



**University of Wales  
Prifysgol Cymru**

**INTERNATIONAL BAPTIST  
THEOLOGICAL SEMINARY**

**STUDENT HANDBOOK**

**Policies and Procedures**

**Prague, Czech Republic**

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## APPLYING FOR THE MTh COURSES

### Entry Qualifications

Qualifications for entry to the course will conform to the appropriate regulations of the University of Wales. All applicants should note that, irrespective of a person's qualifications, IBTS would need to satisfy itself that a candidate has achieved the necessary academic standard to complete the course satisfactorily.

- Applicants will normally possess a first degree in Theology, Religious Studies, Social Studies or Humanities or in some other related subject and have graduated at an approved institution with at least second class honours (GPA B- or 4,00 on a 1-5 scale). Applicants without a degree or whose first degree is in a subject unrelated to Theology, Religious Studies, Social Studies or Humanities may be admitted if they have followed a course of study in Theology whose standard is equivalent at least to a completed second year of a theological degree or if they are complementing their study with additional modules available at IBTS for strengthening the student's theological proficiency.
- Official transcripts of all previous academic work, including post-secondary school, university and seminary studies should be mailed directly to the Academic Dean of the Seminary by the institution issuing the transcript. If your programme of studies is in progress, a transcript should be sent at this time and a final transcript sent following completion of the programme. In addition, you must send a copy of your secondary school leaving certificate (Maturita, 'O' or 'A' level results, high school diploma).

### Application procedure

- Completed application forms should be sent to the Academic Registrar at IBTS.
- Applications will be considered by the Admissions Committee at IBTS and the decision about the application will be communicated to applicants as soon as possible.

## SUMMARY OF THE MTh COURSES

The courses consist of a Master of Theology degree in Biblical Studies, a Master of Theology degree in Contextual Missiology, a Master of Theology degree in Baptist and Anabaptist Studies and a Master of Theology degree in Applied Theology. These courses are validated by the University of Wales. IBTS has also been accredited by the Czech Ministry of Education and is providing a Magister, which is a European Union standard two year Bologna Process degree fully compatible with the European Credit Transfer System (Note in 2010 the Biblical Studies MTh is not being offered, though individual modules are being offered).

The courses are designed for graduates and others who want to engage in a postgraduate level of study. The courses have been specially designed by the International Baptist Theological Seminary, Prague.

The MTh courses operate a modular structure and are in two parts. Part One of the course consists of 120 UW credits which can be made up from varying combinations of 40 UW credit and 20 UW credit modules. Part Two of the course consists of a dissertation of not more than 20, 000 words (60 UW credits).

The Postgraduate Certificate consists of 60 UW credits and the Postgraduate Diploma is equivalent to Part One of the MTh course. These are available to students who are unable to complete respectively Part One or the dissertation, or who wish to move on to doctoral level studies sooner. (This latter possibility is for people registered on the Postgraduate Certificate in Theology programme).

A virtual module on “Critical Thinking, Academic Research and Writing” is a prerequisite for entering the programme for those students who have not taken a similar module in their undergraduate study. This module can also be considered as an elective module part of study for 20 UW/10 ECTS or 40 UW/20 ECTS credits.

The courses are available in full-time and part-time mode. The normal full-time course is from one to two years while the part-time version normally lasts from two to a maximum of five years.

The courses are intended to encourage students to develop their own independent study skills in researching material, producing seminar contributions, written papers and a dissertation.

The courses are conducted through tutorials and seminar groups. Students will be required to produce papers for seminars and to discuss their contributions with their peers.

Bibliographical support will be provided, and tutors will give guidance before and after the production of oral and written work.

Residential students are required to attend a weekly post-graduate seminar at which prepared papers are read by post-graduate students, members of the teaching staff, and visiting lecturers.

## PURPOSE OF THE MTh COURSES

The courses are designed for those who wish to pursue their interest in theology beyond undergraduate level to whatever is appropriate to their abilities and circumstances. They are suitable both for students who wish to develop their interests Master's level and for those who require a secure basis for proceeding to postgraduate research.

The courses aim to build on a person's previous academic experience by deepening their understanding of specific areas of theological study and by bridging the gap between the contrasting demands of undergraduate study and postgraduate research.

The courses are highly suitable as a form of in-service training for those professionally engaged as ministers, teachers, missionaries, etc., but are also appropriate for others with an interest in serious theological study at postgraduate level. Some may have the opportunity to take a year aside for full-time study, while others will wish to follow the course on a part-time basis alongside their current occupation.

The objectives of the courses are that participants will:

- have acquired an informed and critical understanding of the main primary and secondary sources in their chosen area of study;
- have become conversant with some of the major issues in recent debate;
- have developed independent judgement in analysing evidence, producing critical reviews and constructing sustainable hypotheses;
- understand the basic principles of research and have produced a coherent, cogently argued dissertation.

# UNIVERSITY OF WALES ENABLING REGULATIONS FOR MODULAR MASTER'S DEGREES

## Regulations for Modular Master's Degrees

*These Regulations govern the award of a number of types of taught Master's degree of the University of Wales, such as MA, MSc, MBA etc. Candidates are advised to contact the Registrar of the collaborative partner institution concerned for any additional regulations which may be applicable.*

### Entry

1. Candidates must hold one of the following qualifications prior to commencement of the scheme, unless able to satisfy the requirements of paragraph 2, below:
  - (a) an initial degree of the University;
  - (b) an initial degree awarded by another approved degree awarding body;
  - (c) a non-graduate qualification which the University has deemed to be of a satisfactory standard for the purpose of postgraduate admission.
2. A non-graduate may also be admitted to candidature provided that he/she has held a responsible position which is relevant to the scheme to be pursued.
3. A prospective candidate who already holds a doctoral degree shall show that the Master's Degree scheme to be pursued is in a different field of study from that for which the doctoral degree was awarded.
4. Irrespective of a candidate's entry qualifications, the University must be satisfied that he/she is of the required academic standard to complete the scheme of study proposed.
5. All candidates must register as students of the partner institution at the commencement of the first module and pay the appropriate fees.

### Scheme Structure and Awards

6. Candidates shall follow a modular scheme of study, commencing at the appropriate starting date approved for the scheme.
7. Candidates may qualify for the award of a Modular Master's Degree upon successful completion of an approved modular scheme of study provided either on a full-time or on a part-time basis at, or on behalf of, a partner institution. The Academic content of a part-time scheme shall be equivalent to that of a full-time scheme and the assessment must include a dissertation or approved equivalent (but see paragraph 24, below).

8. Candidates admitted to a Modular Master's Degree scheme of study may qualify for intermediate awards of the University, as shown in paragraph 10, below.
9. Unless specified to the contrary in paragraph 24, below, Part One of the scheme (the assessed taught element) shall consist of a number of modules totalling 120 credits approved by the University. Candidates may also be required to complete a period, or periods, of professional training or practical experience.

Candidates who progress to Part Two of the scheme - the dissertation element, or approved equivalent (see paragraph 24 below) - may, upon successful attainment of not fewer than 180 credits at the appropriate level(s), at least 60 of which shall be for the dissertation element of the scheme, be eligible for the award of a Modular Master's degree.

10. Candidates who are admitted to a Modular Master's scheme but do not progress to completion may qualify for either (i) a Postgraduate Certificate (upon attaining a minimum of 60 credits at least 40 of which must be at CQFW Level 7/former HE Level M, the remaining 20 of which at CQFW Level 6/former HE Level 3), or above) or (ii) for a Postgraduate Diploma (upon attaining 120 credits to within a minimum of 90 credits at CQFW Level 7/former HE Level M) and a maximum of 30 credits at CQFW Level 6/former HE Level 3).

### **Credit Transfer**

11. The maximum number of credits which may be transferred into schemes of study shall not exceed the number of credits established for Part One (the taught element); the remaining credits to be pursued at the admitting partner institution must be at Level M. Transferable credit may not be attributed to Part Two of a scheme.

Within these limits the University may, at its discretion, deem the performance of a student in any relevant prior experiential learning to count towards the requirements for the award of a Modular Master's Degree.

### **Assessment**

12. Modules shall be assessed individually, as prescribed by the University. Candidates may also be required to demonstrate satisfactory completion of any period of professional training or practical experience.
13. Candidates must pass Part One of the scheme of study successfully before being permitted to proceed to Part Two. The dissertation, or approved alternative (see paragraph 24 below) shall embody the methods and results of a research project. Its length shall not exceed 20,000 words, or 40,000 words for candidatures for the degree of MRes.
14. Both Part One and Part Two must be completed successfully before a candidate may qualify for the award of a degree. The examiners may require candidates to undergo an oral examination at any stage of the scheme of study.
15. The modular pass-mark shall be 40%. In respect of Parts One and Two, Examining Boards may award overall marks according to the following scales established by the University:

Part One (the taught element)

70% and over	:	Distinction level
40-69%	:	Candidate eligible to proceed to Part Two
0-39%	:	Fail

Part Two (the Master's dissertation)

70% and over	:	Distinction level
40-69%	:	Pass
39%	:	Fail

16. In order to gain a Master's Degree with Distinction, candidates shall achieve an overall mark of not less than 70%, having achieved not less than 65% in Part One and not less than 70% in Part Two. A candidate who has re-presented his/her dissertation for examination (see paragraphs 36 and 38 below) shall be eligible for the bare pass mark only (40%) and shall subsequently not be eligible for the award of distinction.

Notwithstanding the above, a candidate who has failed either Part of a scheme through unfair practice shall not, if permitted to attempt to retrieve such failure, be eligible for for the award of a Distinction overall if successful.

17. Taught modules shall be completed as prescribed by the University. The full degree scheme, including submission of the dissertation in the prescribed form, shall be completed within the following periods from the date of the initial registration:

*Full-time candidates following one year schemes* not more than 2 years

*Part-time candidates* not more than 5 years

[Note: Dissertations which are being re-submitted following initial examination are subject to separate arrangements, as detailed in paragraph 38 below.]

**Part One : Progression, Failure and Retrieval**

18. Institutions shall agree with the University through the course approval process the proportion of coursework and formal assessment to be expected of candidates for individual schemes of study. Institutions shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual schemes of study.

19. Institutions shall determine policies on the use of anonymous marking and of other established marking practices in conjunction with the Validation Board's guidelines on double-marking, and in the light of that section of the QAA's Code of Practice which is concerned with assessment, and shall make these available to candidates.
20. Candidates may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.
21. Candidates who are absent from the whole or part of a written examination, or who fails to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.
22. Candidates who obtain less than 40% in a module may be re-examined in that module on one subsequent occasion within the overall time-limit prescribed for the scheme. (Notwithstanding, candidates following certain schemes of study may be permitted to be re-examined at the discretion of the Examining Board.) Candidates who are re-examined in a module shall be eligible for the bare pass-mark only (40%).
23. Candidates who have passed Part One of the examination at the second attempt shall not be eligible subsequently for the award of the mark of Distinction.

## **Part Two : Submission of Dissertation and Retrieval of Failure**

24. Special provisions have been approved in respect of the following:

### *Degree Schemes in the Creative and Performing Arts*

In the case of candidates following approved Taught Master's or research degree schemes of study which fall within the subject area of Creative and Performing Arts, as defined by the University, the dissertation or thesis may take one or more of the following forms: artefact, score, portfolio of original works, performance or exhibition. The submission shall be accompanied by a written commentary (normally of 5,000-6,000 words) placing it in its academic context together with any other items which may be required (e.g. a catalogue or audio or visual recording).

In all cases the submission and written commentary shall be bound, and other required items (e.g. tape or other media) shall be enclosed in a container suitable for storage on a library shelf and shall carry the same information on the spine as is required for dissertations/theses. This information shall be so placed as to be readily readable from the container in its stored position.

*References in the following paragraphs to 'a dissertation' should be taken to include any approved non-standard forms of submission/assessment.*

25. Candidates are at liberty to publish the whole or part of the work produced during the candidate's period of registration at the partner institution prior to its submission as a whole, or as part of a dissertation, provided that in the published

work it is nowhere stated that it is in consideration for a higher degree. Such published work may later be incorporated in the dissertation submitted for examination.

26. Except as provided below in paragraph 43, candidates may not amend, add to or delete from the dissertation after it has been submitted for examination.
27. Normally, no designated supervisor or equivalent member of staff who has been involved in the preparation of the dissertation shall act subsequently as internal examiner for it.
28. Two copies of the dissertation shall be submitted by the candidate in accordance with format stipulated by the partner institution.
29. Each copy of the dissertation shall include:
  - (a) a summary of the dissertation not exceeding 300 words in length;
  - (b) the required statement signed by the candidate (see paragraph 30 below);
  - (c) the required declaration signed by the candidate (see paragraph 31 below).
30. Every candidate in submitting a dissertation shall state to what extent it is the result of his/her independent work or investigation, and shall indicate any portions for which he/she is indebted to other sources. Explicit references should be given, and a full bibliography shall be appended to the work.
31. Every candidate in submitting a dissertation shall certify that it has not already been accepted in substance for any academic award and is not being concurrently submitted in candidature for any such award.
32. A dissertation submitted for a higher degree of the University may be openly available and subject to no security classification or restriction of access. The University may, on the special recommendation of a partner institution, place a bar on photocopying of and/or access to a dissertation for a specified period of up to five years. It shall be the responsibility of the candidate's project supervisor to initiate an application as soon as is reasonably practicable. Normally the partner institution will forward a recommendation to the University in the early stages of the candidate's project work.
33. On submission, candidates shall be required to incorporate a signed statement within the work to indicate either:
  - (a) that the dissertation, if successful, may be made available for inter-library loan or photocopying (subject to the law of copyright), and that the title and summary may be made available to outside organisations; or
  - (b) that the dissertation, if successful, may be made so available after expiry of a bar.
34. The title and summary of the dissertation shall normally be freely available.

