allowed for the completion of the work.

Students may reside in the college during these weeks, or not, as they choose. Lunch will be available during modules in the College dining room at reasonable cost. For residential students, there will be special daily rates for bed, breakfast and evening meal.

3.5 Attendance Requirements

Successful completion of a 20 credit module in Part 1 involves attendance at the teaching for that module as well as the completion of the assessment tasks. To fulfil the attendance requirements, students must attend a minimum of 80% of prescribed teaching hours for that module; students who do not attend this minimum will not normally be able to complete the module.

Auditing: Students not wishing to study for formal qualification will be permitted to register for individual modules as 'auditors'; however, in all cases students will be expected to participate fully in the class requirements but do not submit assessed work for credit.

3.6 Length of Study and Fees

The period required to complete a full-time MA with the University of Winchester is twelve months. The minimum period required to complete a part-time MA is thirteen months; the maximum period is five calendar years. The usual pattern for students at Sarum College is to complete the MA in three years with Part 1 taking two years and the Dissertation one year.

Since the normal length of study for MA students at Sarum College is three years, the course fees are payable over three years. A continuation fee is charged to cover administration and tuition costs for each year beyond the three years up to a maximum of five years.

3.7 Suspension of Study and Withdrawal

If you need to take a break from your programme of study for personal reasons you must inform Sarum College in writing. You will need to complete a Suspension of Study form which states a return date agreed with the Programme Leader. This date must be one which enables you to complete your programme of study within the period of registration (i.e. one year for a full-time student; five years for a part-time student). The period of the suspension shall begin on the date the Suspension of Study Form is received by the academic office and shall normally be up to one year and exceptionally up to two years. If you suspend your studies you will liable for payment of fees for the academic year you have begun. You will be liable for no further fees until you have completed the equivalent of that year's modules or supervision (i.e. until you have completed the three modules you have paid for or until you have received one year's dissertation supervision).

In exceptional circumstances, the College may approve an extension to the maximum period of registration but the student will need to provide valid concessionary evidence from a disinterested person of demonstrable professional standing in relation to the type of evidence provided.

If you are unable to complete your programme of study for personal reasons you must inform Sarum College in writing. You will need to complete a Withdrawal Form which states the date you last attended the College. The date of withdrawal shall be the date the form is received by the academic office. If you withdraw from your studies you will be liable for payment of fees for the academic year you have begun. If you have completed sufficient taught modules you may exit with a postgraduate certificate or diploma at the following exam board (see section 3.1)

Both the Suspension of Study Form and the Withdrawal Form are available from the Sarum College website www.sarum.ac.uk/current-students or from the Academic Office.

3.8 Credits and Awards

All modules for Part 1 are valued at 20 credits at Level 7; the Dissertation is 60 credits.

To be awarded the MA in Christian Approaches to Leadership students must successfully complete 180 credits:
Part 1: the Core modules (2 x 20 credits) and four optional modules (4 x 20 credits)
AND
Part 2: The Dissertation (60 credits).
All students must satisfactorily complete Part 1 before embarking upon the dissertation. The Core Modules must be taken in the first year of study, unless an exemption is approved.

To be awarded the Postgraduate Diploma in Christian Approaches Leadership, students must successfully complete 120 credits:
The Core modules (2 x 20 credits) and four optional modules (4 x 20 credits).

To be awarded the Postgraduate Certificate in Christian Approaches to Leadership, students must successfully complete 60 credits:
The Core modules (2 x 20 credits) and one optional module (20 credits).

3.9   Suggested Programme Structure (Part-Time)

Year 1: Two Core Modules and One Optional module
Year 2: Three Optional Modules
Year 3: Dissertation

3.10   Summary of the Modules

Faith and Leadership (FL1)

The module will explore and analyze the ways in which theology and spirituality can underpin and challenge an understanding of leadership both within and outside faith-based contexts. It will encourage critical reflection on how leadership and management within the changing nature of contemporary society can be informed by insights from selected spiritual and theological traditions within religion and especially Christianity and are related to a theological view of faith, vocation, the Church and its mission. The connection between spirituality, theology and leadership will be explored in order to reflect how these perspectives are integral to an understanding of faith-based leadership rather than simply an addition to it. Different models of leadership, both secular and religious, will be examined and evaluated that can illustrate this. The interface between theology, spirituality and secular insights into the nature of leadership will be explored and brought together. An integral part of the module will be opportunities for participants to develop skills in handling the methodologies proper to the different disciplines that can inform an understanding of faith-based leadership including reflection on their own preferred leadership styles.

Reflective Practice (FL2)

The module will make a methodological and hermeneutical study of how reflective practice can underpin and challenge an understanding of leadership. It will introduce students to contemporary models of reflective practice both in the educational, theological and business worlds and encourage reflection on how these models inform and critique one another. The module will provide practice in a variety of methods so that students can select and design their own models which they will be able to apply in their back home situations.

Change and Conflict (FL3)

This module critically examines theoretical and practical aspects of change through a number of disciplines, especially theology, ecclesiology, missiology, ecology, psychology and complexity theory. From the first creation story in Genesis to the heavenly vision of Revelation, Hebrew and Christian scriptures are used to inform diverse attitudes and responses to change. Issues of discerning authentic form inauthentic change will be raised. Lessons from the natural world introduce organizations as living systems, with particular examination of the significance of decay and disturbance. Psychological insights examine differing reactions to change, with special reference to the leader's role in co-creating a secure environment from which exploration can ooccur. Emergence and self-organization are studied alongside Newtonian concepts of control. The various strands are brought together to provide a holistic view of the

origins and potentially transforming role of conflict. Throughout, students are encouraged to apply the concepts to their own situations, both to increase shared learning and provide practical insights for their own practice.

Organizational Culture (FL4)

This module examines contemporary images and models of organizations, bringing multi-disciplinary critical insights into the emergence of organizational culture. The role of the leader is examined, especially through questions of power and authority and comparisons made between different forms of church e.g. Liberation movements. Family systems theory is used to examine congregations: students are encouraged to reflect on their own situation and experience in the light of this. Contemporary approaches to organizational culture and change are examined, with special reference to Appreciative Inquiry and ecclesiology. The possibility of churches as learning organizations is examined, with students being encouraged to reflect on the practical implications of this. Differing methodological approaches to ethics are examined, with particular reference to alternative models for explaining and sustaining corporate values.

Personal Development (FL5)

The module will make a methodological and hermeneutical study of contemporary management strategies for using feedback to develop and evaluate personal development plans in a variety of both faith based and secular contexts. There will be a critical study of the significance of emotional and spiritual intelligence theories for the development of self awareness and management of self in a leadership context. The module will provide an opportunity for students to design a feedback mechanism and personal development plan that they can test out in their context, and assess collaboratively as to their value.

Leadership and the Unconscious (FL6)

The module will use both theoretical presentations and experiential methods to introduce students to an understanding and working knowledge of unconscious processes, with special reference to their understanding of organisational life and their practice as leaders. There will be an examination of how contemporary understandings of the unconscious have been understood in pre-modern times within a religious and faith perspective. The module will provide understanding in the light of peer and staff feedback in case studies from students own experience.

Faith based Leadership in the Public Square (FL7)

This module will make a methodological/hermeneutical/theological study of the potential impact of faith-based leadership on and within secular institutions at a time when religion is being marginalized and faith under attack. It will encourage reflection on the current place of the Christian faith in the public square and will evaluate existing and emerging models of engagement between Christianity and the prevailing secular and pluralist culture of contemporary society, especially in e.g. higher education, schools, politics, local and national government's social and healthcare policies, and business. The connection between personal faith and leadership in different workplace contexts, including organisations run by or on behalf of the Church, will be explored to enable participants to analyse their own leadership practice and the ethical issues that they may face.   Potential areas of conflict, both internal and external, will be examined to illustrate this. How far should a leader's personal faith influence the development of the ethos that may be felt to be desirable? An integral part of the module will be opportunities for reflection by the participants on their own experience of the relationship between the leadership of a secular organisation, values and personal faith.

Working Together (FL8)

This module encourages engagement with a hermeneutical approach grounded in the Holy Trinity, which is examined through a number of traditions. Biblical examples of ministry and working together are critiqued through the disciplines of sociology, psychology and organizational studies and implications drawn for an understanding of the various forms of authorised ministry and the role of the laity. A number of contemporary approaches to leadership, including distributed and liminal leadership, are examined for their historical antecedents and practical application. A focus on relationships highlights both the significance of followership and the importance of internal and external boundaries: the latter are examined from the perspective of ecosystems. Students are encouraged to understand themselves and each other better through the use of a profiling instrument. This leads to consideration of particular models of collaborative ministry in different traditions and the wider applicability of learning in the public square.

Guided Reading (TIC 7310)

The module aims to provide students with the opportunity to pursue supervised study on a topic of their choice in any aspect of the field of Theology, Spirituality and Leadership which has been approved by the Programme Committee. It enables them to extend further the critical skills needed to interpret primary sources and/or to assess the judgements and interpretations of secondary sources. A reading schedule and essay question will be agreed with an assigned tutor and private study will be supported by tutorials.