35. A partner institution may, with the approval of the University and within the time-limits stipulated for each scheme of study, prescribe its own earlier deadline for the submission of dissertations.
36. A dissertation which is not submitted within the partner institution's earlier deadline for a particular degree will be regarded as having failed by non-submission and candidates will be permitted to submit a dissertation (in the prescribed form and manner) on one occasion only, not more than twelve months from the original deadline stipulated for the scheme of study by the partner institution. A fee shall be payable for the examination of such a dissertation. Candidates who have failed by non-submission shall be eligible for the award of the bare pass-mark only and may not be considered eligible for the award of a Distinction overall.
37. The University time limit (see paragraph 17 above) may be extended by the University in exceptional cases only and in accordance with criteria laid down in the Academic Protocols for Taught Master's Awards. A reasoned application, supported by appropriate independent evidence, must be submitted to the University for consideration.
38. If a dissertation is failed by the examiners the candidate may re-present it once only, not more than twelve months from the date of the official communication to the candidate of the result by the University Registry. A fee shall be payable for the examination of such a re-presented dissertation.
39. Both copies of every dissertation approved by the examiners shall become the property of the University.
40. If a dissertation is deemed by the examiners to be of particular value, one copy shall be deposited by the partner institution in the National Library of Wales, Aberystwyth. A dissertation shall be deemed to be of particular value in the following cases:
  - (a) where it has been judged by the Examining Board to be of Distinction standard (whether or not the candidate has qualified for the degree with Distinction by virtue of having also achieved the necessary level of performance in Part One of the scheme);
  - (b) where it is of particular relevance to Wales or is in one of the following academic disciplines:

Welsh, Celtic Studies, Welsh History

41. Institutions shall determine for themselves a retention policy for examination scripts. Such a policy shall take into account of guidance from the University and that section of the QAA's Code of Practice which is concerned with assessment, and shall be made available to candidates.
42. Partner institutions shall adhere to the University's procedures governing the retention and disposal of dissertations.

43. Notwithstanding paragraph 26 above, an Examining Board may require candidates to make typographical or minor corrections to a dissertation which has been passed before deposit in the libraries.

## **CREDIT RATINGS FOR THE MASTER OF THEOLOGY DEGREE BY MODULAR STUDY AS OFFERED BY IBTS AND VALIDATED BY THE UNIVERSITY OF WALES**

### **Extracts of information from the basic regulations.**

1. The first part of the scheme, the taught element (modules) will in each of the degrees validated by the University of Wales and offered at IBTS will consist of a number of modules totalling 120 credits approved by the University.
2. A candidate who is admitted to a modular degree, but is subsequently unable, or is not permitted, to progress to completion, may, depending on the number of credits attained at the time of exit, qualify for one of the following awards of the University:-
  - Not fewer than 60 Postgraduate Certificate
  - Not fewer than 120 Postgraduate Diploma.
3. A candidate who is able/permitted to progress to completion, may, upon successful attainment of not fewer than 180 credits at the appropriate level, at least 60 of which shall be for the dissertation element of the Scheme (Part II) be eligible for the award of a modular Master's degree.
4. Modules shall be examined individually as prescribed in the arrangements existing between IBTS and the University of Wales. The examination of a module will be as prescribed in the course handbook and agreed with the University, but may be either by written examination, set project or other course work assignments. Candidates from IBTS will also be required to demonstrate that they have satisfactorily completed the special seminars on Baptist identity and participated in postgraduate seminars.
5. A candidate shall complete Part I of the scheme of study successfully (the modules) before being permitted to proceed to Part II (The Dissertation). The dissertation shall embody the methods and results of a research project. Its length should not exceed 20,000 words.
6. Both parts of the examination must be completed successfully before a candidate may qualify for the award of a degree. The examiners may require a candidate to undergo an oral examination at any stage of the scheme of study.

# STUDENT ATTENDANCE REQUIREMENTS

## **Introduction**

The Master of Theology degrees at IBTS are demanding, especially given the fact that most students are working in English as a second language. Therefore, it is imperative that students take the maximum opportunity to participate in all forms of learning and research activities such as lectures, seminars, colloquia, group discussions, case studies and personal tutorials.

Each tutor will keep an attendance record for all those registered as participants in the particular class or module.

Any student who has to be absent from a lecture, seminar or tutorial because of illness, personal or family reasons, must seek permission of the Course Leader or the Academic Dean.

The Registrar will note any student not attending regularly and the situation will be brought to the attention of the Academic Dean, who will interview the student concerned.

A student failing to meet the attendance requirement for reasons not judged legitimate may be required to repeat the lectures and seminar requirements of the module concerned.

There may be occasions when there is unavoidable absence. However, if a student participates in less than 90% of the lecturer/student contact time in any module and less than 90% of the postgraduate seminars and Critical Thinking and Research methods virtual module then action will be taken.

The Academic Dean will normally deal with this but will also have the right to refer any such under attendance to the Rector and ultimately to the Academic Advisory Group for adjudication. No such referral shall be made without the student concerned having full opportunity to put their case to the Academic Advisory group.

## **Sanctions**

A student failing to meet the attendance requirement for reasons not judged legitimate by the Academic Dean, the Rector and ultimately by the Academic Advisory group, may be required to repeat the lectures and seminar requirements of the module concerned.

## POSTGRADUATE SEMINARS

### **Introduction**

IBTS is constructed as a community dedicated to learning together. IBTS is also a convictional community formed out of the Baptist tradition.

All students of IBTS, together with the academic staff, Research associates and those on IBTS sabbatical arrangements are expected to participate in the post graduate seminar programme of the seminary.

### **Postgraduate seminars**

In addition to the normal pattern of lectures, seminars and tutorials programmed in respect of each degree and the Virtual lecture and seminar programme in Critical thinking and Research methods (which is compulsory for all students registered for degrees) there will be a pattern of weekly post-graduate seminars during the Autumn and Spring semesters.

These will be supplemented by additional seminars and guest lectures.

### **Post Graduate seminar contents**

The postgraduate seminar will normally be timetabled for a two hour session which does not clash with other timetabled events. All lecture staff, research associates, visiting lecturers, those on sabbatical and students are invited to offer to the Academic Dean a paper for a seminar.

The Academic Dean will attempt to construct a seminar programme reflecting the different disciplines of theology and related study areas represented in the degree programme and in the specialist interests of the academic community.

Integrated in the programme will be seminars on Baptist Identity.

## INFORMATION TECHNOLOGY

- IBTS has a good network of computers which are used for electronic mail, access to the Internet, writing of papers and developing research skills. There is a student computer room where students can work on their assignments.
- Every IBTS student will be given instruction in using the IBTS Information Technology provision. This includes a personalised login for the IBTS network, access card for the student computer room, availability to use the world wide web 24 hours per day whilst at IBTS, access to the on-line Library catalogue, ATLA database and other appropriate IT resources.
- All non-residential students can email Course Leaders, Lecturers, Personal Tutors and others concerned with the delivery of their degree and can normally expect a response within four working days if the Lecturer is on site. Wherever possible Lecturers will have emails forwarded if they are not at their base or set up response messages indicating how they can be contacted, or to whom any query should go.
- An introduction to information technologies will be given to all new students at the commencement of the course, but students can approach IT management for further information and clarification.

# METHODS OF TEACHING AND ASSESSMENT

## *Teaching and learning*

The main teaching and learning components for the MTh courses are lectures, seminars, tutorials, case study evaluations, and exercises in oral communication. The student input, depending on the MTh being taken, is through class and seminar discussions, student seminar presentations, case study reports, guided student performance in experiential settings, oral communication and oral and written reflections based on the students' previous and current life experience.

Both full time and part time students are provided normally with no less than 15 contact hours per 20 UW credits. At least 20 hours of this is teaching, lecturing, and seminar discussion and up to 10 hours is personal tutoring depending on the needs of the individuals in the group. In addition, all students and academic staff have 2 hours for weekly academic discussions and exchange in the IBTS Postgraduate Research Seminar.

## *A teaching team*

MTh modules are normally delivered by team teaching. Taking into account the diverse background and life experiences of the IBTS students, the teaching team balances Eastern and Western European Baptist perspectives, as well as Continental and Anglo-American perspective.

The Course Leader is a member of each of the teams. His or her function is to provide for the programme's coherence and to ensure the quality of teaching and learning across different modules. Normally he or she is one of the internal markers for the assessment in each module, and assists the teaching team in finding suitable tutors and supervisors for students' research or dissertation work.

## *Modes of delivery*

For full-time students, each module will generally be conducted through regular seminars or tutorials, focusing on a particular aspect of the overall theme. These seminars will be given by teaching staff: students will also do research and make presentations themselves.

Each module will normally also be available for students working in part-time mode through intensive teaching over one to two weeks. Depending on the number of students enrolled, the intensive delivery may follow lecture type or seminar format. Additional tutorials for the research work of each student are available for part-time students, in part via electronic mail.

## *Learning progression*

The structure and the content of the MTh programmes seek to lay foundations and build upon previous knowledge. They are set in the tradition of Baptist emphases on learning together.

### ***Evaluation of student's progress***

In most cases the research work on each module will be assessed on the basis of one (for a single module) or two (for a double module) written papers of between 4,000 and 5,000 words each. To account for the specifics of a student's experience or of the research topic other ways of assessing student work may be used such as a case study, oral presentation, or sermon delivery.

To ensure the quality of assessment and objectivity of marking, all forms of oral presentations will be delivered in the presence of the two internal markers for the module. There will be a recording and taped materials will be sent for external evaluation. A candidate who does not agree with the results of the assessment is allowed to make an appeal to the University of Wales' Verification and Appeals procedure and the Unfair Practice Procedure.

Cheating and plagiarism: cheating (the presentation of someone else's work which the student ought to have done personally) or plagiarism (the use of ideas and information from a specific source without giving credit in some manner to the source) will result in the disqualification of the piece of work affected.

Late assignments of papers and dissertation: except for illness, unless arrangements are made with the Course Leader *in advance* or there are some type of extenuating circumstances which could not have been foreseen, all late assignments will automatically be reduced in grade by 10%.

### ***Assistance available***

To assist student's achievement and progress in accomplishing their work, a module on critical thinking, academic research and writing methodologies is provided. It is set to assure the quality of students' research and writing. It is a compulsory module for all full time and part-time students. The academic staff of IBTS teaches the module.

To assist full time and part-time students' research work, a *Course Reader* will be provided for the core module and the optional modules whenever appropriate.

To assist students for whom English is a second or third language, consultations in advanced academic English writing, style and grammar are provided through the IBTS English language Department.

To assist students' work on the dissertation project, suggestions concerning the format and the content of a dissertation in Applied Theology as well as arrangements for starting, supervision, progress evaluation and submission of the dissertation are outlined in IBTS *Master of Theology Dissertation Handbook*.

*(see also the Learning, teaching and Assessment Strategy)*

# IBTS WRITING STYLE GUIDE

## Bibliographies and Footnotes

There are two main ways of referring to books and articles you have consulted:

- A bibliography, listing what you have read
- Footnotes providing references for the reader to investigate further

### A. Bibliographies

Every essay, project, dissertation, and any other form of assessed coursework should include a bibliography. This should be at the end of your piece of work. It should contain a list of the books, articles and websites you have consulted and which, whether you agreed with them or not, have helped you to form your views. It is dishonest to list works you have not consulted or to leave out those you have used.

The simplest form of a bibliography is a single list, with authors listed in alphabetical order. However, it is often helpful to produce a differentiated list, separating different types of entry. These might be divided into primary and secondary sources, books and articles, commentaries and studies, written and visual materials, etc.

Bibliographies are expressed according to certain well-established conventions. These conventions are intended to provide anyone reading your bibliography with sufficient accurate information so that they can find any item they want as efficiently as possible.

The format of entries in your bibliography will differ according to whether the item is a book, article or website, whether there is more than one author, and where the article is found. In the case of books, additional factors have to be taken into account for series, multi-authored books, edited books (including *Festschriften*), translated works, later editions, etc. In the case of articles, it makes a difference whether they occur in a journal, an edited book, a reader or a dictionary. Websites and translations of the Bible also have their own conventions. You should make sure that you understand these conventions, and can reproduce them as necessary in your own bibliography.

#### 1. Books

##### (i) Basic information

Bibliographies should contain the following basic information about books:

- Author's surname and first name or initials
- Title of book
- Place where book was published
- Name of publisher

- Date of publication

This information is normally supplied on the title page of any book. If anything you need is not available on the title page, you will normally find additional material on the back of the title page.

You should, however, resist the temptation to include all the information that you find on the title page or the back of the title page. You do not need to include things such as:

- publishing company
- name of printer
- copyright
- country of publication
- ISBN or ISSN numbers
- cataloguing data
- person to whom book is dedicated
- number of pages in the book
- paperback or hardback
- price

Note the following example:

Colwell, J.E., *Living the Christian Story: The Distinctiveness of Christian Ethics* (Edinburgh and New York: T & T Clark, 2001)

Note the following details:

- Author's surname followed by first name or initials (these can be in reverse order)
- Title of book in *italics* and the first letters of the main words capitalised
- Place of publication, publisher and date all in brackets
- Within the brackets, place of publication is followed by a colon
- Publisher's name is followed by a comma and the date of publication

You do not need to include the following information:

Edinburgh, Scotland: T&T Clark Publishing Company Ltd; A Continuum imprint; All rights reserved; First published 2001; ISBN 0 567 08790 5; Typeset by Fakenham Photosetting, Fakenham, Norfolk; Printed and bound in Great Britain by MPG Books, Bodmin.

You do not need to use tabs, strokes or other interruptions. You also do not normally need page numbers for books in a bibliography, since these will normally be supplied in footnotes.

Some kinds of books require additional information to be included in the Bibliography. Here are some examples you are likely to come across:

**(ii) Additional information**

(a) *Multi-authored books*

If a book has two authors, their names should be listed in the order in which they appear on the title page. Surname and first name or initials should be provided in the usual way. If a book has more than two authors, your bibliography can list it by the first-named author, and the rest can be indicated by 'et al'.

*(b) Edited books*

If a book is listed by its editor(s), the name of the editor(s) should be followed by (ed.) or (eds). Here are two examples, the first edited by one person and the second by two editors:

Barton, J. (ed.), *The Biblical World*, 2 vols. (London and New York: Routledge, 2002)

Neusner, J. and Avery-Peck, A.J. (eds.), *The Blackwell Companion to Judaism* (Oxford: Blackwell, 2000)

A special type of edited book is the *Festschrift*, that is, a collection of essays celebrating a distinguished writer. There are two alternative conventions in such cases. The name of the person being honoured should be included either in a subtitle or at the beginning of the brackets. If the name is in the brackets, it should be preceded by the abbreviation FS (for *Festschrift*) and followed by a semi-colon. Here is an example of a book in honour of a former Spurgeon's tutor:

Barton, J. and Reimer, D.J. (eds.), *After the Exile: Essays in Honour of Rex Mason* (Kampen: Kok Pharos, 1997)

Alternatively, this could be listed as:

Barton, J. and Reimer, D.J. (eds.), *After the Exile* (FS R. Mason; Kampen: Kok Pharos, 1997)

*(c) Books in series*

If a book occurs in a series, details of the series should be given as the first item in the brackets and followed by a semi-colon. The series title, which is often abbreviated, should be followed by a number where this is available. Here is an example of a commentary in the Abingdon NT series:

Boring, M.E., *1 Peter* (Abingdon New Testament Commentaries; Nashville, Tenn.: Abingdon, 1999)

Here is another example of a book in a series, but this time the series title, *Journal for the Study of the Old Testament, Supplement Series*, has been given its usual abbreviation, viz., JSOTS, and it is followed by the number in the series:

Williamson, P.R., *Abraham, Israel and the Nations: The Patriarchal Promise and its Covenantal Development in Genesis* (JSOTS 315; Sheffield: Sheffield Academic Press, 2000)

*(d) Translated books*

If a book has been translated from another language, this could be noted by the abbreviation ET (= English translation). This information is normally placed at

the beginning of the brackets and followed by a semi-colon. It is helpful but not essential to include the name of the language from which the translation has been made, the date of the original work, and even less essential to include the name of the translator. For example:

Wildberger, H., *Isaiah 1-12: A Commentary* (ET from German original, 1980; Philadelphia: Fortress, 1991)

*(e) Books in other languages*

If a book which is being referred to is published in another language, the original title must be provided, with a translation in brackets.

Hiiemaa, Karin, *Südame kutsel: Eesti misjonärid Aafrikas* [On the Calling of the Heart: Estonian Missionaries in Africa] (Tallinn: Olion, 2000).

*(f) Revised editions*

You should indicate if the book is not the first edition. This information can be provided in one of two ways. Either put 'rev. ed.', '4<sup>th</sup> ed.', etc. immediately after the title (and before the brackets) or put the number of the revision in superscript after the date of publication. For example, either:

Bright, J., *History of Israel*, 3<sup>rd</sup> ed. (London: SCM, 1981)

or Bright, J., *History of Israel* (London: SCM, 1981<sup>3</sup>)

*(g) Unpublished works*

If the work is unpublished, such as a doctoral thesis, this should be indicated as follows:

Osgood, S.J., *Early Israelite Society and The Place of the Poor and Needy: Background to the Message of the Eighth Century Prophets*, 2 vols. (unpubl. Ph.D. thesis, University of Manchester, 1992)

## 2. Articles

Articles, wherever they are found, present an additional problem. This is for two reasons: because the author to whom you need to refer is the author of the article and not of the journal and because a distinction must be made between the title of the article and the title of the journal.

Most articles occur in journals, though you may well want to refer to an article in an edited book or a dictionary. The latter cases will be dealt with below. The convention for journal articles is illustrated by the following:

Parushev, Parush R., 'East and West: A Theological Conversation,' *Journal of European Baptist Studies*, Vol. 1, No.1 (2000), pp. 31-44

Note the following details:

- Author's surname followed by first name or initials is the author of the article
- Title of article is expressed in inverted commas in ordinary font (the usual

UK convention is to use single quote marks)

- Title of journal in *italics* (this is often abbreviated, viz., *JSOT*), which is equivalent to the title of a book
- Volume number of journal is indicated by 'Vol.' and is followed (in brackets) by year of publication
- If there is an issue number as well as a volume number, then 'Vol.' would be followed by 'No.' as in the example above
- To avoid confusion with page numbers, it is best to quote them in full, as in the example above. Alternatively, in the case of a concluding page reference, you may include the last digit for numbers under 100 and the last two digits for numbers 100 and over. For example, the case above may be quoted as 109-26. However, you should avoid 109ff. (= p. 109 and at least 2 following pages) since the reader is often unclear how far the reference extends.

The following are not required for journal articles:

- Place of publication
- Editor(s) of journal
- Name of publisher

*(a) Articles in edited books*

In the case of an article that forms a chapter in an edited book such as a collection of essays, you need to distinguish between the name of the editor(s) of the book and the name of the author and between the title of the book and the title of the article. The normal format is as follows:

M. Twaddle, 'Christian Missions and Third World States', in Hansen, H.B. and Twaddle, M. (eds.), *Christian missionaries and the State in the Third World* (Oxford: James Currey; Athens, OH: Ohio UP, 2002), pp. 1-16.

Note the following additional details:

- Author of the article is given first
- This is followed by the name of the article in inverted commas (as for journal articles)
- This is followed by 'in' and the basic details of the book (as for books)
- Page numbers of the article, with the abbreviation p(p).

*(b) Articles in readers*

In the case of an article in a reader containing extracts from a variety of authors, it is sufficient to give a brief title for the extract, as quoted in the book to which you are referring, followed by the usual details for an edited book, e.g.,

St. Anselm, from the Proslogion, in Gunton, C.E., et al (eds.), *The Practice of Theology: A Reader* (London: SCM, 2001), pp. 329-331.

*(c) Dictionary articles*

You will often want to refer to articles in dictionaries. In such cases, you should include the name of the author of the article (which sometimes can only be found by comparing the initials at the end of an article with the full list of contributors) and not just the name of the dictionary. It is not necessary to include the name of the dictionary editor.

The format in this case is as follows:

McMickle, M.A., 'Preaching from the Pentateuch', in *Dictionary of the Old Testament: Pentateuch* (Downers Grove, Ill. / Leicester: IVP, 2003), pp. 637-643.

### 3. Bibles

Bibles do not normally need to be listed in bibliographies. However, if you do wish to include a specific version you have made special use of, it is normally sufficient to quote the name of the version itself, either in full or in its usual abbreviation, e.g., New Revised Standard Version (or NRSV), New International Version Study Bible (or NIV Study Bible).

### 4. Websites

There is as yet no standard way of referring to material from the internet. However, you should provide the address of any website address you have used, including titles of any subsidiary pages, and you should always give the date you accessed the website. If the information is available on the website, you should also provide details of author, date and page numbers, as for books or articles. CD-ROMs should be quoted in the same way as websites.

For example, if you want to quote a text from the biblical world, the reference for a website containing Aristotle's works would be:

<http://www.fordham.edu/halsall/ancient/asbook07.html>.

If you wish to quote from the Babylonian creation myth, the reference for a similar website would be:

<http://alexm.here.ru/mirrors/www.enteract.com/jwalz/Eliade/055.html>

In all cases, you should include the date you accessed the site, viz., 'accessed 27 May 2003'.

## B. Footnotes

### 1. General

Footnotes may be used for various purposes, e.g.:

- to provide references to quotations or statements you have used;
- to qualify a statement made in your text;
- to provide cross-references to another part of your text;

- to direct the reader to sources of further information.

In every case, the information in footnotes should enable the reader to find specific pages or passages that you have referred to. Footnotes should be marked by a footnote number in superscript, normally at the end of a sentence. They should be numbered consecutively within each chapter. They should also be single-spaced.

On the first occasion when a work is cited, full details should be provided as in the bibliography, followed by relevant page numbers. For subsequent references, the author's name and a short title are sufficient. In the case of articles, the author of the article and either a short version of the article title or an abbreviated journal title, together with volume number and year, are sufficient.

However, by contrast with the bibliography, the sequence used for an author's name in footnotes is first name or initial(s) first, followed by surname.

For example:

D. Instone-Brewer, '1 Corinthians 7 in the Light of the Jewish, Greek and Aramaic Marriage and Divorce Papyri', *Tyndale Bulletin*, Vol. 52 (2001), pp. 225-243.

For footnotes referring to quotations which have been translated from another language, the bibliographical information should end with a note: (author's translation).

## 2. Bible references

If you wish to refer to a passage from the Bible in your footnote, you should use a standard abbreviation for the book followed by Arabic (not Roman) numerals for the chapter and verse. The simplest format is to separate chapter and verse numbers by a colon, e.g.:

2 Cor. 5:13-15 or Isa. 53:10.

Standard lists of abbreviations for books of the Bible can be found in all major Bible and theological dictionaries. Whichever system you use, make sure the reader can distinguish John from Jonah and Joel or 1 Samuel (1 Sa., preferably 1 Sam.) from Isaiah (Isa.).

## 3. Newspapers and manuscripts

References to newspapers should be placed in footnotes, as follows:

*Baptist Times*, 10 April 2006, p. 6.

References to manuscript material should be cited according to the conventions of the relevant archive.

## 4. Abbreviations in footnotes

There are a number of standard abbreviations frequently found in footnotes.

*ibid.* (= ‘in the same place’) may be used when you are referring to the same work in two or more **consecutive** footnotes, followed by relevant page numbers;

*cf.* (= ‘compare’) may be used to indicate some kind of source of further information;

*pass.* or *passim* (= ‘everywhere’) may be used when you wish to refer to a major theme or numerous passages in the same book;

*op. cit.* (= ‘work previously cited’) should normally be avoided, as its use is often confusing. It is much better to use an author’s name and short title if you want to refer to a source several times.

### C. Abbreviations

Any thesis, dissertation or extended essay will usually use a number of abbreviations. These should be listed on a separate page after the Contents page, and should include all abbreviations used in your text and footnotes.

For common sources of information such as journals and reference works, you should simply point the reader to lists of standard abbreviations to be found in places such as the *Elenchus Bibliographicus Biblicus* or in Bible dictionaries such as the *Anchor Bible Dictionary* or the IVP Dictionaries. These lists include standard abbreviations of biblical books. Your list need therefore include only some more specialist works that you have used frequently.

### D. Quotations

You may sometimes wish to reproduce another writer’s exact words by means of quotation. This is legitimate so long as you observe these rules and guidelines:

1. Quotations should always be 100% exact. If you omit part of the phrase you quote, replace it by (...). Your own remarks regarding a quotation should also be added in brackets.
2. There are two ways of using quotations. Shorter quotations, normally not more than two lines long, should be contained in the body of your material but marked out by means of quotation marks. An example would be a simple statement such as, ‘Of all the biblical genres of literature, narrative may be described as the central, foundational, and all-encompassing genre of the Bible’.<sup>1</sup> Longer quotations, however, such as those which are more than three lines long, should be put in a separate indented paragraph, without the use of quotation marks. All quotations should contain a reference to the author and the source, usually in a footnote.
3. Quotations should not be too long or too frequent. Your dissertation is meant to be the expression of your own views, not a string of quotations from other

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<sup>1</sup> S. Greidanus, *The Modern Preacher and the Ancient Text: Interpreting and Preaching Biblical Literature* (Leicester: IVP, 1988), p. 188.

people. Quotations should normally not form more than five per cent of the whole essay.

4. However, quotations can be effective if they:

- provide a definition, perhaps at the start of a discussion.
- provide a typical example of the view you are discussing. You might say, 'Recently, many scholars have recognised that Paul is not so much attacking legalism as nationalism. For example, Dunn says, "...” ...'
- offer a memorable way of expressing a particular viewpoint, so that you might say, 'In the words of G. M. Styer: "Given Mark, it is easy to see why Matthew was written; given Matthew, it is hard to see why Mark was needed."<sup>2</sup> (Note that single quote marks usually come first, and that any quotation within a quotation is normally enclosed in double quote marks)

### E. Further information

You will find further guidance on matters of reference, style and formatting in places such as:

- *MHRA style book*, 5<sup>th</sup> ed. (London: Modern Humanities Research Association, 1996)
- Turabian, K.L., *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago and London: University of Chicago, 1996)
- Alexander, P.H., et al (eds.), *The SBL Handbook of Style* (Peabody, MA: Hendrickson, 1999)

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<sup>2</sup> Bellinzoni, A.J., *The Two-source Hypothesis: A Critical Appraisal* (Macon, Ga.: Mercer Univ. Press, 1985), p. 73.

# PLAGIARISM AND LEGITIMATE QUOTATION

## Introduction

All of us learn by taking in the ideas of other people. Usually these ideas are found in books and in order to write your own essay/paper you are expected to read what other people have said about the topic and refer to their ideas. In the early stages of mastering a subject your ideas are likely to depend heavily on the books and articles you have read, and this is perfectly acceptable, so long as you acknowledge your sources of information and do not simply reproduce the ideas of others without formulating your own. Above all, *you must avoid plagiarism.*

## *What plagiarism is*

The *New Shorter Oxford English Dictionary* (1993) helps us to define plagiarism. To plagiarise is to **take and use as if it were your own the thoughts or writings of another person; to copy literary work improperly or without acknowledgement; to pass off the thoughts or work of another person as one's own.** Such plagiarism may be wholesale, as for example when a student hands in a piece of work actually written by someone else, or where the whole text has been copied from the work of another student or from one or more printed sources. Or plagiarism may be small scale, as when you copy a paragraph and include it in your work without making clear that that is what you are doing and acknowledging the source.

The idea that this is wrong may come as a surprise to some people. Within some cultures there are different expectations of what is required of a student and you need to know that in this Seminary we are interested in your own thinking. It is not enough for you to repeat the views of others, however expert the others may be. Plagiarism is considered not merely inappropriate but dishonest, since it involves claiming credit for work that rightly belongs to another person.