Dissertation (FL10)

In 20,000 words, candidates must argue and discuss with a full critical method a stated proposition concerning Faith-based Leadership which is to be presented and defended by demonstration of appropriate materials and the proper use of evidence. The proposition must be one which relates to the subject matter of the programme and which permits the demonstration of independent research, study and reflection.

Practical Research Project (FL9) – *see below*

Students may ALSO take ONE module from another MA programme with the agreement of the Programme Leaders of both the MA in Christian Leadership AND the MA Programme Leader from the programme from which the optional module is taken but specifically any ONE of the following:

From the MA in Theology, Imagination and Culture

Re-imagining the Church in a Changing Culture (TIC 7302)

Much has been written about the continuing decline in Church membership and attendance as evidence of 'the death of Christian Britain', raising questions about the future of 'organised religion'. This module aims to go beyond such 'headlines' and to equip students to critique the contemporary church, using both theological and sociological tools. The Church in Britain will be 'read' in the wider context of social, religious and cultural change, and compared with the situation in Europe, America and the developing world. Both the challenges facing the contemporary church, and the responses offered, will be critically examined, with particular reference to patterns of community, mission and ministry.

This module will enable students to acquire the tools necessary to understand the Church in mission in contemporary culture. It will offer the opportunity to appraise new ways of being Church and assess the different types of Church growth both past and present. Students will be encouraged to learn about different cultures and explore different theologies in relation to mission e.g. liberation theologies, black theologies and green theologies.

Students may elect to take ONE independent study module as one of their optional modules. There are two options for guided independent study:

Guided Reading in Christian Approaches to Leadership (20 credits)

This module provides the student with an opportunity to familiarise themselves with the relevant t sources and methodologies for the study of Faith-based Leadership using both theological and secular academic sources. Students will be supported by tutorials and selected relevant reading identifying their own topic for discussion and exploration.

Practical Research Project (20 credits)

However, a student may elect to do a **Practical Research Project** on some area of Leadership and submit an assignment **(FL9).** Prior familiarity with data research methodology will be compulsory before attempting this

Dissertation Skills Training – not for credit but compulsory for all students (from October 2011)

This 2 ½ day training session will provide students from across the Sarum College postgraduate academic programmes to further develop their research skills. Students will become familiar with a variety of research methodologies and techniques, become conversant in the regulations associated with the planning, research, writing,

and submission of their dissertation, and engage in small group activities designed to support the initial stage of dissertation topic-selection and planning.

3.11 Academic Tutors

Keith Lamdin (Principal of Sarum College) for 25 years was the director of the Board for Stewardship, Training, Evangelism and Ministry in the diocese of Oxford, where he managed a team of 14 trainers and consultants.   He led the development of a competency based Modular programme validated by Oxford Brookes University, at undergraduate and post graduate levels. He taught on the Master's leadership modules. Now as the Principal of Sarum College in Salisbury he specialises in the professional development of clergy, working as a consultant to senior clergy as well as to senior managers in the field of health care and the voluntary sector. For a number of years he taught on the psychodynamic Counselling Course validated by Oxford Brookes and sponsored by Counselling, Consultancy Oxfordshire (CCO).

Keith works with a systems approach to his work, enriched over the years by his association with work of the Grubb Institute (http://www.grubb.org.uk/) having worked as a consultant member of staff on their international Group Relations Conferences. He also teaches on a senior leader programme on the Unconscious in Organisations for the Institute of Advanced Learning at Oxford University, and for the Kings Fund programme for senior Managers. He has shared in consultations and conferences in South Africa, Canada and the U.S His publications include: An article on Training Methods in Alastair Campbell, ed. *A Dictionary of Pastoral care*, SPCK, London 1987, *Monday Matters a study guide looking at faith and life*, Church House Publishing, London 1990, A chapter in Legood, Giles ed. *Chaplaincy, The Church's Sector Ministries,* Cassell, London 1999, and with Tilley, D, *Supporting New Ministers in the Local Church,* SPCK, London 2007.

Dr Mervyn Davies (Programme Leader) is a Scholar-in-residence at Sarum College and Honorary Senior Lecturer in the Department of Theology and Religious Studies, Bristol University where he also teaches part-time and supervises research students up to PhD level especially in theology and education as well as in Newman Studies. With a background in theology, leadership in secondary and higher education, he has been active in conducting training courses for over 25 years for senior staff in churches, dioceses, colleges, and ordination training courses for Anglicans, Methodists and Roman Catholics (permanent deacons and ordinands for the priesthood) as well as courses in leadership for the state and private sectors of education. He has also worked with Local Authorities as a consultant. He was formerly Principal of a large Sixth Form College in Bristol and before that had experience of senior educational management in Hertfordshire and Warwickshire. He was Director of Programmes and Research at Wesley College in Bristol for ten years from 1996, developing both undergraduate and postgraduate programmes, and also acted as a tutor on the West of England Ministerial Training Course.

His own research examines the relationship between theology and leadership with a book forthcoming on *Leadership for a People of Hope* to be published by Continuum (2011), co-authored with Canon Dr Graham Dodds. His other area of research is Newman studies, especially Newman's spirituality and theology and philosophy of education. He has lectured widely in religious education and in theology and has been convenor of several national and international conferences for teachers.

He is a co-editor of a two volume work *Religion and the University* (in preparation) with essays from a wide range of international scholars to be published by T and T Clark (2012) to which he has contributed an essay on Newman's Idea of a University in volume 2. He has recently edited and published a volume of essays A *Thankful Heart and a Discerning Mind* (2010).

Dr Louise Nelstrop is Director of Spirituality Programmes and Programme Leader for the MA in Christian Spirituality at Sarum College. Her current teaching and research interests are in medieval spirituality, mysticism and phenomenology, as well as the contemporary spirituality of the emerging church movements. She has published a number of books and articles in these areas.

Visiting tutors will include:

Revd Canon Dr Graham Dodds is currently Principal of the Diocese of Bath and Wells' School of Formation, an educational and ecumenical enterprise providing training resources for clergy and laity, and Canon Treasurer of Wells Cathedral. Having served as a curate and Director of Lay Ministry in Southwark diocese, he became rector of a city parish in Bath. He then joined the training department of the Diocese of Bath and Wells. He has a degree in music, a

Masters degree in adult education and theology and a PhD in theology, particularly ecclesiology and its relationship to education and training with a book forthcoming on Church Leadership.

Tim Harle is an Associate Consultant of Bristol Business School, University of the West of England (UWE) and a Lay Canon of Bristol Cathedral. He has been a senior executive in a FTSE100 company, was the first non-family board member in a family owned SME, and has worked with government ministers. Two threads running throughout his career have been leadership and change. He now writes, lectures and provides consultancy advice on thesthemes, using insights from complexity theory, ecology and psychology. He teaches on the Masters module, *People in Organisations*, for a consortium of Bristol University and UWE. At Bristol Business School, he is Course Director for the innovative and highly acclaimed executive short courses, *Leading through Complexity* and *New Thinking in Management*. He is a Guest Lecturer at IEDC Bled School of Management, Slovenia .

Tim Harle has contributed to four books on leadership, including *Leadership: The Key Concepts* (Routledge 2008) and *How to Become a Creative Church Leader* (Canterbury 2008). His article, *Fractal Leadership*, has been chosen by the International Leadership Association for inclusion in its 2010 volume which "captures the best contemporary thinking about leadership from a diverse range of scholars, practitioners, and educators working in the field of leadership around the world". Tim has had articles published in *Business Leadership Review*, *Business Ethics: European Review, Faith in Business Quarterly, Leadership* and *The Reader*. He is a regular presenter and invited speaker at academic and other conferences. These include *Studying Leadership* (Exeter 2004, Lancaster 2005), *Critical Management Studies* (Manchester 2007), *Society for the Study of Christian Ethics* (Oxford 2007), *Organisations and Belief Systems* (Tampa 2008), *Faith in Business* (Cambridge 2008), *European Business Ethics Network UK* (Bristol 2009), *Worldly Leadership* (Leadership Trust 2009) and *European Academy of Management* (Rome 2010). He has a first class degree and Masters from Cambridge University, and undertook advanced management studies at INSEAD.

The Revd Canon Dr Roger Matthews is Director for Mission and Ministry in the Diocese of Chelmsford. He leads a team responsible for the strategic development of ordained and lay ministry, mission and Fresh Expressions. He oversees the delivery of lay training and the Continuing Ministerial Development for all licensed ministers.

Roger has pioneered the use of the Clergy Leadership Programme in the diocese, is a trustee of The Leadership Institute and convenes a network of leadership development practitioners in the Church of England. His other ministry interests include Spirituality and World Mission. Roger is a member of the Church of England's Anglican Communion and World Mission Panel.

Academically, he has an MA in Mission and Ministry from the University of Nottingham (2002) and a Doctor of Ministry in Missional Leadership from Fuller Theological Seminary (2010). He has taught at first degree and Masters level for St Mellitus College and the Cambridge Federation, including tutoring the Christian Leadership module of the Anglia Ruskin University's MA in Pastoral Theology. In non-academic, ecumenical and international settings, he regularly teaches on Leadership, Mission, Ministry, Spiritual Direction, Healing and World Church issues.