## *Help from third parties*

It is legitimate to seek help from someone else who may check your work. This is acceptable when you are working in English as a second language. The English language department of IBTS can give you help with expressions in English. However, it will be judged to be unacceptable if you are employing text editors who change the substance of your work.

## *The consequence of plagiarism*

If you do submit work that is not your own work this is treated by the Seminary and the University of Wales as a disciplinary matter. At the very least, if you are detected committing plagiarism, you can expect to get zero (0) for that piece of work. In cases of

wholesale plagiarism you may find you have failed the whole course or even be asked to leave the Seminary.

Yet this should also be a matter of conscience. In particular, people who are preparing for Christian leadership need to ask themselves what is happening to them if they have become too lazy to do their own work or so keen on success that they are willing to cheat to obtain it.

### ***Avoiding plagiarism***

You can avoid plagiarism by properly acknowledging the source of your ideas. Generally speaking there are three ways of doing this: bibliography, footnoted references, and quotations.

### ***Bibliographies***

At the end of your piece you should list the books you have consulted and which, whether you agreed with them or not, have helped you to form your views. Please do not list books you have not consulted. This is dishonest. You should give the author's name and initials, the title of the book and the date. In the case of dictionary articles, give the name of the author of the article, not just the editor of the book. In the case of collections of essays, the details of the essay and the name of the book's editor are required.

### **References**

Where you want to follow or disagree with a specific point made by a writer you should give an accurate page reference, either to acknowledge your debt to the writer or to show that this writer really holds the view you attribute to him/her.

### **Quotations**

You may sometimes wish to reproduce another writer's exact words by means of quotation. This is legitimate so long as you observe these rules and guidelines:

1 All such quotations must be clearly marked as such by means of quotation marks and a reference to the author concerned.

2 Quotations should not be too long or too frequent, however. Your essay is meant to be the expression of your view, not a string of quotations from other people. For a typical piece of course-work a quotation should not normally exceed five lines, nor should quotations form more than five per cent of the whole essay. If exceptionally you do need to use a longer quotation, it should be indented as a separate paragraph *without* the use of quotation marks.

3 In general you should put the matter in your words, not rely on quotations. However, quotations can be effective if they:

\* provide a definition, perhaps at the start of a discussion.

\* provide a typical example of the view you are discussing. You might say, 'Recently, many scholars have recognised that Paul is not so much attacking legalism as nationalism. For example, Dunn says, "..."'...'

\* offer a particularly sharp or memorable statement of the view you yourself hold, so that you might say, 'In the words of G. M. Styler: "Given Mark, it is easy to see why Matthew was written, given Matthew, it is hard to see why Mark was needed."...'

Use quotations to define, to illustrate or to sum up. Keep them short.

4 It is never enough just to say that 'So-and-so' says something. Something is not true just because it is in a book, and learned authors often disagree with each other! You are expected to interact with the books you quote or refer to, and to take responsibility for your own view, not hide behind other people. So you must make it clear whether you agree or disagree with your source, and say why. For example you might say, 'As So-and-so-says', and then give the quotation. This makes plain that you agree with So-and-so, but of course you will already have shown why you do so. Or you might say, "Some scholars have argued that Matthew was the first Gospel to be written, but this should be rejected for the following reasons....'

Finally, it is worth remembering that you will not gain any marks simply by quoting the views of scholars, since their words are *their* work, and you will be marked on *your* work.

**International Baptist Theological Seminary, Prague**

**STATEMENT**

Please sign the following statement after you have read the document above and return it to the Academic Dean as soon as possible.

By signing this document, you are indicating that you are aware that using someone else's work as though it were your own in your assessed work is a serious matter. Where plagiarism is proved, at the very least the piece of work concerned will be marked at 0 (zero), and in serious or repeated cases, you may be asked to leave the Seminary.

I confirm that I have read and understood the IBTS policy document on 'Plagiarism and Legitimate Quotation'.

Signed .....

Name in capital letters .....

Programme .....

Date .....

## **DATES FOR SUBMISSION OF MODULAR WORK**

All Master of Theology students are expected to make reasonable progress in completing work set for each module.

### **Residential students**

- Submission of coursework for the first 40 UW credits: by 16 December
- Submission of coursework for the next 40 UW credits: by 28 February
- Submission of coursework for the remaining 40 UW credits: by 18 May

### **Non-residential students**

- Submission of coursework for the first 40 UW credits: by a 18 May of the first Academic year.
- Submission of coursework for the next 40 UW credits: by a set date of the second Academic year.
- Submission of coursework for the last 40 UW credits of modular work: by a set date in May of the third Academic year.

### **Extensions**

Extensions are only permitted by written agreement from the Course Leader with the approval of the Academic Dean. Such extensions should be agreed no less than two weeks before the submission date.

## MARKING OF ASSIGNMENTS

- Each required piece of work for any MTh degree is subject to double marking. The first marker will normally be the course leader/lecturer/tutor and the second marker will be drawn from IBTS academic staff, typically someone who is involved in the delivery of that particular degree.
- All submissions, having been marked internally as described above, are sent to the External marker, who is appointed by the University of Wales.
- At the end of the academic year there is a meeting of the external examiners and of representatives from IBTS at which final marks are agreed.

# MARKING CRITERIA FOR MASTERS PROGRAMMES

These marking criteria are guidelines for tutors and students, suggestive of the kinds of expectations to be met at each level. Positive criteria at a lower level are assumed, if not repeated, at a higher level. An essay is more likely to improve from lower to higher marks the more it progresses from left to right criteria, not just from lower to higher criteria.

Mark	Writing	Quality of Research	Analytical Quality	Critical Ability	Reflection (when requested)
70-100%: Essay demonstrates a student's preparedness for advanced research. 70-75% is first class. 75-80% is outstanding. 80-85% is ready to be published.	Structure – logical, clear flow, with clear research question or thesis and proposal for research; prose - clear, good grammar, spelling; footnotes - well used in essay	Engagement with the topic; research demonstrating awareness of academic handling of this topic to date - range and understanding of sources; arguments and methodologies; appropriate attribution of research; use of primary sources.	Analysis of arguments - clarity, logic, classifications of positions, synthesis of material; clear ability to use appropriate methodologies – e.g. biblical criticism and exegesis.	Ability to critique sources in perceptive, logical, justifiable, and creative ways; proper attention given to relevant wider hermeneutical concerns.	The essay moves convincingly beyond its argument to show relationships to other fields of study, implications for other research questions, and key issues in application of the work, etc., as is appropriate.
60-69%: Essay demonstrates well above average ability to research and critique	Essentially no errors; excellent form and structure in every way; essay is reader friendly while academically excellent. An accurate and highly polished presentation.	Excellent research, with a very good critical and evaluative ability to represent arguments and the points at which the debate turns; an excellent command of and working from the primary sources a feature of this work.	Excellent and thoroughly insightful analysis and synthesis of the research material; scholarly use of methodology; contribution to an understanding of the topic because of independent analysis and originality, such as one's development of the methodology or synthesis of results	Perceptive identification of research questions; superior ability to work critically with theories and arguments and to draw out the wider significance and implications of research; strong ability to identify alternatives, their bases and implications; ability to present an integrated and persuasive argument.	Thorough attention to the relatedness of this essay's arguments to related fields of study or to issues of how to apply this work in certain relevant contexts. This is done convincingly.
50-59%: Essay demonstrates a good standard for those working at the master's level	Good control of length requirements; essay is very good in grammar, punctuation, use of footnotes, spelling. Accurate and thorough presentation.	Wide knowledge and demonstration of the variety of positions held and essential arguments and methodologies to present an argument and critical conclusion over against others, using clear methodologies and primary sources.	Very good, fair, insightful presentation and classification of positions and supporting arguments; very good demonstration of the key issues on which the arguments turn; evidence of independent judgement and originality.	Well above average in identification of research questions; ability to work critically with theories and arguments and to draw out the significance and implications of research; good ability to identify alternatives, their bases and their implications; awareness of strengths, and weaknesses of arguments.	Demonstration of an awareness of how this study might apply to larger issues in related fields of study or to life issues, but not pursued at the depth that the subject demands.
40-49%: The student passes but the hope is for a better standard at the master's level	Length requirements observed; errors, but not significant enough to affect the clarity and argument of the paper overall; competent and clear presentation.	Overall grasp of the variety of positions held and essential arguments and methodologies; some tendency to rely on secondary sources where primary sources should have been consulted; clear and coherent argument but somewhat lacking in originality.	Basic grasp of the scope of positions and supporting arguments, with room for broadening the scope; attention to the key issues on which the arguments turn; good distinction between primary and secondary issues, but at times over-reliance on secondary opinions.	Research questions and rationale for research clearly stated; demonstration of the ability to work with theories and arguments and to draw out significance and implications; more than adequate ability to identify alternatives; essay presents key issues of research.	Adequate, but limited ability to demonstrate awareness of how this study might apply to larger issues in related fields of study or to life issues
0-39%: Essays marked at this level suggest that the student lacks tools for critical study at master's level	An adequate presentation. Some verbal, grammatical, and/or structural errors; tendency at times to miss the balance between the overall issues and details; some inappropriate use of footnotes, but adequate overall.	Essay gives evidence of adequate reading in the field and identification of key issues, although breadth of research is a little narrow. Reliance on secondary sources when more primary sources should have been consulted; evidence of critical understanding or evaluative ability, but this skill needs to be honed.	Analysis is adequate, but at the same time there are some deficiencies in the grasp of the scope of positions and supporting arguments for one's topic; at times a failure to address the question clearly; issues addressed, but possible confusion between key and peripheral issues.	Some rationale for research, but rather limited; adequate but not strong in identifying alternative arguments, their bases and their implications; some lack of awareness of presuppositions, strengths, and weaknesses of arguments; some flaws in the argument, although an overall argument is presented.	An invalid attempt made or there is a complete failure to demonstrate awareness of how this study might apply to larger issues.

# DISSERTATION REQUIREMENTS AND SUPERVISION

## General Requirements and Dissertation Proposal

- All candidates for the MTh must submit a dissertation.
- The dissertation will be not more than 20 000 words, including footnotes but excluding bibliography. The word limit should be strictly adhered to. The examiners have the right to fail any dissertation which exceeds the limit.
- The dissertation will be the result of the student's own research, and is expected to provide evidence of a person's independent analytical, evaluative and creative abilities.
- All candidates must complete Part One of the degree successfully in order to proceed to the dissertation.
- Students will normally receive initial guidance on the nature and methods of writing the dissertation in the respective field of theological study during the Dissertation Writing seminar\* and/or in discussions with the Course Leader and other members of the teaching staff at IBTS, before work for the modules has been completed and before the result of the student's performance at Part One is known. This guidance will concern the choice of a subject, title, preliminary reading and outline. It should be recognised, however, that formal approval for the dissertation is pending upon the passing of the student to Part Two by the Board of Examiners.
- A student may only proceed formally to the MTh dissertation once the following conditions have been met:
  - a. The Board of Examiners has indicated that the student has been successful at Part One of the MTh study
  - b. The Programme Director and the Academic Dean have approved the title of the dissertation
  - c. A supervisor for the dissertation has been appointed
- A dissertation proposal must be submitted on the form supplied by IBTS for approval by the Course Leader and the Academic Dean. In approving a title, the following criteria will be borne in mind:
  - a. The subject matter must fall within the parameters of the title of the degree, though it need not be closely related to one of the modules previously studied on the course.
  - b. The proposal should demonstrate a student's ability to analyse and evaluate critically a chosen topic. Although students are welcome to seek advice on whether

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\* The Seminar is normally offered twice a year. Students will be informed of the dates. They are also published in the Academic Calendar ([www.ibts.eu/programmes/calendar](http://www.ibts.eu/programmes/calendar))

their proposed topic is appropriate, the topic must be chosen by them and they must carry the full ownership of the choice.

c. The proposal should provide evidence of the student's independent judgement and creative abilities in synthesising and developing his or her thinking.

d. The subject for study should be based upon an adequate body of knowledge, which will enable the student to engage with the material at the appropriate level.

- Upon the approval of the dissertation proposal, a supervisor will be allocated to each student. The supervisor will normally be appointed from the full-time staff of IBTS, though a second supervisor may also be appointed in appropriate cases.

### **Supervision of the Dissertation**

- Producing a dissertation is a marathon rather than a sprint, and demands determination and organisation. An important element within this process is developing a good working relationship with the supervisor. The latter will have particular concern for the subject matter, bibliography, structure, style and academic level of the dissertation. Once the student has contacted the supervisor, they should work out a plan for the supervision process. It is important to note that the supervisor is not expected to keep checking up on the student, but that it is the student's responsibility to keep in contact with his or her supervisor.
- As a guideline, each student will normally receive 4 hours of supervision.\* It is the student's responsibility to arrange dates and times for supervision at times that are mutually convenient to the supervisor and the student. The student can expect the supervisor to read a draft of the dissertation (in parts or as a whole) before it is submitted, and to give suggestions about how the work could be improved. However, the supervisor will not normally look at repeated drafts. The student is also responsible for making sure that adequate time is allowed for submitting work to their supervisor before the supervision takes place. Students are encouraged to inform the supervisor as far in advance as possible when they hope to submit a draft, and to agree a date for the supervisor to read and comment upon it.
- The supervisor can provide the student, on request, with advice relating to strategy for the student's research and writing work. However, the responsibility for designing that strategy rests with the student, since part of the purpose of the dissertation exercise is to test the research skills. Therefore the supervisor's role is limited to providing advice in response to the student's own suggestions.
- The final form of the dissertation remains the responsibility of the candidate.

### **Preparing the dissertation for submission**

- The student must secure a confirmation from the Academic Registrar that all of his or her financial obligations to IBTS have been met (e.g. tuition fees, or accommodation costs where applicable) and that library books have been returned and any fines paid. No dissertation may be examined until these obligations have been met.

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\* This is in addition to the contact hours provided at the Dissertation Writing Seminar which every M-level student is strongly encouraged to attend.