Other scholars may be invited to contribute from time to time.

4 Resources and Assistance Available to You

We recognise that one of the keys to the successful completion of your MA will be the level of support you receive from the academic and support staff at Sarum College. All postgraduate students, especially those working part-time, face many conflicting demands on their time and energy. We are therefore very committed to ensuring that a range of support mechanisms are in place which will assist you to deal with and surmount these challenges.

4.1 Personal Contact among Staff and Students

The residential modules will give you personal contact with MA staff and students. It is the key way in which we foster a community of learners which can support you once you return home.

You will be assigned an Academic Tutor, normally the Programme Leader, who will oversee your progress through the taught component of the MA.

When you begin your dissertation you will be assigned a Supervisor who will meet with you regularly to give advice and guidance throughout this final stage of the MA.

Apart from the core academic staff at Sarum we invite recognised experts to deliver individual modules or parts of modules. These tutors play a vital part in the learning process. They will be available throughout the modules and in many cases, will be happy to deal with queries after the course and discuss your essays with you. However, students should agree this with them while they are here.

In addition to your Academic Tutor, Module Tutors and Supervisor you may also request to see the Senior College Chaplains who serve as the Pastoral Tutor to the MA programmes.

Between the modules, you may wish to be in touch with any other students for conversation and peer support by telephone or email. With the agreement of students contact details may be given out from the Academic Office on the first module. However, no student should feel bound to give out his or her details.

4.2 The Academic Tutor

The purpose of this tutor is to provide a link with the Programme Committee and to give you advice and guidance in planning your study schedule, choosing modules, writing your assignments, reviewing your progress, choosing a dissertation topic etc.

The amount of time you will need from your Academic Tutor, whether on the telephone or through other means of contact, will obviously differ according to your background, circumstances and progress with your studies. However, as a rule we allocate you one tutorial per term. Anything above this is granted at the Academic Tutor's discretion. It is up to you to take the initiative to arrange regular meetings with your Academic Tutor at a mutually convenient time.

When working on your essays you will receive advice and guidance on the content of your essay from the Module Tutor who set the essay question. You should make a note of the appropriate Module Tutor's contact details during the module. You may also wish to submit an essay plan and a couple of draft pages to your Academic Tutor for comment on essay structure and style. Normally, drafts will be sent by email to the Academic Tutor who will add comments to the text and email the annotated version back to you. The tutor will be available to discuss the draft with you by telephone or in person should you so wish.

In your dissertation year you will meet at least three times a year with your dissertation Supervisor who will take over responsibility for monitoring your progress until completion of the MA. You will be given initial advice and guidance on writing a dissertation and submitting a dissertation proposal at the MA Research Skills Training Day held at the start of the Autumn Term of your second year. At the beginning of your dissertation year you will receive a letter advising you of the name and contact details of your Supervisor. You should arrange an initial meeting at which you should agree a schedule for submission of work and meetings throughout the year. Please make sure that you submit

drafts well in advance of your meetings to allow time for your Supervisor to read and comment on your work. Your Supervisor will keep records of your meetings and write a report on the year's work at the end of the year.

The Academic Tutor can be contacted as follows:

Dr Mervyn Davies	mdavies@sarum.ac.uk *or* drmervyndavies@blueyonder.co.uk	01722 424818

4.3 Pastoral Tutor

Sr Mairead Quigley is a member of the Society of the Sacred Heart, an international religious order. She has worked in Scotland, Ireland, North America, France, Wales and England. At present she is living in Salisbury where she is Senior Chaplain to Sarum College. She will be available during the taught modules but you may also make an appointment to see her at other times to discuss issues of a more personal nature in a confidential setting.
01722 424815
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Sr Mairead Quigley	smq@sarum.ac.uk	01722 424815

4.4 Administrative and Support Staff

You will be able to draw upon the academic and administrative resources of the Course staff. Support is available in the following ways:

The Academic Registrar, **Anne Jensen** works to support all aspects of the operation of the course. She should be contacted in the first instance about all administrative matters.

Anne Jensen	ajensen@sarum.ac.uk	01722 424827

4.5 Student Services

Student Services at the University of Winchester can offer support to Sarum College students who have learning difficulties or disabilities. Should you require such support please contact the Disabilities Support Liaison Officer, Barbra Mosse for information in the first instance.

Barbara Mosse	bmosse@sarum.ac.uk	01722 424807

4.6 Sarum College Bookshop

The Sarum College Bookshop is open between 9.00am and 4.45pm Monday to Friday and on some Saturdays from 10am to 4pm. All books on your booklists can be bought through the shop (second-hand copies of out-of-print titles can be obtained for you). The shop has a good stock of general academic theology and spirituality titles. The Bookshop supervisor will be pleased to help and as an MA student you are entitled to a 10% discount on all purchases. Please ask for your discount when paying for your book. The shop has a list of MA students. The bookshop operates a mail order service. Books may be ordered ahead of time by phoning (01722) 326899 or emailing bookshop@sarum.ac.uk or bought during the residential study week.

4.7 The College Library

This is a comprehensive and widely used theological library of over 35,000 volumes. It has a substantial stock in the area of Theology and Leadership which continues to expand. It includes many of the titles appearing on the course further reading lists, and subscribes to the major journals.

As an MA student, the Library is freely available for you to use. During modules the Library is normally open and staffed to 6.30pm, and is accessible 24 hours a day. The core texts for each module will be kept on a reserved shelf in

the reference section of the main library. Normally these books will not be available for loan until early in the week after the residential, to enable any students who wish to do so to use the books in the library during this time.

The College library staff are available during normal working hours:

Jenny Monds Director of Learning Resources	jmonds@sarum.ac.uk	01722 424803
Jayne Downey College Librarian	library@sarum.ac.uk	01722 326899

Loan of Books. The Library offers a postal loan system (for which postage costs are charged). You may find this especially useful for loan of books for further reading or dissertation writing. The Library also uses an inter-library loan system (for which there is a charge, currently £3). The Library may be able to assist you to gain access to other university or college libraries in your area.

During your first module you will be offered a short library induction when you will meet Library staff, be shown where the relevant sections of the Library are, how to use the catalogue and journal indexes, and how to access the Library outside of normal opening hours. You will also be given your library membership cards at this time.

Study in the Library. You are very welcome to visit the College for study in the Library and there are two additional library rooms, for quiet reading and work. You may wish to stay at the College for this purpose subject to the availability of rooms and to the College's standard accommodation charges. Some students choose to do this for one or more nights immediately after or before residential modules. The Library's normal opening hours are 9.00am - 5.00pm Monday to Friday. (Plus evening openings to 7pm on Tuesdays and 6.30pm alternate Fridays in term-time). An arrangement can usually be made to use it outside these hours, both in the evenings and at weekends.

IT Facilities. A computer with internet access is available specifically for student use in the College Library. Word-processing and printing in small quantities is free and paper is provided. The library has WiFi access. Ask staff for the password if you wish to bring a laptop and use this facility.

Library Resources Elsewhere. Students doing the PG Certificate, PG Diploma or MA are entitled to use the University of Winchester Library (however, not with borrowing rights). Students will gain online access to journals and books to which the University of Winchester subscribes through their Learning Network. If you live at some distance from Salisbury you may wish to seek access to local theological libraries in theological colleges, universities or similar. The College will provide whatever help is required (letter of introduction for example) to assist with this.

4.8 Online Facilities

Many student resources are available through the Sarum College website, accessible at
http://www.sarum.ac.uk/learning/current-students. Students will find here downloadable copies of programme handbooks, student representative report guidelines, dissertation guidelines, academic regulations, coversheets, ethics scrutiny forms, and many other useful educational materials.

In the future, the College will develop a Moodle-based Virtual Learning Environment (VLE) which will be used to facilitate student learning, collaboration and feedback. Through the VLE, students will be able to have access to course handouts, preparatory readings, and some Power Point presentations. When developed fully, students may also be able to use the VLE as a tool for collaborative learning. It is hoped that the VLE will enable students who are studying at a distance to extend that sense of Sarum's academic community (which is so keenly fostered during residential intensives) within the context of their own busy lives.

5   Assessment

5.1   Types of Assessment

Students are assessed by written assignments; these are not merely a way of ascertaining how much you have learned, but also an integral element of the learning process itself. Every taught module in Part 1 of the MA will require either one assignment of 5,000 words or two shorter pieces of writing which together are 5,000 words. Guidelines for the writing of assignments can be found in Appendix A and in the initial stages your Academic Tutor will identify and help you remedy any issues.

Assignment tasks include the 'Seminar Paper' and the 'Essay'.
Seminar Papers are a short (usually 1,000 words) focussed piece of research on a topic relevant to the module; they are modelled on the sort of writing found in academic dictionaries and handbooks. Usually, students will prepare a short version of their paper (500 words) for presentation to their fellow students at a residential study week; the paper will be finalised and presented for marking with full bibliographic detail (see below) by given the submission date.

The Essay allows students to display a comprehensive knowledge and understanding of a specific topic, the ability to identify and critique scholarly methods and opinions in an objective manner, and demonstrate the ability to develop an independent perspective on the topic. Topics are provided for each module, though students can select to research a topic of their choosing, in consultation with the module tutor. Essays are either 4,000 words or 5,000 words long.

The Dissertation: The dissertation is an extended and focussed piece of research which builds on the methodological and subject specific foundations covered in the modules. In the Dissertation, students are expected to demonstrate a mastery of relevant primary and secondary sources in their field; to relate the appropriate standard methodological approaches and theoretical issues to their specific area of research; to demonstrate the originality and relevance of their research to wider issues related to their specific field; and to demonstrate their familiarity with the accepted requirements and standards for presentation of research in their chosen field. The topic of the research project identified by the student and the scope and method of enquiry decided in consultation with a tutor. The College runs Dissertation Skills Training Days to help students prepare for the research. A Dissertation Proposal is submitted by the student for approval by the Programme Committee. The completed Dissertation is to be no more than 20,000 words including quotations and references (footnotes), but excluding the bibliography.

5.2   Ethics Approval for Research Dealing with Human Subjects

All students who wish to engage in empirical research methods which will involve the study of human subjects are advised to discuss with their dissertation supervisors the ethical implications of their research. If deemed necessary by their supervisors, students should complete the Sarum College Ethics Scrutiny Committee form and submit this form, along with a completed copy of their information / consent forms, to the Sarum College Ethics Scrutiny Committee which meets as a sub-committee of the Education Learning Resources Committee, three times per academic year. If necessary, students will complete this form as part of their dissertation proposal.

At a minimum, the committee consists of the Director of Studies and two members of the Sarum College academic staff. Furthermore, it is the responsibility of the dissertation supervisor to ensure that all students engaged in such ethically sensitive research are given sufficient opportunities for research methods training. Forms and guidance are available on the Sarum College website.

5.3   Guidelines for the Submission of Assignments

5.3.1   Recommendations for the Format of Assignments

Students are encouraged to take care in the presentation of their assignments so that they make it easy for the markers to read but also so that the standard conventions of academic writing are followed. The format of the page can be set in your Word Processing programme, usually under the heading 'Styles'. If you are not experienced in the presentation of academic papers, then the following may be used as guidance.

Page Size: A4

Margins: at least 2cm top and bottom; no more than 2.5 left and right.

Font: Use a standard font such as Times New Roman or Arial at 12pt for the main body of the text and 10pt for the footnotes (if using this style of referencing, see Appendix B). The Title of the essay may be 14pt, but all subtitles should be in the same size font as the body of the essay. Bold can be used for titles and subtitles but avoided in the text itself. Use italics sparingly: for the title of books and primary sources only. Use underline for emphasis, but again use sparingly. Set the line spacing at 1.5 or double.

Quotations: When quotations are less than 100 words/3 lines the convention is to place them within the body of the paragraph; if they are longer than this you should 'indent' but make sure that they do not appear lost between paragraphs. Indented Quotations should be single space. Use your normal font for quotations, except where the source may have used bold/italics/underline, etc.

Tables: the content of tables can be single space and may be in a smaller sized font than the essay. Ease of reading is paramount

Page Numbers: please don't forget to insert, either at the top or bottom right.

A Bibliography of all sources cited in the text must be provided at the end of your assignment.

5.3.2   Check-List Before Submission

1. Is the title at the head of your assignment and on the Cover Sheet the same as that given in the Module Handbook?
2. Have you fulfilled the task set?
3. Is your name at the top of the first page?
4. Have you followed the formatting conventions given above and are you consistent in their application?
5. Have you checked the spelling?
6. Have you read it aloud to yourself to check for syntax problems?
7. Are the references accurately formatted? Make sure they contain all the required information and have the correct punctuation.
8. Is the bibliography complete and accurate?
9. Is it within the word limit of the assignment? The word limit will be given in the Module Handbook, you have the discretion to exceed or fall short of this by 10%; any more, or less, may result in a reduced mark.

5.3.3   The Submission of Assignments

All assignments should be submitted electronically as a WORD file with the suffix 'doc' (not 'docx'). You do not need to submit a printed copy of the assignment in addition. The file name should have the following format:

Example:
      Davies_CFL.doc

That is your surname and the abbreviated name of the module. If there are two assessments for a module, then number them 1 and 2. (An abbreviation will be suggested on the Essay Question Sheet.)

Examples:
      Davies_CFL1.doc   Davies_CFL2.doc

The assignment must be accompanied by the Assignment Cover Sheet and Mark Sheet. Students need to complete the relevant sections at the top of each page in full. These are to be sent as a file attachment in the same email as the essay. They must be sent as WORD files with the suffix 'doc', not 'docx'. The name of this file should be as follows:

Examples:
Davies_CFL1_ACS.doc   Davies_CFL2_ACS.doc   Davies_CC2_ACS.doc

These files are to be sent to the Academic Registrar, Anne Jensen, and not to your module or academic tutor.

5.4   Deadlines for Submission of Assignments

The dates when assignments are to be submitted will be given in each Module Outline; for the Guided Reading Module, three months are allowed from the initial tutorial;, or as agreed with your tutor. Deadlines are set to enable you to work at a steady progress through Part 1, and to enable the prompt marking and return of assignments.

5.4.1   Extensions to the Deadlines

The College appreciates that many factors can affect the ability of part-time students to complete assignments. These might include: illness, unanticipated work or family commitments, other emergencies or crises. If your circumstances mean you need to apply for an extension to a deadline, you can inform us by sending a completed 'Extension Request Form' by email to the Academic Registrar, although you are advised to discuss this with your tutor as well. On this form you will be expected to give the reasons for the request and to suggest a date by which you will submit the assignment. Normally, an extension will only be granted once for any one assignment; if the circumstances persist or new ones arrive and the revised deadline cannot be met, it is necessary to submit another Extension Request Form'.

If a student repeatedly fails to submit assignments by the deadlines, their progress on the MA will be discussed at the restricted session of the Programme Committee. The committee may recommend that the students meet with the Academic Tutor or Programme Leader, or that the student suspend their studies in order to catch up on assignments, or that the penalties for late submission in the MA Regulations be rigorously enforced from, or in exceptional circumstances that the student be asked to withdraw from the MA programme.

5.5   The Marking of Assignments

5.5.1   The Marking Process

On receiving the Assignment and Cover Sheet files, the Academic Registrar will save a copy of both files and note the date of receipt. Assignments are sent in the first instance to the module tutor for 'First Marking'. It is the role of the First Marker to provide comprehensive feedback as appropriate on the structure, content, research and critical skills, and presentation demonstrated in the submitted work. The First Marker will provide comment on the work submitted and indicate where improvements can be made in future assignments. The First Marker will give a provisional mark based on the Grade Descriptors below which is subject to alteration after consultation with the Second Marker. The Second Marker assess the submitted work using the same criteria as the First Marker and will have sight of the First Marker's comments and provisional mark. The Second Marker will make further comments as s/he sees fit which may confirm or moderate the views of the First Marker and/or make additional comments. The Second Marker will assign a provisional mark; the student will receive a provisional mark that has been agreed by both markers.

The Academic Administrator will record the agreed mark, save a copy of the files and return the assignment which may contain annotations, with the completed Assignment Cover Sheet and Mark Sheet to the student.

Students should be aware that the Agreed Mark is provisional until confirmed by the Examination Board. The marks for completed modules are submitted to the Examination Board once a year in the Autumn Term

Dissertations are also marked by a First and Second Marker, who will agree a mark, before being moderated by the External Examiner; the supervisor of the Dissertation is not permitted to be involved in the marking process although will make a report on the supervision process to guide the examiners. Students will not receive written feedback on their Dissertation but only the final mark.

The marks of all modules from Part 1 of the MA are submitted to the Board of Examiners once a year for confirmation after they have been moderated by the External Examiner. Students who have completed the 6 modules required for Part 1 (120 credits) will be permitted to proceed to Part 2, the Dissertation. The mark for the Dissertation is moderated by the External Examiner and confirmed by the Examination Board.

5.5.2 Passing and Failing a Module

To 'Pass' a module, students must achieve a minimum mark of 50%. A module or assignment is deemed to be a 'Fail' if it receives a mark of 49% or less. Where a module has two assignments it is necessary to pass both. Please note that it is not possible to Pass a module if one assignment receives a Fail mark but the overall average is above 50% for both assignments; you must pass every assignment.

Where students fail an element of assessment, they shall be permitted one further attempt at that assessment. The resubmission deadlines shall be set by the Programme Leader/module tutor or the Examination Board and the resubmitted assessment shall be marked on a pass/fail basis only. Where a percentage is awarded, the work shall receive a maximum mark of 50%. **The redemption deadline should be within the same academic year as the student studied the module.**

5.5.3 Passing and Failing the Dissertation

The Dissertation must receive a mark of at least 50% for a student to be awarded the MA. Students who receive a Fail in the Dissertation shall normally be permitted one attempt at redemption only and shall not be eligible for distinction.