- Dissertations must be presented in permanent and legible form. It is recommended that the characters employed in the main text should be 12pt. Double or one-and-a-half spacing should be used in the main text; but single spacing should be used in the Abstract and in any extended quotations and footnotes. All pages must be consecutively numbered. Margins should be no less than 40mm on the binding edge and not less than 20 mm elsewhere. Drawings, diagrams, maps and similar items should be submitted in reasonable size.
- Candidates may submit visual or non-book (audio or video) material with their dissertation if such material forms a useful addition to, or explanation of, work contained in the written submission and if such material constitutes the most appropriate method of presenting the information concerned. Any material of this type should be enclosed in a container which is suitable for storage on a library shelf. Students considering the submission of audio or video materials as adjuncts to their dissertation should consult their supervisor and the library staff for advice at an early stage of their project. They must also ensure that they do not infringe copyright regulations.
- IBTS Style of Footnotes and Quotations should be followed (*Appendix B*). The argumentation, use of qualitative and quantitative research methods and the format of academic writing should be designed following the patterns outlined during Critical Thinking, Academic Research and Writing seminars,\* which are also revisited during Dissertation Writing Seminar. Before handing in the dissertation, the student should check for errors in terms of grammar and spelling. It is advised that another person proof-reads the dissertation. However, this is not the role of the supervisor, even if he or she may point out errors that they see.
- One of each of the following pages must be bound into the dissertation. The order of the introductory pages should be:
  - Title page (see *Appendix C*)
  - Abstract (see *Appendix D*). The abstract should be typed in single spacing. When writing the abstract the student should bear in mind that this may be the only part of the dissertation that is read by other research workers. It should be written in such a way as to help researchers in the same field decide whether to read this dissertation and to give readers who are only marginally concerned in the subject enough information. The abstract should consist of a piece of connected prose and should not be more than 300 words in length. Abbreviations should be avoided.
  - Declaration/Statements (see *Appendix E*)
  - Contents

### **Submission and examination of the dissertation**

- The final electronic copy should be sent for submission to the Course Leader (copy to Supervisor).
- Full-time candidates may submit their dissertation from 1st September of their second year of registration onwards. The final date for submission of the dissertation is the 30th September which falls two years after the beginning of the student's

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\* These are offered as a compulsory virtual module (though available for credit) at the beginning of M-level studies for all IBTS students.

registration.

- Part-time candidates may submit their dissertation from 15th April of their second year of registration onwards. The final date for submission is the 30th September which falls five years after the beginning of the student's registration. .
- All candidates should take particular care to ensure that their dissertation is submitted by the final date allowed under these regulations. Any candidate who has failed to submit his or her dissertation on time will not be eligible for the mark of Distinction irrespective of the level of performance achieved in any subsequent submission of the dissertation.
- A candidate who fails the dissertation may re-submit it **once only**, not less than six months and not more than twelve months from the date of the official communication to the candidate of his or her result by the University Registrar.
- Upon the submission, the dissertation will be double-marked by two members of IBTS staff and then sent on for marking by the External Examiner. University regulations state that the student's supervisor is not permitted to act as an internal marker.
- Normally dissertations submitted during term time are marked internally within 2 months and externally within a further month. Dissertations submitted during vacations may take longer to process.
- The Academic Registrar will arrange for the dissertation to be sent to the External Examiner.
- The examining process may require the student to make some minor corrections, and in the case of dissertations to be deposited in libraries, to be permanently bound. The examining process is not complete until these procedures are completed as necessary.
- One copy of any MTh dissertation is to be deposited in the IBTS Library. One copy of any dissertation that has attained Distinction standard is to be deposited in the National Library of Wales, Aberystwyth, with a second copy being deposited in the IBTS Library.

## MTh DISSERTATION PROPOSAL FORM

Regulations:

- Before writing their dissertation, each student must complete this form.
- A student cannot begin work formally on his or her dissertation until the following conditions have been met:
  1. The Board of Examiners has indicated that the student has been successful at Part One
  2. The title has been approved by the Course Leader and the Academic Dean;
  3. A supervisor has been appointed.

Please complete 2 copies of this form. One copy will be signed and returned to you once the title has been approved and a supervisor appointed.

Student Name: \_\_\_\_\_

A dissertation proposal should contain the following parts and be about 5 pages in length. The order of topics in the proposal is not crucial. Remember to include your name and the date in your proposal.

### 1. Working Title

The title should reflect the nature and scope of the proposed research.

### 2. Research Question

State the research question clearly and briefly. The idea is to state the area of research rather than what will be argued. A proposal that sounds too little like a proposal for research and too much like a study intended to prove what one already believes will not be accepted.

### 3. Motivation for This Research

Why do you want to do this research? You may also need to deal with questions of your objectivity or subjectivity. .

### 4. Location of and Need for the Research in Current Scholarship

Here you should show how your proposal fits within the contemporary debate on your topic. This may include a brief listing of the most important literature you will refer to, primary material you will need to access, and, in any case, what your research will contribute.

### 5. Scope and Limitations of the Research

The scope may be defined by persons, groups, geography, chronology, purpose or methods. It specifies the particular area of the topic you will deal with. The limitations address potential weaknesses (access to necessary materials, linguistic, the inability to cover all the aspects of a given question). You can either turn this to your advantage by appealing to what this allows you to do or seek to limit the disadvantages by justifying the work despite these limitations.

### 6. Methodology

What method(s) do you plan to use for your study?

**7. Working Outline**

You may write this either in the form of a detailed draft Table of Contents, including not only chapter headings but also sub-headings, or giving chapter titles and a paragraph on what you plan to do in that chapter. Of course this outline may well change. It should be about one page.

**8. Bibliography**

Significant works should appear here, if not already referred to above. Try to ensure that they demonstrate a broad coverage of the topic, including using works in other languages where possible and relevant.

**TO STUDENTS: Please do not write below this line.**

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Title approved:

Date

.....  
.

Supervisor(s) appointed:

(Name of supervisor)

.....

(Name of second supervisor)

.....

Signed:

1.....(Course Leader)

2.....(Academic Dean)

**TITLE PAGE OF THE DISSERTATION**

**A STUDY OF THE REQUIREMENTS FOR  
SUBMITTING A DISSERTATION TO BE  
EXAMINED FOR A MASTERS DEGREE**

**FirstName Surname**

**Submitted to University of Wales in partial fulfilment of the  
requirements for the degree of**

**Master of Theology**

**in**

**[Applied Theology/Biblical Studies/Contextual**

**Missiology/Baptist and Anabaptist Studies]**

**IBTS, Prague**

**Year and month**

## **ABSTRACT OF THE DISSERTATION**

The abstract should be typed in single spacing. When writing the abstract the student should bear in mind that this may be the only part of the dissertation that is read by other research workers. It should be written in such a way as to help researchers in the same field decide whether to read this dissertation and to give readers who are only marginally concerned in the subject enough information. The abstract should consist of a piece of connected prose and should not be more than 300 words in length. Abbreviations should be avoided.

*Declaration and Statements:*

**DECLARATION**

This work has not previously been accepted in substance for any other degree and is not being concurrently submitted in candidature for any other degree.

Signed

Date

**STATEMENT 1**

This dissertation is being submitted in partial fulfilment of the requirements for the degree of MTh in Applied Theology.

Signed

Date

**STATEMENT 2**

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed

Date

**STATEMENT 3**

I hereby give my consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

Signed

Date

## MEETINGS: RECTOR AND STUDENT PRESIDENT, RECTOR AND STUDENT BODY, PERSONAL TUTORS, COURSE DIRECTORS

### Introduction

A range of methods exists for regular contacts between the Student Body and our individual students and the Rector and Academic staff. These formal arrangements are designed to provide a whole series of opportunities for **Students** and the Academic staff to interact and for Academic issues to be addressed. The structure, format and frequency of the various meetings are set out below.

- **Rector and Student President:** Each week during each Semester the Rector and Student President meet to exchange information and to discuss items of concern between the Student Body as a whole and the Rector and the Academic Team of IBTS. The Rector and Student President raise their own issues and also issues suggested by members of the Academic Team and the student Body.
- **Rector and the Student Body:** The Rector meets with all members of the Student body at the beginning of the Academic year and at the beginning of each semester. In addition, a second meeting is held towards the end of each semester, if there is business which either side wishes to discuss. The Rector formulates the agendas for this meeting in consultation with the Student Body.
- **Course Leaders meetings:** The Course Leader of each Masters course (Biblical Studies, Baptist/Anabaptist studies, Contextual Missiology, Applied Theology) holds a course meeting with all students on that course at the beginning of the Academic year in the orientation period, towards the end of the Academic year and otherwise, as required.
- **Personal Tutor groups:** Each Student is assigned a personal tutor who is not primarily involved in teaching the course the student is pursuing. A Tutor group meeting is held at least once each semester. In addition, students are encouraged to make appointments to see their Personal Tutor at any time on an issues connected with their participation in the life of IBTS or in their academic work.
- **Individual meetings:** Students are able to arrange an appointment to see any academic tutor, their Course Leader or the Academic Dean if they have an individual concern about their studies and academic work.
- **Meeting with the Rector:** Students are able to arrange an individual appointment to see the Rector on any item connected with their participation in the life of IBTS. Such appointments to be made with the Personal Assistant to the Rector.

- **Course Tutors and Lecturers:** All Course Tutors and Lecturers are available within reason to discuss course issues with students. Students should arrange appointments directly with the person concerned.
- **Academic Registrar:** The Registrar is available to discuss issues of Academic records, formal requirements etc and students are free to arrange appointments with her or him as necessary.

#### **Part time residential students**

- Part time local students are encouraged to attend the formal meetings outlined above and are, of course, free to arrange appointments with the Rector and Academic staff as outlined above.

#### **Part time non-residential students**

- **Meetings during intensives:** Meetings of the Student Body with the Rector will be scheduled, wherever possible, during intensive study weeks to enable all students to participate.
- **Individual meetings:** The Rector and Academic Dean will be available for individual part time students to consult them during intensive weeks. Course Leaders will arrange formal meetings with art time students during intensive study weeks.
- **Email contact:** All part time students will have access to the IBTS website and receive the email addresses of all academic staff. Students are encouraged to keep in touch with their Course Leader and Course tutors by email. Initial replies to emails will normally be made within four working days.

#### **NOTE ON OTHER MEETINGS**

- **IBTS Board of Trustees:** The Board of Trustees, appointed by the Council of the European Baptist Federation, has general oversight of the Seminary. The Board of Trustees meets twice per year at the seminary. Normally, a meeting will be organised between the Board members and the student body at which matters of mutual interest can be discussed.
- **Student Representative:** The student Body annually appoints a representative to the Board of Trustees. Under the founding instruments of the seminary the Student Representative attends all open sessions of the Board, receives Board papers and can speak, but not vote.
- **University of Wales:** Periodically, normally annually, a team from the University of Wales visits IBTS. An informal meeting between representatives of the University and students registered on degree programmes takes place during that visit.

## ACADEMIC STAFF LIST

### RECTORATE TEAM

*The Revd Dr Keith G Jones\**

**Rector**

**Course Leader in Baptist and Anabaptist studies**

**Lecturer in Theology and Ecumenism**

BA (Theology, University of Manchester)

MA (University of Bradford)

PhD (IBTS/Wales)

FRHistS, MCMi

Joined IBTS in: 1998

**E-mail:** [jones@ibts.eu](mailto:jones@ibts.eu)

*The Revd docent Dr Parush R Parushev \**

**Pro-Rector, Academic Dean**

**Course Leader in Research Degrees**

**Lecturer in Applied Theology**

**Director of the Institute of Systematic Studies of Contextual Theologies**

BS, MS, PhD (Technical University, St Petersburg)

MDiv (Southern Seminary, Louisville, USA)

PhD (Fuller Seminary, California)

Docent (BAS, Sofia)

FRASA, FAAR

Joined IBTS in: 2000

**E-mail:** [parushev@ibts.eu](mailto:parushev@ibts.eu)

### ACADEMIC TEAM

*Lina Andronovienė BA MTh \**

**Course Leader in Applied Theology**

BA (English)(Lithuanian Christian College)

BA (Theology) (Lithuanian Christian College)

MTh (IBTS)

PhD (cand, University Wales)

Joined IBTS in: 2003

**E-mail:** [andronoviene@ibts.eu](mailto:andronoviene@ibts.eu)

*Dr Timothy F T Noble BA MEd \**

**Course Leader in Contextual Missiology, Magister studies**

**Lecturer in Theology**

**Director of the Institute of Mission and Evangelism**

**Co-Director of the Thomas Helwys Institute for Religious Freedom and Human Rights**

BA (English) (University of Liverpool)

BA (Philosophy and Theology) (University of London)  
MEd (University of Manchester)  
STB (Belo Horizonte, Brazil)  
PhD (Vrije University, Amsterdam)  
Joined IBTS in: 2005  
E-mail: [tnoble@ibts.eu](mailto:tnoble@ibts.eu)

***The Revd Docent Dr Ivana Noble \****  
**Assistant Course Leader in Research Degrees**  
**Lecturer in Theology**  
BD MA(Hussite Theological College, UK)  
PhD (Heythrop College, University of London)  
CES (EI WCC)  
Docent (PTF, UK)  
Joined IBTS in: 2004  
E-mail: [inoble@ibts.eu](mailto:inoble@ibts.eu)

***Dr Lydie Kucová \****  
**Interim Course Leader in Biblical Studies and Academic Registrar**  
**Director of the Institute for Biblical Studies**  
BA (Brunel)  
MTh (Edinburgh)  
PhD (Edinburgh)  
Joined IBTS in: 2006  
E-mail: [Kucova@ibts.eu](mailto:Kucova@ibts.eu)

## ACADEMIC FACULTY

### RESEARCH PROFESSORS

**Theology and Liturgy**  
***Professor David R Holeton DTh PhD***  
Hussite Faculty of Theology, Charles University

**Environment**  
***Professor Graham W Ashworth CBE DL B.Arch.M.C.D. FRIBA FCIEH  
FIEnvSc FRSA FCMI***

President of the Foundation for Environmental Education  
Research Professor, University of Salford