5.6 The Mark Scheme

These marks will be applied to modules and the Dissertation

Mark	Description
100% - 70% Distinction	An outstanding piece of work in every regard which demonstrates • a thorough and wide-ranging knowledge of the subject • a thorough and insightful understanding of the issues involved • an ability to analyse critical contributions on the subject • an ability to independently research and bring together material to support an argument • an ability to express an original, reasoned argument in a lucid manner • an ability to make valid generalisations in moving from the empirical to the abstract • excellent research competencies in terms of presentation, language and referencing.
69% - 50% Pass	A good piece of work which demonstrates • a sound to reasonable understanding of the subject and the issues involved • a good knowledge to general familiarity of the critical contributions on the subject • an ability to use and organise research material to support ideas and arguments • sound analytical skills combined with competent coverage of the topic • good to competent research competencies in terms of presentation, language and referencing • at the upper end of the scale, students may also demonstrate an ability to make appropriate connections and distinctions and present a clear, convincing argument
49% - 0% Fail	Work at the upper end of this scale will demonstrate • a general, but incomplete understanding of the subject • some knowledge of the literature on the subject • some ability to develop and support an argument • a tendency to express ideas through description and anecdote rather than analysis • difficulties with presentation, language and referencing. Work at the lower end of this scale will be unsatisfactory and demonstrate • little understanding of the subject and its implications • a limited amount of reading and poor knowledge of the previous contributions on the subject

	• limited ability to formulate and sustain a clear argument • poor presentation skills and serious problems with language and referencing.

5.7 Redemption of Failed Modules, Progression and Withdrawal

Students may redeem failed taught modules. Normally they shall be permitted to do so while progressing to the next stage of their programme of study, but this progression shall be under the review of the Programme Leader consulting with the staff members of the Programme Committee.

Students shall be normally required to withdraw from a programme of study after failure in three modules during their programme of study. Students shall receive a transcript detailing their academic achievement and any intermediate award for which they are eligible.

Students whose progression is conditional upon satisfying specified requirements set by an Examination Board and who do not meet these requirements by the stated deadline shall not normally be permitted to progress.

Student progression from one taught module to the next shall normally be automatic, but normally students must successfully complete the Core Module before being permitted to begin their Optional Modules.

Sarum College, in line with University of Winchester Regulations, reserves the right to deny students permission to continue on a programme of study if they have not made a bona fide attempt to submit work by set deadlines or to attend examination without valid cause or to satisfy specific attendance requirements for their programme.

The Examination Board is held once each year and the Chair of the Examination Board has delegated authority to require students to withdraw from their programmes of study. Any students required to withdraw shall have the normal rights of appeal to the University of Winchester under their regulations.

5.8 The Board of Examiners

5.8.1 The Role and Composition of the Board

The Board of Examiners is conducted by Sarum College and determines the results of all students who have completed the requirements of the Certificate, Diploma or MA in accordance with current regulations and makes recommendations to the University for these awards to be made. The Board confirms the marks awarded for modules in Part 1 and allows the Progression of students to Part 2. The decisions of the Board of Examiners will be received by the University of Winchester Faculty of Business, Law and Sport Masters Examination Board and ratified by the Senate Awards Body.

The Board of Examiners will consist of:
> The External Examiners
> The Head of IPT Programme at the University of Winchester.
> The Director of Studies at Sarum College (normally the Chair)
> The MA Programme Leader
> One or more members of the Academic Steering Group
> The Academic Registrar (Minutes)

5.8.2 The External Examiner

The External examiner is senior academic in another institution with subject specific expertise in the area of the MA programme. S/he is nominated by Sarum College and approved by the University of Winchester. The role of the External Examiner is to monitor and report on the standards of attainment of students and report on the design, delivery and outcomes of the specified MA programme to the Board. Prior to the Board a sample of module assignments for Part 1 and a sample of Dissertations for Part 2 will be submitted to the External Examiner for comments.

5.8.3 The Work and Decisions of the Board

Prior to the Board a sample of the students' written work for Part 1 of the course will be submitted to the External Examiner for moderation. The Board will draw up a list of successful candidates which will be signed by the Chair of the Board of Examiners, who will also be responsible for informing students of their results through Sarum College. The categories the Board will award for Part 1 students are as follows:

- Pass at distinction level (average 70% or above): may proceed to dissertation
- Pass with merit (average of between 60% and 69%): may proceed to dissertation
- Pass (average of between 50% and 59%): may proceed to dissertation
- Pass Part 1 but not proceeding: Awarded Postgraduate Diploma (Distinction is awarded where the overall mark for all modules is 70% or above; Merit, where the overall mark for all modules is 60% or above).
- Pass 60 credits but not proceeding: Awarded Postgraduate Certificate (Distinction is awarded where the overall mark for all modules is 70% or above; Merit, where the overall mark for all modules is 60% or above).

Prior to the Board a sample of the students' dissertations being submitted for Part Two will be submitted to the External Examiner for moderation. The Board will draw up a list of successful candidates which will be signed by the Chair of the Board of Examiners, who will also be responsible for informing students of their results through Sarum College. The Chair is responsible for ensuring that awards are made in accordance with the College's and the University's procedures. The categories the Board will award for Part Two students are as follows:

- Pass with distinction: average 65% or over in Part 1 and 70% or over in Part 2.
- Pass with merit: average 55% or above in Part 1 and over 60% in Part 2
- Pass: average between 50% and 59% in Part 1 and over 50% in Part 2.
- Fail

5.9 Appeals

Following the example of our validating institution, the University of Winchester, Sarum College defines a 'complaint' as:
> *The expression of a specific concern about the provision of a course/module, or a programme of study, or a related academic service;*

and an 'appeal' as
> *a request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards.*

If a student has a complaint (as defined above), he or she should first go to his or her Academic Tutor or to the Programme Leader. The Programme Leader will attempt to resolve the complaint, but if the Tutor or Programme Leader are unable to address the complaint to the satisfaction of the student (or if due to the sensitive nature of the complaint, the student is uncomfortable with making their complaint to their Academic Tutor or Programme Leader), the complaint can be heard by a Special Complaints Committee (SCC) which is convened by the Board of Studies. Students may make their complaints known to the SCC by contacting the Academic Registrar. The SCC will consist of the Chair of the Board of Studies (a Member of the Sarum College Board of Trustees), the Principal and one Programme Leader. Decisions of the SCC are final.

If a Sarum College student who is pursuing a University of Winchester award wishes to make an appeal (as defined above), they must do so by following the appeals process specified by the University of Winchester's Academic Appeals Regulations. A brief outline of the appeal procedures can be found in the document, 'Academic Appeals: Guidance Leaflet'. Appeals are to be made in writing and submitted to the University of Winchester's Director of Registry via the Academic Appeal Form. The above University of Winchester documents can be found on the Winchester University Portal:
http://www.winchester.ac.uk/freedomofinformation/publicdocuments/pages/publicdocuments.aspx

5.10   Regulations Governing the MA Programmes at Sarum College

The information presented in this section conforms to the regulations for MA programmes in operation at the validating university, the University of Winchester. Students may read these in the document entitled: Common Academic Regulations for Taught Masters Programmes (September 2009) which is available on the University website or from the Academic Administrator. In places where College policy differs from that in the Common Academic Regulations, these variations have been documented and permitted in the Validation Document for each MA programme which is deposited with the Academic Registrar..

6   Managing, Monitoring and Developing the Programme

6.1   The Programme Committee

The Programme Committee is responsible for all operational aspects of course delivery, development and monitoring, and reports to the Quality Scrutiny Committee, which is a sub-committee of the Education and Learning Resources Committee. It will be convened by the Director of Studies, and attended by the Programme Leaders from all programmes as well as other members as required. The full membership of the Programme Committee is:

> Rev Keith Lamdin (Chair & Sarum College Principal)
> Dr Louise Nelstrop, Dr Colin Greene, Dr James Stephens, Dr Mervyn Davies (Programme Leaders)
> Academic Tutors
> Jayne Downey (Librarian)
> Sr Mairead Quigley (Pastoral Tutor)
> Anne Jensen (Academic Registrar/Minutes)
> *Student Representatives
>
> * Student representatives do not attend the restricted section of the meeting in which matters relating to other students are discussed.

The Programme Committee meetings will involve each Programme Leader submitting a written report on the programme which will entail:

> Recruitment and Marketing
> Module Feedback
> Module Development
> AP & E (Action Plan and Evaluation) progress
> Guided Reading Proposals
> Dissertation Proposals
> Progression
> Withdrawals
> Student Issues

Committee meetings will also involve receiving an oral report from the Pastoral Tutor on all programmes, and the receipt of student reports from all programmes.

The Programme Leader reports will be collated and summarised into an Annual Monitoring Report, which is submitted annually to the Collaborative Provision Committee at the University of Winchester.

6.2   The Student Representatives

During the second Core Module of every programme a Student Representative for the programme will be elected by the student body. The term for that student's service as the Student Representative will be one year and will be served during the second year of their studies. The role of the Student Representative is to contribute on behalf of students to the Programme Committee's deliberation and to communicate to it any general concerns, suggestions or grievances about the operation of the course. Student Representatives are also asked to play a part in the unrestricted deliberations of the Quality Scrutiny Committee and the Education Learning Resources Committee. The Student Representative's reports will be based on two primary sources: student forums and student emails.

Student Forums: At some point during each module that he or she attends, the Student Representative will be asked to convene a 15 minute discussion with the student body to determine if any procedural, policy-based, or curriculum related issues need to be brought before the Programme Committee. The student forum is distinct from module feedback, insofar as it creates an environment for students to discuss openly (and without the involvement of either the Module Tutors or the Programme Leader) any issues pertaining to their experiences on the course.

Student Emails: Student Representatives will be responsible for maintaining and moderating the Student Representative email account which is assigned to each programme. Students may freely email the Student Representative at these pre-defined accounts and Student Representatives hold the responsibility for forwarding pertinent emails to the Programme Committee for attention.

From the above, the Student Representatives will draft their Student Representative Report which will be submitted to the Programme Committee three times per year. A guide for completing this report is available on the Sarum College website. The Student Representative is a member of the Programme Committee and invited to attend Programme Committee meetings, though attendance is not required unless they are specifically called by the Programme Committee.

At least one of the Student Representatives elected from amongst the MA programmes must attend the Quality Scrutiny Committee / Education Learning Resources CommitteeBoard of Studies and MA Programme Committe, both of which meets three times throughout the academic year at the College. If none of the Student Representatives elected during a particular academic year live within easy travelling distance of Sarum College, and are therefore unable to attend the QSC / ELRC meeting, then a local student may be deputised to fulfil this role.

Student Representatives will be given access to electronic copies of the unrestricted minutes from the Programme Committee, Quality Scrutiny Committee, and Educational Learning Resources Committee meetings, Board of Studies and Library Committee meetings.

6.3   Equal Opportunities and Grievance Procedure

The course staff at Sarum College affirm that all students are entitled to a safe environment for study, and to be treated with respect at all times. We recognise that certain people are discriminated against in our society, on the basis of ethnic origin, religious or political convictions, gender, colour, disability, sexual orientation, age, class background, or a combination of these and other factors. We are committed to a policy of Equal Opportunities in which no student will be mistreated or discriminated against in any such way while studying for the MA in Faith-based Leadership. Sarum College has an ongoing programme of improving access for people with disabilities.

6.4   Monitoring and Developing the Programme

Students will be encouraged to give feedback on the course, and will be asked for it by Module Tutors and other course staff from time to time. You can give your feedback informally to your Academic Tutor, the Programme Leader or the Student Representative, or formally by means of:

- completion of a Student Evaluation Form after each module.

Evaluation forms will be processed confidentially, and the Programme Leader will provide copies for Module Tutors and relevant college staff. The Programme Leader, in consultation with the Student Representative, will follow up any matters requiring attention either with the staff member concerned or with the Programme Committee, and report to staff, students and the Education and Learning Resources Committee any action taken.

- the Student Representative's Report.

The Student Representative will present a report three times a year to the Programme Committee. The Programme Leader will endeavour to respond to this report and take action on any points requiring itagreed.

Each module will be evaluated regularly under the supervision of the Programme Leader, who will consult outside subject specialists where necessary, and report on this to the Programme Committee which reviews the operation of the MA on a regular basis.

Appendix A

Style Guide to writing assignments

If you are new to academic work, or if it has been a while since you were assigned writing exercises, it can feel a bit daunting to sit down and write an extended essay. In order to help you excel at your essay writing, we have put together this brief Style Guide which will cover some basic tips for academic writing and highlight some of the points that your marker will look for in your written work.

1. Take time

One key to successful essay writing is time. You will need time to think, plan, read, draft, write, and edit your work. Make sure that even before you start writing that you do some background reading and think of different ways in which you might approach the subject. In this early stage, ensure that you have clearly understood the question which either is set for you by the assignment, or which you have set for yourself. In your reading be sure that you make notes on relevant material that you have read and in line with the research question guiding your work.

Giving yourself time to think, plan, read, draft, write, and edit your work will make the process not only more productive, but more enjoyable as well. It is also often a good idea to write the penultimate draft of your essay and leave it to sit for a few days or a week. When you come back to this draft after a bit of time has elapsed, you will more easily notice any stylistic issues, typographical errors, vagaries, or inconsistencies within the manuscript. It is also often a good idea to read aloud this next-to-the-last draft, so that you can get a sense of how the paper would sound in the ear of another reader.

2. Be a compassionate author

When you are writing your essays always keep your reader in mind. The reader, generally your course tutor, is going to have dozens of essays, likely written on a similar topic to the one that you have written, land on their desk at around about the same time as your essay arrives. In order to show a kindness to your reader, try to express your essay's argument as clearly and concisely as possible. The easiest ways to write a clear essay (even when engaging with a complex topic) is to pay close attention to the essay's structure and to offer plenty of 'sign-posting' within the essay itself.

You have probably heard the following pithy description of presentations and essay writing before:
- Tell your audience what you are going to say.
- Tell them.
- Tell them what you have told them.

Though clearly an over-simplification, the very best essays let the reader know from the outset what it is that they should expect to encounter in the essay at hand. Though in a novel you want the narrative to unfold throughout the course of reading, in an academic essay the reader (who is often pressed for time), needs to know from the outset the direction to be taken by the essay. The following tips are worth remembering:

- Always begin with an introduction which clearly explains to the reader what tasks will be achieved and what topics will be discussed in the essay.
- Always mention in the body of your essay how what is being presented relates to the tasks and topics noted in the introduction.
- Always conclude your essay by explaining to the reader how you achieved the tasks and discussed the key points, set out in the introduction.

Furthermore, within the body of the essay you should endeavour to make connecting statements that link up the various ideas which are being discussed.

3. Critically and creatively engage with your subject, do not just describe it!

One of the most common essay-writing mistakes made by postgraduate students is to produce an essay that is either exclusively or excessively discursive and not sufficiently critical or evaluative. In writing your essays it is helpful to keep in mind the skills and abilities that are expected from postgraduate students, according to The Quality Assurance Agency's Framework for Higher Education Qualifications. Postgraduate (L7) Students must exhibit:

I. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

II. a comprehensive understanding of techniques applicable to their own research or advanced scholarship.

III. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

IV. conceptual understanding that enables the student:
   o to evaluate critically current research and advanced scholarship in the discipline.
   o to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

For your essays, you must be able to describe your topic and situate it within the forefront of academic debate (I). To do this, you need to apply the research skills which are common to humanities and arts disciplines, namely you must research your topic in academic journals and research monographs in order to explain to the reader how your topic is understood within contemporary (and/or historical) scholarship (II). Once you have described your topic and explained its place within academic discourse, you must interpret the importance of the topic and reflect on why this topic is worth the attention that has (or has not) been given to it in the academy (III). Finally, as a postgraduate student it is assumed that you have sufficient background knowledge, experience, and wisdom to creatively and critically evaluate the topic you are writing about. You should feel free to engage in the debate which you have uncovered in your research by noting the strengths and weaknesses of your topic, and by asserting ways in which your topic should be understood in the future.

Showing your proficiency in the above can be a challenge, but the following techniques may be of help:

a) Think of the subject that you are studying as part of a web of knowledge, where different ideas are connected to one another in and through time. One of your jobs as the researcher is to locate your subject within this web of knowledge and to note what concepts, events, ideas and individuals are connected to your subject. For example, if you are writing on something like Grace Davie's view of religion as 'believing not belonging', it would be important to note how that idea has developed in the course of her own work, and to note how it relates to her thinking at the present. You would also want to uncover how this idea has been received by others in the academy and to become familiar with the arguments for and against her view, citing examples of how her position has been applied, modified, or extended in the work of others. To do this, you would need to engage with key texts in the field, such as research monographs, collections of essays, and journal articles, and you would need to pay particular attention to scholarly reviews of her work. You would also want to keep track of what other sorts of texts are being cited within the texts you're reading, to see what books, journals, or journal articles seem to be the focus of scholarly attention. In effect, you are creating a kind of intellectual map which connects one concept in one scholar's work with how that concept is received and understood in the work of others.

b) In writing your essay make sure that you make reference to scholarly work that is on the forefront of knowledge. Make wide use of secondary materials to extend your own knowledge of the subject, but be mindful of relying on these texts to build your web of knowledge. Secondary literature such as dictionaries, encyclopaedias and some websites (esp. Wikipedia) have a certain utility, but they cannot replace the research noted above. Citing the work of others and noting how ideas develop (as drawn out from your web of knowledge), provides your essay with clear signs of scholarship which gives your marker the impression that you have put in the necessary effort to seriously answer your own questions.

c) When editing your paper, make sure that you are sufficiently and consistently employing the citation and referencing style set out below. All quotes and paraphrases should be properly references. More than merely an inconvenient hoop to jump through, citations and references enable your reader to understand how you went about forming your argument, by telling the reader what books you've read and giving them a sense of where you fit within the broader discourse. Citations and references are like longhand division in maths – they show the way in which you arrived at your answer and give your reader the necessary clues by which they can trace the development of your conclusions.