**Baptist and Anabaptist Studies**  
***Professor J.H.Y. Briggs MA FSA FRHistS***  
Regent's Park College, University of Oxford

**Biblical Studies**  
***Professor I Howard Marshall***  
MA (Aberdeen)  
BD (Aberdeen)  
BA (Cantab)  
PhD (Aberdeen)  
DD (Ashbury)

***The Revd Professor Nancey Murphy***  
BA (Creighton)

PhD (Berkley)

Th.D (Berkley)

***The Revd Professor Glen H Stassen***

BA (Virginia)

BD (Union, New York)

PhD (Duke)

**Church History**

***Professor ThDr Jan Lášek***

ThDr (Charles University)

Dean, Hussite Faculty of Theology, Charles University

**SENIOR RESEARCH FELLOWS**

***The Revd Dr J Andrew Kirk***

BD (London)

MA (Cambridge)

MPhil (London)

PhD (Nijmegen)

AKC

***The Revd Dr Ian M Randall***

MA (Aberdeen University)

Certificate in Theology (Regent's Park College, Oxford)

MPhil (London Bible College)

PhD (University of Wales)

FRHistS

**LECTURERS**

**BAPTIST AND ANABAPTIST STUDIES AND CHURCH HISTORY**

***The Revd Dr Toivo Pilli***

B.A. (University of Tartu)

Th.M. (University of Tartu)

PhD (IBTS/Wales)

***The Revd Dr Ruth M B Gouldbourne***

MA ( St Andrew University)

BD ( King's College, London)

DPS ( Spurgeon's College)

PhD (London University)

***The Revd Dr Gregory L Nichols \****

BA (Moody Bible Institute)

MA (Wheaton Graduate School)

PhD (University Wales)

## **BIBLICAL STUDIES**

*The Revd Dr Robin L Routledge*

MA (Cambridge)

BA (CNAA)

PhD (Sheffield)

## **THEOLOGY, APPLIED THEOLOGY AND SPIRITUALITY**

*The Revd James G M Purves*

LLB (Edinburgh)

BD (Edinburgh)

PhD (Aberdeen)

*Zdenko Širka \**

**Lecturer**

Mgr Th (PTF Bratislava, Slovakia)

PhD (cand, PTF Charles University, Prague)

## **MISSIOLOGY**

*The Revd Wesley H Brown*

BS (Gordon College)

M.Div (American Baptist Seminary of the West)

Ph.D (University of Southern California)

*Dr David W Shenk*

BA (Eastern Mennonite)

PhD (New York)

PhD (New York)

## **ETHICS, EDUCATION, PREACHING AND PRACTICAL MINISTRY**

*The Revd Dr David M Brown*

BA (Michigan State University)

M.Div (Eastern Baptist Theological Seminary)

ThM (Princeton Theological Seminary)

Ph.D (Temple University)

*Dr Einike Pilli*

BA (Estonian Baptist Seminary)

MA (Tartu)

DrTheol (Tartu)

*The Revd Alec Gilmore*

BD (Manchester)

MA (Manchester)

*The Revd Jeff Carter \**

BSc (Agr) NSAC, Canada

MRE Acadia Divinity College, Wolfville Canada

M.Div Acadia Divinity College, Wolfville Canada

D.Min McMaster Divinity College, Hamilton Canada

***The Revd Fred Prudek \****

BA (Stanford)  
ThM (Dallas Theological Seminary)

***Dr David R Goodbourn***

BA (Durham)  
MEd (Manchester)  
PhD (Manchester)

**ADJUNCT LECTURERS**

***Dr Cheryl A Brown***

BA (Oral Roberts University)  
MA (Institute of Holy Land Studies)  
Ph.D (University of California)

***The Revd Dr Matthew Thomas***

BA (Hiram)  
MDiv (UTS Dayton)  
MA (Claremont)  
PhD (Claremont)

***The Revd John D Weaver***

MA (Oxford)  
BSc (Wales)  
PhD (Wales)

***Roman Juriga***

Mgr (Kosice)

***Jiri Hrbata***

PharmDr (Hradec Kralove)

***The Revd Dr Darrell C Jackson***

BA (CNAAB)  
DTheol (Birmingham)

***Dr Rollin G Grams***

B.A. ( University of Michigan )  
M.T.S. (Gordon-Conwell Theological Seminary )  
Ph.D.( Duke University)

**TEACHING ASSISTANTS**

***Norbert Csenyi \****

BD (Hungarian Baptist Seminary)  
MTh (University of Wales/IBTS)  
Joined IBTS in 2008

**SUPERVISORS**

***The Revd Dr Derek B Murray***

BD (London)  
PhD (St Andrews)

***Dr Hannes Wiher***

MD (Berne)  
DTMH (Basle)  
D Med (Berne)  
MA (Columbia International)  
PhD (Potchefstroom, South Africa)

***Dr Pamela R Durso***

BA (Baylor)  
MA (Southwestern Seminary, Fort worth Texas)  
PhD (Baylor)

***Dr Ida Jane Glaser***

BSc (Imperial College, London)  
MPhil (Scs) (Imperial College, London)  
PGCEd (London)  
PhD (Universtiy of Durham)

***Dr Valentin Kozhuharov***

BA (University of Tarnovo, Bulgaria)  
BD, MA (Sofia University)  
PhD (University of Tarnovo)

***Dr Danut Manastireanu***

BA ( Iasi, Romania)  
BA Theol ( Brunel/LST)  
MA (Brunel/LST)  
PhD (Brunel/LST)

***Dr Revd Simon Oxley***

BSc (University of Wales)  
BD, MA (Th), MEd (Manchester University)  
DIM (Open University)  
PhD (Manchester University)

***Dr Valerie Rempel***

BA (Tabor College)  
MA (Mennonite Brethren BS)  
MA (Vanderbilt University)  
PhD (Vanderbilt University)

***Dr W Walter Sawatsky***

BA (Goshen, Indiana)  
MA ( Minnesota)  
PhD (Minnesota)

***Dr Sergei V Sannikov***

MS (Odessa State Technical University)  
DS (Odessa)  
DMin (Kiev TS)

***(NOTE : \* indicates generally resident in Prague)***

# IBTS ACADEMIC COMMITTEE STRUCTURES

## Introduction

This document seeks to set out all the various Academic Committees and Boards of IBTS as required by the EBF, University of Wales, Czech Ministry of Education. It is done in three sections relating to these three main areas. In each case it gives the title of the group, the minimum membership (by virtue of office), clerk/secretary, the minimum number of times it should meet each year and the purpose. Beyond this it might be helpful to produce a graph/chart indicating how some of these Committees and Boards might meet concurrently.

Keith G Jones  
*Rector*

## IBTS OF EBF O.P.S.

### Board of Trustees

Membership:

Minimum of six members appointed by the EBF Council. Normal voting membership 12. Frequency

Meets twice a year.

Serviced by:

Clerk to the BOT

Purpose:

Overall direction of the seminary. Appointing Course Leaders (Rector appointed by EBF Council). Devising the strategic plan for the institution. Hearing reports from the Rector Rectorate and Academic Team. Advising on issues when asked to do so by the Rector. Such other activities as set out in the o.p.s. statutes (op.cit).

### Board of Trustees Academic Committee

Membership:

Minimum of three members appointed from within the BOT. Normal voting membership 6-8

Frequency

Meets twice a year.

Serviced by:

The Academic Dean and an academic Member of the Academic Team

Purpose:

On behalf of the full Board, exercising an overview of the academic activity of the seminary and review the quality of programmes. To review and approve new modules and courses for submission to the University of Wales. To be aware of and report on developments in the pursuit of academic excellence and quality assurance within the EU. To establish appropriate criteria by which academic quality may be identified. To promote examples of good practice within teaching and learning activities at IBTS. To appraise and advise on lecturing resources and receiving reports from the from the Joint Research Board.

### **Rectorate**

Membership:

The Rector, the Kvestor, the Academic Dean/ Pro Rector

Frequency

Aims at a monthly meeting, but as necessary

Serviced by

The Rector

Purpose:

To work with the Rector in the overall management of the Seminary. To engage in collegiate discussion, planning and integration for the better fulfilment of the mission purposes of IBTS. To act as a clearing house for inter-disciplinary issues between Academic, Finance, administration and the office of Rector.

### **Academic Team**

Membership:

Minimum of six full members appointed by the Rector and BOT.

In attendance: As invited by the Academic Dean members of the Academic staff who are not Course Leaders.

Frequency

Aim at weekly except holidays and summer period (Wednesday mornings).

Serviced by:

The Registrar.

Called by :

The Academic Dean

Purpose:

To assist the Academic dean with the Academic programme of the seminary. To engage in collegiate discussion, planning and integration for the better fulfilment of the delivery of course and student support networks. To act as a clearing house for inter-disciplinary academic issues, to serve as the Admissions committee for students. To receive reports from departments from time to time.

### **Academic Staff meeting**

Membership:

Rector, Pro Rector, all lecturers in all departments ( full and part time), Registrar, Library Services Manager.

Frequency

Normally meets a minimum of twice a year.

Serviced by:

The Registrar.

Purpose:

To review academic programmes of IBTS. To share insights in learning processes. To act as a think-tank for new modules, programmes. To serve in enabling mutual stimulation, encouragement and cross-disciplinary exchange.

### **Admissions Committee**

Membership:

Rector, Pro-Rector, Kvestor, Course Leaders, Library Services Manager, Assistant Course Leader for advanced research degrees and the Registrar.

Frequency:

As required, but generally several meetings from February until June.

Serviced by:

The Registrar

Purpose:

To receive Applications for admission and to decide on admission of students to all programmes.

## **UNIVERSITY OF WALES**

### **Committee for Monitoring of Standards of University of Wales awards at IBTS**

Membership:

The Rector, Academic Dean, course Leaders and Registrar.

Frequency

Minimum once a year ( normally April)

Serviced by:

Academic Dean/Pro-Rector or a lecturer appointed by the Dean.

Purpose:

To ensure the requirements of the University of Wales regarding our validated programmes are being met. sion to the university.

### **Research Degree Committee**

Membership:

Rector, Course Leader of Research Studies, Course Leaders of the programmes, two members of the Academic Staff actively involved in research supervision, one external member. Frequency

At least once a year.

Serviced by:

Academic Dean/Pro-Rector

Special notes:

The University Validation Unit and the Moderator shall be informed of all meetings. The Moderator shall be asked to confirm all key decisions.

Purpose:

Agree appointments of research supervisors, progress review, appoint interview panel, nominate External Examiners, and nominate chair of Examining Board. Agree annual report to Academic Board.

### **Examination Board**

Membership:

Rector, Academic Dean, Course Leaders, lecturers (full and part time). University Moderator. External Examiners. At least one representative of Validation Board staff. Frequency

Meets annually in June

Serviced by:

Representative of the University (official compiling of results)

Lecturer appointed by the Academic Dean ( recording of the minutes)

Purpose:

To confirm marks on assessed work. To agree permission to proceed to Masters degree part 2( dissertation). To hear reports from the External Examiners on the quality of the work and their view of the delivery of courses. To ensure the university records and processes the results achieved by students.

### **Joint Board**

Membership

Rector, Academic Dean, Course Leaders, lecturers (full and part time). University Moderator. External Examiners. At least one representative of Validation Board staff.

Frequency

Meets annually in June

Serviced by:

Lecturer appointed by the Academic Dean ( recording of the minutes)

Purpose:

To report on general academic work of the institution, to agree adjustments to modules, validation of new modules, validation of new lecturing staff, to generally liaise between representatives of the University and IBTS on academic matters. To ensure the university records and processes adjustments to the programmes and lecturing staff of the institution.

### **Departmental meetings**

Membership:

Academic Dean, or a person appointed by the Dean not in the Department, Head of department/Course Leader, lecturing (full and part time) staff in Department, a student representative.

Frequency

Meets at least twice a year, possibly once a Trimester.

Serviced by:

Each departmental meeting appoints a lecturer to act as clerk.

Purpose:

To review the Academic activity of the department. To plan lecturing, research and conference work. to review progress of each student.

### **Rector/student meetings**

Membership:

The Rector. All students.

Frequency

Minimum of once a Trimester

Serviced by:

The Rector

Purpose:

To give the opportunity for any student to raise any issue connected with the delivery of the programmes, learning and support services (library, computers etc), provision of personal mentoring and also accommodation, food service, recreational and other support facilities on the campus. To review formal instructions issued by the Rector and as required by the Czech Accreditation Commission.

## **CZECH ACCREDITATION COMMISSION**

Note: State universities have an Academic Senate. We are not required to do so and the functions of the Academic Senate are covered within the Rector/student meetings and other appropriate groupings listed above.

### **Academic Research Committee**

Membership:

The Rector, The Chair of the BOT Academic Committee, Academics on the BOT Academic Committee, the two Academics serving on the Academic Board (see University of Wales).

Frequency

Meets at least twice a year.

Serviced by:

The Pro-Rector

Purpose:

To discuss all academic issues related to the accredited degree and the research activity of IBTS (Magister)

Transparency:

The meeting must be public, unless otherwise decided.

Minutes:

Must be posted on the Academic Noticeboard and submitted to the Rector.

## Personal Involvement of the Academic Staff in ACADEMIC COMMITTEE STRUCTURES of IBTS

*Updated as of April 2011*

### Introduction

This document seeks to set out personal involvement of all IBTS academic staff, student representatives, external representatives and representatives of the validation and accreditation units in and various Academic Committees and Boards of IBTS as required by the EBF, University of Wales, and Czech Ministry of Education.

Keith G Jones

*Rector*

### SUPERVISORY ACADEMIC STRUCTURES RELATED TO ACCREDITATION AND VALIDATION

Name	Position	UW Academic Committee	UW Research Degree Committee	Czech Academic Research Committee
Dr Keith Jones	Rector/ Course Leader BAS	Ex officio	X	X
Doc Parush Parushev	Pro-Rector/ Course Leader Research degrees	Ex officio	Chair	Chair
	Kvestor			X
Prof Dr Robert Brown, UW	Pro Vice-Chancellor Research		Ex officio	
UW	Moderator Research		Ex officio	
UW	Moderator Thought degrees	Ex officio		
Dr Neil Strevett, UW Validation Unit	Representative/ external assessor	Ex officio	Ex officio	
Peter Zvagulis	Research Student Representative		Ex officio	
Maria Filipaska	Student President	Ex officio		
Zlatko Sebesta	BoT Student Rep.	Ex officio		X
Lydie Kucová	Registrar	Clerk		Clerk
Norbert Csenyi	Course Administrator		Clerk	X
Gregory Nichols	Course Leader CAT	X		
Lina Andronovienė	Course Leader AT	X	X	X
Joop G Brongers	Member of BoT	X		
Prof Otniel Bunaciu	Member of BoT & External Assessor	X	X	X
Dr Jeff Carter	Associate Lecturer	X		
Dr Ruth M B Gouldbourne	Visiting Lecturer & Chair of BoT	X	X	X
Andrew Kirk	Senior Lecturer		X	
Doc Ivana Noble	Senior Lecturer	X	X	X

Dr Timothy F T Noble	Course Leader CM	X	X	X
Dr Ksenija Magda	Member of BoT External Assessor	Chair	X	
Zdenko Sirka	Head Librarian	X		X
Dr Lydie Kucova	Interim Course Leader BS	X	X	X
Tony Peck	EBF Gen. Secretary	X		
Dr Ian M. Randall	Senior Lecturer	X	X	X
Sergey Sannikov	Member BoT External Assessor	X	X	
Dr Stanley Slade	Member BoT	X		
Benjamin Uhrin	Member of BoT	X		
Endre Várady	Member of BoT	X		

### ITS PERMANENT ACADEMIC COMMITTEES

Name	Position	IBTS Acad. Staff Meetin gs	IBTS Academic Dept Meetings	IBTS Acad. Admiss Comm.	UW Exam/ Joint Board	UW Panel of Inquiry
Keith Jones	Rector	X	All Program.	X	X	
Parush Parushev	Pro-Rector	Chair	All Program.	Chair	Chair	Chair
	Kvestor	X				X
UW	Moderator			X	X	
UW Validation Unit	Representative				X	
UW	External Examiners				X	
	Student President	X	Dept AT			
Zlatko Sebesta	Student BoT	X	Dept BAS		X	
	Student	X	Dept BS			
	Student	X	Dept CM			
	Student	X	Mgr			
Peter Zvagulis	Research Student	X	MPhil/PhD			
Lydie Kucová	Registrar	Clerk		X	Clerk	Clerk
Norbert Csenyi	Course Administrator	X	X	Clerk	X	
	English Lecturer	X	CAT			
Gregory Nichols	CAT Course co-ordinator	X	CAT			
Lina Andronovienė	Course Leader	X	AT / Mgr / Res/ CAT	X	X	X
Graham W Ashworth	Professor	X	CAT&Res			
J H Y Briggs	Professor	X	BAS&Res			
David Brown	Lecturer	X	AT & Res			
Wesley Brown	Lecturer	X	CM & Res			
Jeff Carter	Lecturer	X	CAT & AT		X	
Alec Gilmore	Lecturer	X	CAT			
David Goodbourn	Lecturer	X	Res			
Ruth Gouldbourne	Lecturer	X	BAS&Res			
Rollin Grams	Lecturer	X	BS & Res			
David R Holeton	Professor	X	Mgr & Res			
Darrell Jackson	Lecturer	X	CM & Res			
Andrew Kirk	Senior Fellow	X	CM & Res			
Lydie Kucová	Lecturer	X	BS/Mgr/ Res		X	
Norbert Csenyi	Teaching Assistant	X	CAT			
Jan Lašek	Professor	X	BAS&Res			
Nancy Lively	Lecturer	X	CAT			
I Howard Marshall	Professor	X	BS & Res			

Nancey Murphy	Professor	X	AT & Res.			
Gregory Nichols	Lecturer & Chaplain	X	BAS&CAT			
Ivana Noble	Senior Research Fellow	X	AT/Mgr/Res	X	X	
Timothy F T Noble	Course Leader	X	CM / Mgr / Res/ CAT	X	X	X
Zdenko Sirka	Lib. Director	X	CAT		X	
Einike Pilli	Lecturer	X	AT & Res			
Toivo Pilli	Lecturer	X	BAS &Res			
Fred J Prudek	Lecturer	X	CAT			
James Purves	Lecturer	X	CAT &Res			
Robin L Routledge	Lecturer	X	BS & Res			
Ian M. Randall	Senior Research Fellow	X	BAS & Res		X	
Janice Randall	English Lecturer	X	CAT			
David W. Shenk	Lecturer	X	CM & Res			
Glen H Stassen	Professor	X	AT & Res			
Matt Thomas	Lecturer	X	BS & Res			
John D Weaver	Lecturer	X	AT & Res			

[P.T.O.]

# QUALITY ASSURANCE

## **Introduction**

IBTS as a validated institution of the University of Wales, seeks to ensure that our academic standing and integrity are of the highest standard. To this end we take our academic standards seriously and demand excellence by focusing on quality assurance and appraisal mechanisms within our academic and support staff.

## **University of Wales Quality Assurance**

We use as our base reference point the University of Wales International Validation Handbook of Quality Assurance Policies and Procedures.

## **Monitoring**

The University of Wales conducts an annual monitoring of courses. All IBTS students are asked to complete evaluation forms for each module and for the degree as a whole.

The Academic Advisory Committee of IBTS meets at least once a year to review the academic programmes. The Academic Advisory Committee consists of the Academic Affairs Committee of the IBTS Board of Trustees together with one or two external advisers from other European academic institutions.

The Academic Committee of the IBTS Board of Trustees meets at least twice per year to review the Academic schemes of IBTS, student progress and issues to do with the delivery of the degrees.

## **Quinquennial Review**

The University of Wales conducts a full academic review of IBTS, in the same way as all institutions it validates, every five years.

## **Staff Development**

All Academic staff at IBTS participate in the staff Development programme of IBTS. The policy is fully set out in the IBTS Staff Development handbook. The scheme provides for regular academic staff appraisals, the encouragement of academic staff to participate in conferences and research groups in their study areas, the provision of a weekly study day free from administrative and teaching responsibilities, support in preparation and submission of articles for relevant journals and in the writing and publishing of books.

## **Library**

The IBTS Library is constantly being updated with the latest publications in the relevant fields. The Library staff participate in the Staff appraisal scheme and also in the meetings of the Czech Theological Libraries association.

The IBTS library continues within the development policy of putting the catalogue on line and on obtaining additional resources available through the benefits of information technology.

### **Course Development**

The Course Leaders meet weekly to discuss issues of course development, teaching patterns, module content, peer review and the general delivery of academic programmes.

## MTh STUDENT COMPLAINTS PROCEDURE

The following complaints procedure is designed for use by students registered on validated schemes of the University of Wales, in instances when it is not possible to invoke an existing University of Wales procedure. Separate University of Wales procedures exist for candidates wishing to appeal against an academic decision, but candidates should note that appeals against the academic judgement of examiners cannot be accepted.

Wherever possible, the University would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible. Informal advice regarding appeals can be obtained from:

Mr H F Hughes  
Head of Validation Services  
Validation Unit, King Edward VII Avenue  
Cathays Park  
CARDIFF CF10 3NS  
(email: [validation@wales.ac.uk](mailto:validation@wales.ac.uk))

1. A Standing Panel, comprising three members of the Validation Board, shall be constituted for the procedure's effective practice. A Chairperson shall be designated from amongst the Panel. The Standing Panel shall have the responsibility to consider all cases of student complaint which might arise from areas of validated provision. The panel shall have the discretion to deal with complaints on a correspondence basis, in a meeting or via the video network. If necessary, the Panel shall have access to appropriate legal advice.
2. In order to make a formal complaint, the student concerned should send written details of his/her complaint, including any documentary evidence to Mr H F Hughes, Head of Validation Services (see address above).
3. The Validation Unit will confirm receipt of the complaint to the student within 7 days.
4. Having considered the complaint, the Validation Unit shall contact the Institution concerned and request a response to the complaint, to be received by the Validation Unit within 14 days. Should the student prefer the complaint to remain anonymous at this stage and it is feasible to do so, the Validation Unit shall respect the student's wishes.
5. Copies of the initial complaint and Institution's response (if applicable) shall be forwarded to members of the Standing Panel immediately.
6. Members shall, wherever possible, be required to submit a written response to Validation Unit within 10 days of receiving the documentation and should, wherever possible, communicate with one another during this period. The Chairperson shall formulate a final response to be sent via the Validation Unit. If one or more members request a meeting with the student and/or Institution, the Validation Unit should be notified and shall make the necessary arrangements. The student and Institution shall have access to all relevant documentation relating to the complaint.

If a meeting is held, all three members of the Standing Panel (or his/her nominee) should attend and be joined by a Validation Unit officer. On the recommendation of the Chair of the Standing Panel, the student may be invited to attend the meeting, as might a representative(s) of the Institution concerned. The student may be accompanied at the hearing, but the Panel should be informed in advance of the hearing of the status of any person accompanying the student. In the event of a candidate choosing not to attend a hearing, the meeting can proceed in his/her absence.

8. If the Standing Panel decides not to hold a meeting, the Validation Unit shall inform the student of the Standing Panel's final decision and (normally) copy it to the Institution.

9. When the Standing Panel has considered the facts of the complaint, the Validation Unit shall notify the student and Institution concerned in writing of its findings and of any action to be taken in the light of the complaint.

10. The University of Wales is subject to Visitorial Jurisdiction. The University Visitor is Her Majesty the Queen, acting through the Lord President of the Privy Council. Once all the relevant University procedures above have been exhausted a candidate may petition the University of Wales Visitor, who will investigate the matter to determine whether the correct procedures have been followed in arriving at a decision and whether there have been any breaches in the rules of natural justice. All correspondence should be addressed to: The Clerk of the Council, Privy Council Office, 2 Carleton Gardens, London, SW1Y 5AA.

March 2001

# LEARNING, TEACHING AND ASSESSMENT STRATEGY

**The International Baptist Theological Seminary (IBTS)** is situated on the beautiful European Baptist Centre campus in the historic Šárka Valley in Prague 6, just a few minute away from the Prague castle area. It is wholly owned by the European Baptist Federation (EBF), which comprises fifty two Baptist Unions in membership throughout Europe, the Middle East and north Asia.

IBTS was founded in 1949 in Switzerland initially to train pastors for service in central and southern Europe. IBTS moved to Prague following the collapse of communism and our newly renovated premises were opened in 1997.

IBTS has expanded its mission and ministry since the first years in Switzerland and now offers an exciting range of academic, research and conference activities as follows –

## **Higher research degrees**

### **Doctor of Philosophy and Master of Philosophy**

(Validated by the University of Wales, Great Britain)

## **Post Graduate degrees**

### **Magister in Theology**

(A second cycle European Union “Bologna” degree accredited by the Czech Republic Ministry of Education)

**Master of Theology** in areas of Applied Theology, Baptist/Anabaptist Studies, Biblical Studies or Contextual Missiology)

(Validated by the University of Wales)

**Post Graduate Certificate in Theology** intended as an entrance point to the MPhil/PhD programme providing students with skills in research and critical thinking and helping students develop their research question for the MPhil/PhD programme.

## **Research Institutes**

### **Baptist and Anabaptist Studies. Founded 1982.**

Sponsors of the Hughey Lectureship – held every second year in the even numbered year.

### **Mission and Evangelism. Founded 1988.**

### **Biblical Studies. Founded 2004**

### **Systematic Studies of Contextual Theologies. Founded 2004.**

Sponsors of the Nordenhaug Lectures – held every second year in the odd numbered year.

### **Thomas Helwys Institute for the Study of Religious Freedom**

Founded at Bristol Baptist College in 2002, transferred to IBTS in 2006.

### **Specialist Theological Library**

Over 80,000 volume specialist theology library, principally in the English language.

### **Conferences and Courses**

Each year a range of relevant international conferences organised by IBTS and our Research Institutes on contemporary issues of mission and theology.