Assessment Criteria
Your essay will be assessed for:
- Attention to the question
- Structure / development of argument
- Drawing together of conclusions
- Sophisticated exposition of issues
- Originality of thought
- Use and range of sources
- Technical accuracy in referencing
- Bibliography
- Presentation e.g. fluency, spelling, grammar, punctuation

You should consider what each means in relation to your work. In addition to the above Assessment Criteria the following points should explain what we are looking for in an excellent essay and help you avoid producing weak work.

1. Attention to the question.
You get no marks for a brilliant answer to an irrelevant question, so make sure that your essay answers the question set:
- state your objectives in the first paragraph
- check that the topic is addressed throughout the essay
- get rid of anything which doesn't relate to the question
- avoid padding out the essay with plot summary, generalisations, waffle.

2. Structure / development of argument
An essay has a beginning, middle and end. The first paragraph is vitally important. Use it to say what you aim to do and how you aim to do it. Define key terms if necessary. Do not waffle. Do not state conclusions rather than objectives — remember that your conclusions have to be earned and argued for. The main body of the essay should move your argument forward in stages, carefully exploring the issues, taking the reader deeper into the question, and moving logically to the conclusion.

- Separate paragraphs develop the theme. They should not be too long or too short.
- You can use sub-headings if you think it will make your structure clear.
- The beauty of a word-processor is that you can move sections around if it makes things clearer but it should not be possible to 'shuffle' paragraphs around randomly.

3. Drawing together of conclusions
The conclusion should state your answer to the question clearly.
- It reiterates what you have argued, and brings the point home.
- No new information should be included here.
- The conclusion is important enough to have its own line on the marking sheet.

4. Sophisticated exposition of ideas
At Masters level we are looking for a sophisticated exposition of ideas so:
- Avoid merely describing something.
- Do not make unsubstantiated assertions (e.g. 'I believe…', 'Some people think…', 'it is possible that…', 'Surely…', 'It is clear that…').
- Opinions (your own or someone else's) must be based on argument and evidence, including appropriate references to reading and other types of evidence e.g. website material.
- Argue the point, support it with a quotation or a reference to a published authority.
- Do not simply quote lecture notes.
- Build up to a conclusion that is based on the argument.
- Do not just tag on 'therefore' or 'thus' at the end.

5. Originality of thought
You are not expected to produce groundbreaking and original research in your essays but we are looking for evidence of your own thinking. This may be demonstrated through critical and insightful comment on your sources, for example, or making interesting connections between sources.

6. Use and range of sources
Academic writing must demonstrate substantial reading and research. We are looking for a thorough treatment of the essay question which shows a familiarity with a wide range of primary and secondary sources.
- Your own ideas and responses are important but they must be based on argument and evidence, not on assertions, faith or individual experience.
- Evidence that you have read and understood relevant books, articles or other material will gain you credit but we are also looking for critical engagement with the material.

7. Technical accuracy in referencing
Sources used must be cited using a recognised system of academic referencing. Guidelines are set out in Appendix C below.

8. Bibliography
Your essay should include a full bibliography of sources used. Guidelines are set out in Appendix C below.

9. Presentation
Spelling and grammar are important if your reader is going to understand what you want to say. It is no good saying 'But that's what I meant' if you did not say it. Your essay should be clearly and simply written avoiding long and complicated sentences which do not convey a clear meaning.
- Run the spell checker.
- Use a dictionary.
- Read the essay aloud — to a friend or tape recorder.
- Use italics only for foreign words or to stress very important words. (And for titles, of course). Do not use **bold**.
- Think about your use of language. Is it inclusive or exclusive? Avoid, for example, gendered language and stereotypes.

10. Other Criteria
An excellent essay will demonstrate a certain independence of thought - a capacity to think critically about the material you have read; to approach the topic from an original angle; or to bring material together in a creative and original way.
Further Reading
If, after reading this Style Guide you are still unsure about your essay writing skills, you might want to consult one of the following texts:

Corbett, Edward and Connors, James. (1999) *Style and Statement* Oxford: OUP.

Cottrell, Stella. (1999) *The Study Skills Handbook*. Basingstoke, Palgrave.

Northedge, Andrew. (2002) *The Good Study Guide.* Milton Keynes: The Open University.

Pears, R. and Shields, G. (2004) Cite them right: Referencing Made Easy. Newcastle Upon Tyne: Northumbria University Press.

Soles, Derek. (2005) *The Academic Essay: How to Plan, Draft, Write and Edit* London: Studymates.

Turabian, Kate. (2007) *A Manual for Writers of Term Papers, Theses, and Dissertations* 7 ed. Chicago: University of Chicago Press.

Appendix B

Academic Integrity (Avoiding Plagiarism)

What is Plagiarism?

Plagiarism is the submission of work done by someone else, whether another student or the author of a work you have used, as if it were your own work and without acknowledgement. The University of Winchester defines plagiarism as:

The verbatim or near-verbatim copying or paraphrasing, without acknowledgement, from published or unpublished material attributable to or which is the intellectual property of another, including the work of other students. (MA Regulations 2009, Section I.3.2)

Plagiarism may not be done intentionally; it could result from bad note taking or a lack of confidence. In the former case, the student may copy material without realising it is being copied too closely from the original text. In the latter, if you do not fully understand what you are reading, you may fear 'getting it wrong' and therefore copy directly from the source.

Avoiding Plagiarism

In order to avoid plagiarism, it is of crucial importance that assignments are properly referenced. Where a quotation or a close paraphrase from a book or article is used, its source must be cited in the text and/or in a footnote or endnote. You should read carefully the Guide to Referencing in this Handbook and take time to master your preferred system. Markers will assess and comment on the accuracy and appropriateness of your referencing; poor referencing will result in lower marks. If you quote exactly you must place the quotation in (single) quotation marks. If you paraphrase closely, which you should do for only a few phrases or a sentence in any paragraph at most, you should use a phrase to indicate this, such as, 'Following Bradshaw …', or 'To paraphrase Bradshaw ...' or 'As Bradshaw argues, …', etc. Obviously it is not acceptable to construct your entire assignment using these phrases.

Good advice on avoiding plagiarism can be found at these websites:
Georgetown University: http://gervaseprograms.georgetown.edu/honor/system/53377.html
University of Leeds:
http://www.ldu.leeds.ac.uk/plagiarism/index.php

Detecting Plagiarism and Penalties

Programme staff are fully aware of the difference between a legitimate dependence on source material in writing assignments, and the deliberate attempt to deceive. Since the risks of plagiarism in courses where assessment takes place mainly by continuous assessment are higher than when (for example) unseen examination papers are used, care needs to be taken to ensure that this does not occur.

Essay markers are very good at recognising plagiarism. They will be familiar with the material written on their subject and will be able to detect the change in style between the student's own work and the plagiarised work. Plagiarism from the internet has become popular in recent years. There now exists software that can not only detect this kind of plagiarism, but can also show what percentage of the work is plagiarised from the internet.

Where plagiarism is detected in any one module essay, the essay will receive a 'Fail' mark. The normal policies for resubmission apply (see Section 5.5.b). Repeated offences will cause the student's progress on the programme to be considered at the Programme Committee which may recommend the termination of the student's studies.

The 'Statement of Academic Integrity'

At the beginning of every academic year, students are required to sign a Statement of Academic Integrity binding them to the anti-plagiarism policies of the College and declaring that the work which will be produced while studying at Sarum College is their own and that all sources are attributed.

Appendix C

Guide to Referencing

1.   The Purpose of Bibliographic Referencing
References, citations and bibliographies are used in a piece of academic writing to enable a reader to identify and locate the sources that have been consulted by the writer. It is therefore the responsibility of the writer to provide full bibliographic details (author, title, publisher, date and place of publication, page numbers, etc.) for all sources that have been used. The use of a standard structure for the reference, including appropriate use of abbreviations and a consistent format, enables these bibliographic details to be presented logically and concisely.

Making clear references to sources of ideas and information is an essential part of academic writing. When preparing a piece of written work you will often express and refer to the ideas, theories, and opinions of another writer; you will also give direct quotations from sources that you have consulted. In all such instances, it is essential that you provide full details of the work *referred to*, or *cited*, in order that your reader would be able to locate the texts themselves.

There are two main systems for referencing in use by the academic community. The Harvard System, also known as the 'author-date' system and the footnoting/endnoting system.

2.   The Harvard System - A Summary
In the Harvard system of referencing, there are two elements:
- The (abbreviated) reference, or citation, which points the reader from a point in your text to the bibliography.
- The (full) reference that is made in the bibliography.

3.   The Footnoting or Endnoting System - A Summary
A number is inserted in the text in superscript (2 points smaller than the text), that refers to a 'references' section at the end of the page (footnote) or the end of the chapter (endnote).

4.   Why Reference?
Referencing your work shows the reader what you have read and that you are knowledgeable in your particular area of research. It allows the reader to access your sources for more information or confirmation of what you have written. It guards against plagiarism.

Knowing what to reference
1   Quotations.
2   Diagrams, statistical information, maps, etc.
3   Work referred to but not quoted directly.
4   Otherwise unsubstantiated arguments and assertions (e.g. It is argued
         that ...').

5.   Referencing Systems
Students are directed to the MRHA handbook for advice about referencing and bibliographies. There is a copy of the guide in the library at Sarum, and it is free to download at the following URL: :
http://www.mhra.org.uk/Downloads/index.html

Using *ibid.* and *op.cit.*
Ibid. – is used when a footnote and the one immediately after it are from the same source. e.g.
Gray, 'Hands', 311
Ibid., 313.
Op.cit. – may be used instead of the abbreviated title in the second and subsequent references when only one work by an author is used in the entire essay. It has largely fallen into disuse and you are recommended to follow this modern trend. If you use them it is best to only use them on the same page, and then repeat the short reference on the next page before using these again.

7. The Bibliography

The bibliography should be located at the end of the written assignment. It gives full references for all the authorities and sources *cited* or referenced in your writing as well as those that you have significantly influenced your thought; all of which you will have consulted yourself. Details of works referred to in your text, but which you have not actually consulted yourself, should be given in a footnote. Remember that an examiner will wonder why a seminal text in the area is not mentioned in the bibliography. If you have read a book like this, you should include it in the bibliography even if you do not cite it or make a reference to it.

Entries in the bibliography will normally be arranged in a single alphabetical sequence by author, or editor; in cases where an author is not indicated on the publication, the first letter of the title can be used or if the text is anonymous, you can use Anon., . If there is more than one work by an author, list them with in chronological order. However, if there are more than three authors, give only the first three and then use et al.

When compiling the bibliography the following conventions should be observed:
- all appropriate elements of the reference should be included
- elements of the reference should be presented in the order identified by the system of referencing: authors' names (forenames and/or initials) should be given as they appear on the title page of the publication
- give the edition for all publications other than a first edition
- punctuation should be consistent.

8. Using Materials from the Internet

Given the nature of materials on the web, *always* ask yourself what the site's angle is – what axes it is grinding. An awful lot of material on the web, even material that ticks all the boxes listed above, suffers from strong bias.

Remember that most paper books and journals you see have been through a pretty rigorous process of peer review, checking and editing before making it onto the library shelves; not so with web materials.

However, there are plenty of useful materials on the Internet, but there is also plenty of rubbish. When you find something that looks relevant, *always* ask yourself where it comes from. Look on the page you have found to see if you can find any details about the author and his or her institution, or something about the organisation that is presenting the material to you. If you cannot find anything on the page itself, try finding the higher level pages which link to the page you are reading. If, for instance, you found yourself looking at apparently useful stuff on a page at http://www.dodgyinfo.com/made-up-stuff/essay-answers.html, try looking at http://www.dodgyinfo.com/made-up-stuff/ and http://www.dodgyinfo.com/ to find out more about the organisation that is providing this information.

There are no hard and fast rules about what to trust, of course, but use your common sense:

- Material from University sites, particularly from a major University, i.e. one that you have heard of(!), is likely to be more academically trustworthy than material from the homepage of the Church of Christ the Astronaut.
- Material on a page that is carefully and thoughtfully put together may well be higher quality than material on a page that looks disorganised.
- Material on a page that gives easy access to information about who wrote the material, when, and where, may well be more trustworthy than material on a page that does not provide any of that information.
- Material that is well-referenced (i.e. that includes proper references for its quotations and so on) is likely to be more trustworthy than material that does not.
- Material that is measured and considered in its arguments is likely to be more trustworthy than material that screams sarcastically at its opponents.

All these 'rules' can be broken, but they are a good starting point.

If you cite material from the web, give the author, title, full web address, date of publication, and date accessed.

Goring, T, 'Off with their heads!', http://www.worldbank.com/testimonials.htm 2006, [accessed 24 Aug 2006].

The date at the end in square brackets is the date when you looked at the page - web pages change frequently, so this information is important. Sometimes the author's details or the date of publication/update might be missing. When the

author's name is missing, use the name of the web page to list the reference, as you would with any other anonymous source. If the date of publication or update is missing, omit this information, but be sure to still include in square brackets the date you accessed the information.

Appendix D

The Dissertation

Dissertation Writing

At the start of the second year of the MA students will be invited to attend an MA Dissertation Skills Training Workshop and will then be asked to submit a dissertation proposal. After we have received the proposal they are considered by the Programme Committee. If the proposal is deemed appropriate, a dissertation Supervisor will be assigned. If the proposal is considered unsuitable in terms of subject matter or methodology, the student will be asked to revise the proposal and resubmit it. In most cases, once Part 1 of the course has been successfully completed; passed by the Examination Board (normally in the autumn); and students have been notified that they have passed, they may proceed with their dissertations. Guidelines for dissertation writing will be issued and it is expected that students will see their supervisors regularly during this process. The submission date for dissertations is normally in September of the third year. The dissertations will be first and second marked by members of the teaching team and a sample will be seen by the External Examiner.

The final mark of the dissertation will be assigned at the Examinations Board, usually in the autumn and the degree awarded according to the student's performance.

Useful Preparatory Reading

Kathryn L. Allen (2005) *Study Skills: A Student Survival Guide*, Chichester: John Wiley & Sons Ltd.
Howard S. Becker (1998) *Tricks of the Trade: How to Think about Your Research While You're Doing It*, Chicago: University of Chicago Press.
Judith Bell (1999) *Doing your Research Project: A Guide for First-time Researchers in Education & Social Science, Bu*ckingham: Open University Press.
Bruce L. Berg (2001) *Qualitative Research Methods for the Social Sciences*, London: Allyn & Bacon.
Loraine Blaxter, Christina Hughes & Malcolm Tight (1996) *How to Research*, Buckingham: Open University Press.
Wayne C. Booth, Gregory G. Colomb & Joseph M Williams (1995) *The Craft of Research*, Chicago: University of Chicago Press.
Pat Cryer (2000) *The Research Student's Guide to Success*, Maidenhead: Open University Press.
Martyn Denscombe (1998) *The Good Research Guide for Small-scale Social Research Projects*, Buckingham: Open University Press.
Chris Hart (2005) *Doing your Masters Dissertation*, London: Sage Publications.
James D. Lester (1999) *Writing Research Papers: A Complete Guide (9th ed.)*, Harlow: Longman.
Peter Levin (2005) *Excellent Dissertations!*, Maidenhead: Open University Press.
Lawrence F. Locke, Stephen J.Silverman & Waneen Wyrick Spirduso (1998) *Reading & Understanding Research*, London: Sage Publications.
Paul Oliver (2004) *Writing your Thesis*, London: Sage Publications.
John Swinton & Harriet Mowat (2006) *Practical Theology & Qualitative Research*, London: SCM.
George Watson (1987) *Writing a Thesis: A Guide to Long Essays & Dissertations*, London: Longman.
Gina Wisker (2001) *The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD & PhD*, Basingstoke: Palgrave Macmillan.

Appendix E

The Study of Faith-based Leadership

Preparing to study Faith-based Leadership

Students embark on this programme with very different experiences and expectations, some will know quite a bit about theology, others will have a stronger background in management and leadership practice and theory, but most will not be so aware of the content and method of the formal study of theology and leadership or how the perspectives of management and leadership theory can be related to those of theology, ecclesiology or missiology. Some preliminary reading will help you familiarise yourself with the academic study of this relatively new interdisciplinary subject, its terminology and the breadth of its subject matter. It is a good idea to read through one or two general books on the subject. These might include:

Adair, J. and Nelson J (eds) (2004) *Creative Church leadership*, Norwich: Canterbury Press.
Avis, Paul (1992) *Authority, Leadership and Conflict in the Church*, London: Mowbray.
Croft, Stephen (1999) *Ministry in Three Dimensions*, London DLT.
Dulles, Avery (1987) *Models of the Church*, Gill and Macmillan.
Marturano, A. & Gosling, J. (eds) (2008) *Leadership: The Key Concepts*. Abingdon & New York NY: Routledge.
Northouse, Peter G (2004) *Leadership: Theory and Practice, 3rd edn*. Thousand Oaks CA, London & New Delhi: Sage.

Additionally, you will also need to have certain books on your shelf for reference and background reading.

Before each module you will be expected to have read the recommended background reading. In many cases a session will be based upon this reading and the module will have been prepared on the assumption that you have done this reading. The works which are recommended are always ones which are worth buying and which are often available in paperback.

Scholarly and Research Societies

Foundation for Church Leadership
http://www.churchleadershipfoundation.org

The Foundation for Church Leadership (FCL) is an endowed charitable trust: its aims are to facilitate the support and development of emerging and senior church leaders, faith representatives and organisations for the benefit of leadership across the church. The Foundation primarily delivers its objectives through the provision of a series of consultancy and research initiatives.

Christian Research
http://christian-research.org/

A research organisation which produces expert statistical data and surveys on UK and world-wide trends.

The Ethical Leadership Society
http://www.fsquareassociation.org/els

Explores and promotes ethical standards and values in the work place through discussion documents and conferences.