### **Web site**

[www.ibts.eu](http://www.ibts.eu)

## **IBTS CAMPUS COURSE TUTORS AND LECTURERS**

Lina Andronovienė, BA, BA, MTh, PhD (cand)	MTh AT
Norbert Csenyi, BA, MTh, PhD (cand)	CAT
The Revd Keith G. Jones, BA (Th), MA, PhD, FRHistS MCMi	MTh B/AS, CM, AT, MPhil/PhD
Lydie Kucová, BA, MTh, PhD	CAT, MTh BS
The Revd Gregory L Nichols, BA, MDiv, PhD	CAT, MTh B/AS
Timothy F T Noble, BA, BA, MEd, STB, PhD	MTh CM
The Revd Doc Parush R. Parushev, BS/MS, MDiv, PhD, PhD FRASA	MTh AT, CM, Mgr, MPhil/PhD
The Revd Fred J Prudek, BA, ThM	CAT
Zdenko Širka, BA, MgrTh, PhD (cand)	CAT, MTh AT
Jeff Carter, BSc, (Agr) MRE, MDiv, DMin	MTh AT, CAT

## **RESEARCH PROFESSORS**

Professor Graham W Ashworth, CBE, DL, BArch, MCD	MTh AT, MPhil/PhD
The Revd Professor David R Holeton, DTh, PhD	Mgr
Professor J H Y Briggs, MA, FRHistS	MTh B/AS, MPhil/PhD
Professor Th Dr Jan Lašek	Mgr
The Revd Prof Nancey Murphy, BA, PhD, ThD	MTh AT, MPhil/PhD
The Revd Prof Glen H Stassen, BA, BD, PhD	MTh AT, MPhil/PhD
The Revd Professor I Howard Marshall, MA, BD, PhD, DD	MTh BS, MPhil/PhD

## **SENIOR RESEARCH FELLOWS**

The Revd Doc Ivana Noble, BD, Mgr, PhD, CES	MTh AT, Mgr MPhil/PhD
The Revd Ian M. Randall, MA, MPhil, PhD, FRHistS	MTh B/AS, Mgr, MPhil/PhD
The Revd J. Andrew Kirk, BD, AKC, BA, MPhil	MTh CM, MPhil/PhD
The Revd Simon Oliver, MA, MA, PhD	PGCTh, MPhil/PhD

## **OFF CAMPUS ASSOCIATE LECTURERS:**

The Revd Cheryl A. Brown, BA, MA, PhD	MTh BS, MPhil/PhD
The Revd David M. Brown, BA, MDiv, ThM, PhD	MTh AT, MPhil/PhD
The Revd Wesley H Brown, BS, MDiv, PhD	MTh CM, AT, MPhil/PhD

The Revd Alec Gilmore, MA, BD David R Goodbourn, BA, Med, PhD	CAT, Archivist MTh AT, MPhil/PhD
The Revd Ruth M B Gouldbourne, MA, BD, PhD	MTh B/AS, MPhil/PhD
Rollin G. Grams, BA, MTS, PhD	MTh BS, MPhil/PhD
The Revd Darrell R Jackson, BA(Hons), ThD The Revd Doc Petr Macek, Mgr, PhD Einike Pilli, BA, MA-Ed, DTheol	MTh CM Mgr MTh AT, MPhil/PhD
The Revd Toivo Pilli, BA, ThM, PhD The Revd James G M Purves, LLB (Hons), BD (Hons), PhD	MTh B/AS, AT, CM CAT, MPhil/ PhD
Janice Randall, MA The Revd Robin L Routledge, BA, MA, PhD	CAT English MTh BS, MPhil/PhD
The Revd Sergei Sannikov, MS, DipS, DMin The Revd David W Shenk, BA, PhD, PhD The Revd Matthew Thomas, BA, MDiv, MA, PhD The Revd John D Weaver, MA, BSc, PhD	MPhil/PhD MTh CM MTh BS MTh AT

### **RESEARCH SUPERVISORS AND TUTORS**

The Revd Derek B Murray, BD, PhD  
Hannes Wiher, MD, DTMH, DMed, MA, PhD  
Pamela R Durso, BA, MA, PhD  
Ida Jane Glaser BSc, MPhil (Scs), PGCEd, PhD  
Robert E Fulop, BS, BD, PhD  
Valentin Kozhuharov, MA, MgrTh, PhD  
Danut Manastireanu, BA, BA, MA, PhD  
W Walter Sawatsky, BA, MA, PhD  
Stuart Murray Williams, LLB, DipTh, PhD  
Valerie Rempel, BA, MA, MA, PhD

### **Degrees and courses**

Awards in the MTh University of Wales degree may be classified as ‘pass’ or ‘distinction’.

The overall educational aims that IBTS embraces are these:

- to provide pre-ordination, pre-accreditation/licensing, post ordination and continuing theological education for women and men intending to serve the churches of Europe and the Middle East as educators, pastors, missionaries, administrators who have been sponsored by their respective ecclesial authorities within the fifty two member Unions of the EBF.
- to provide part-time study, including some residential components, as professional and ecumenical training for lay and ordained ministry in the sponsoring churches and from those within other Christian ecclesial communions.
- to provide appropriate and relevant learning contexts in which students will be able to deepen their knowledge and understanding of the Christian faith, of themselves, and of their vocation to responsible Christian service in contemporary society, and so attain the standards of competence required by the sponsoring churches in those seeking to exercise representative and collaborative ministry.
- to revise and extend the existing Consortium of European Baptist Theological Schools (hereafter) CEBTS partnerships to take into account developing partnerships and practical collaboration between regional and local providers.
- to ensure that spiritual, personal and educational resources are available to students, to enable them to meet the stated objectives for each category of ministry or service.

## TRENDS (updated on June 30 2010)

	Undergraduate And special			Master's		Research studies			
	CAT	IEP	Spec	MTh	Mgr	PGCTh/ IBTS admission	MPhil/ PhD	MPhil	PhD
Enrolment	1	-	-	23	34	19	5	1	28
<b>By courses</b>	1			57		53			
<b>Total Student Enrolment</b>	110								
Graduated 2009- 2010	8	1	6	4	3	8	-	-	3
<b>By courses</b>	15 (CAT 8)			7		11			
<b>Total graduated</b>	33 (CAT 8)								
Transferred or differed	1	-	-	-	1	5	-	1	-
<b>By courses</b>	1			1		6			
<b>Total differed</b>	8								

## 2. Admissions

### Responses to the Trends

The trends represented by these figures show a reduction in overall numbers of students at Masters level, this is anticipated because of demographic trends in the countries of Central and Easter Europe and because the Magister in Theology accredited by the Czech government meets fully the European Union requirements for a Bologna-type second cycle degree, which is not currently the position within the University of Wales, which retains the UK style basic M level degree.

Student numbers within the Post Graduate Certificate in Theology (PGCTh) /Master of Philosophy (MPhil) / Doctor of Philosophy (PhD) stream remain constant at an annual intake of ten people and currently exiting numbers of three to four per year at PGCTh, with four to five at PhD exit.

## LEARNING STYLE OVERVIEW

**IBTS** is committed to the notion of learning in community and that all are engaged in learning and growing. The community of learners comes from different backgrounds, educational traditions, Christian denominations and languages. Whilst IBTS works in the English language, for most of our students and many of our lecturers this is a second, third or fourth language. IBTS believes in using flexible and appropriate learning styles, principally in small groups, seminars, colloquia and in ways which are contextually relevant to students and affirm our ecumenical ethos.

IBTS does not principally offer initial ministerial formation, but many of our students study theology and related disciplines to enhance their formation as pastors, preachers, educators, missionaries and in the light of this IBTS seeks to react flexibly yet coherently in curriculum design, with appropriate progression and exit strategies.

## ENTRANTS AND ADMISSIONS

IBTS has a separate policy on entrance and admissions. IBTS operates a ceiling for student numbers on Master of Theology, PGCTh, MPhil and PhD programmes in line with best practice on student/lecturer ratio. The maximum intake on each M level course per year is ten. On PGCTh the maximum limit is 20.

Entry to IBTS courses is set out in the Seminary Handbook and in the course Handbook. For those seeking tuition scholarship assistance recommendation from the officers of an EBF member body is a pre requisite.

The diversity of educational background requires us to manage the student learning experience suitably and creatively.

## **LEARNING OUTCOMES**

The learning outcomes articulate with the agreed expectations for students and are more fully described in the individual Course Handbooks. They seek to articulate with the QAA Framework for Qualifications in Higher Education at certificate, diploma and M levels as appropriate. However, it is to be noted that the learning outcomes are intended to indicate directions in which candidates are expected to be moving (in ways appropriate to their specific context and intention) and not simply fixed goals which they are expected to have achieved. Accordingly, they relate both to academic achievement and also to the growth in wisdom, habit of life and representative role to which all candidates for public and representative ministry, lecturing and missionary service should aspire to. IBTS works to ensure that the learning outcomes continue to be those that serve the needs of the church at the present time. IBTS seeks to hold to a coherent learning strategy that affirms the achievement of an appropriate award together with a sense of lifelong learning.

## **THE CURRICULUM**

This is set out in full in the individual manuals/ handbooks for each degree and is not replicated here.

Our approach to curriculum design will continue to be guided by four things: a) the need to address distinctive ministries; b) the need to address opportunities for, and to enhance the learning experience of, collaborative training/ learning; c) managing a particular richness of the Central and Eastern European regions, whilst accommodating students coming from southern Europe, the Middle East and from out with Europe so that they do not feel alienated or ignored.

Overall we continue to keep in review and to define the scope of our provision in the light of programme delivery, student performance, managing resources and facing a rapidly changing context.

## **TEACHING AND LEARNING METHODS**

The nature and rationales for these are set out in our Course Handbooks and in our web site documentation.

IBTS teaching and learning methods comprise a number of strategies such as lectures, seminars, tutorials (small group and individual), supervisions, independent learning, distance and peer learning. They also include a significant number of residential occasions for part time students formed around three week intensives in August/September, a two week intensive in November and a three week intensive period in January/February. These methods are closely aligned to learning outcomes at module and programme levels, and we seek to ensure that any teaching strategy is appropriate to its purpose and occasion.

We recognise that the diversity of our teaching and learning methods is strength within a programme of education for M level degrees. We are broadly satisfied that there is an appropriate balance between the different modes of teaching on our modules. At the same time we recognise that this diversity sets its own challenges. In particular we recognise the need to monitor and enhance self-managed learning in ways that foster skills of critical analysis and evaluation, and encourage independent thinking. To this end all students begin their programmes by attending a Research and Critical Thinking week in August each year and this specialist virtual module is also reflected in material used during the research colloquia in January/February each year.

The majority of IBTS teaching material, including handbooks and seminar resources, is on the IBTS website and in the specialist software Moodle. We are continuing to seek ways in which IT can enhance the overall strategy for teaching and learning. IBTS is however not primarily committed to distance learning, but to a mix of intensive study periods and then supported distance learning. We seek to do all we can to ensure our part time students can access a wide variety of journal and on-line resources through our involvement with provision made by the University of Wales, our participation on a consortium of Czech Universities and by direct purchase of on-line resources.

We have developed *Linking*, which connects all the databases in the IBTS library or to which we subscribe. In addition to resources provided through the University of Wales library we have access to *Ebsco Academic Search*, *Atla religions Database*, *AtlaSerials*, *Karl Barth Digital Library* and *Digital Library of Protestant reformation texts*. We also offer access to *Ebrary*, *Atla Historical Monographs*, *Oxford Handbooks*, *Atla Islamic Studies* and *Atla Biblical Studies*.

IBTS operates a monthly staff development seminar and staff participate in development events offered by the University of Wales and in the weekly post graduate research seminar. We recognise that in relying on a large number of people for module delivery, and other forms of teaching input, we need to continue to address creative and effective ways in which tutors are selected, trained, monitored and encouraged within a collaborative enterprise.

We continue to monitor the length of bibliographies in modules, and we recognise a need to structure guided reading more clearly around assignments and seminar topics. At the same time we affirm the expectation for students to make the most of the IBTS multi-cultural and ecumenical setting and to read as widely as possible and to encourage them to explore beyond their comfort zones.

## **ASSESSMENT**

IBTS relies principally on essays to assess work done by students. We recognise the pressure to vary assessment methods, but in particular when we come to part II of the Master of Theology degrees and students have to prepare a dissertation, earlier work in producing essays becomes vital for those who are not native English speakers and writers and are not experienced in a sustained analytical-critical argumentation. All written assessments are marked in line with our marking grid chart (appended to this document) and according to the University's standards of grading at the appropriate level of study. Generally a percentage grading is offered, except in sermon delivery, where our External Examiners and our Joint Board have advised a pass/ fail assessment.

All written material is assessed by two internal examiners, then by the appointed External Examiners

## **STUDENT SUPPORT**

IBTS regards support of our students as a high priority. Support for student learning and for ministerial formation, where appropriate, is provided in a number of ways:

- A student handbook and module handbooks that provide relevant information and advice. There is also the IBTS web site facilitating email and telephone access to all staff, tutors and moderators as well as students;
- A three week orientation and induction module, and/or inaugural meetings for all students;
- Students have the regular support of a personal mentor, a Course Leader, our chaplain and the core staff in which there is regular course progress monitoring. There are regular Rector/student Body meetings.
- One to one tutorials on line or with on site staff, as necessary.

- Seminar teaching staff to student ratio of no more than 1:8 in M level programmes
- Detailed individual feedback on both formative and summative assessments;
- Telephone and email support.
- Provision of English-language support, especially in our programme of “English language for theology.”
- Access to our registrar and Research programme administrator
- Regular news bulletins and information circulation to all students by email.

Whilst each Course Leader is primarily responsible for student support relevant to their own degree or certificate programme, the policy of IBTS is also moving towards have a member of the core staff who has responsibility for reviewing good practice in student support across the whole of our work. We are satisfied that student support across the different programmes is broadly comparable in provision. We also seek to affirm the importance of student support at occasional IBTS full staff meetings and faculty training days.

## **STUDENT PROGRESSION**

We seek to ensure a high progression rates from part 1 to part 2 in the M level programmes and from PGCTh to MPhil then PhD status in the Research degree programme. At present our success rate in the PhD programme outcomes is 100%. Nevertheless, we are not complacent about this. At M level whilst a 100% completion rate has not been achieved, almost everyone has exited with at least a Certificate or Diploma. Our students have a very high student motivation. It is notable, however, that few students have gained an overall distinction, and we are currently reflecting on this in relation to teaching and learning strategies.

We have been addressing progression from PGCTh to MPhil/PhD status and how this can best be managed within the preferred time frame.

## **TEACHING AND LEARNING RESOURCES**

All core staff are research active and most have had recent publications (books, articles and reviews), or awards of higher degrees. Similarly a number associate faculty that IBTS employs are research active in their fields. The provision of tutor training sessions, participation in our Research Institute programmes and the weekly post graduate research seminar seeks to address not only monitoring but enhancement of teaching practices and updating of scholarship generally. All of this directly benefits the courses.

We consider that the library provision at IBTS is sufficient for current graduate teaching and for the PGCTh. We recognise that for those pursuing doctoral work the University of Wales library, our on-line access and inter-library loan are necessary additional resources.

## **QUALITY ASSURANCE**

Module evaluation questionnaires are collected at the end of each academic year or at the conclusion of a module. Each Course Leader meets with the Academic Dean, lecturing staff and a student representative to review the modules delivered and to examine feed-back and evaluation forms.

Student representatives are elected to the IBTS Board of Trustees, Academic and Research Degree Boards and sit on departmental, academic staff and module committees. Academic standards are maintained by the appointment of an external examiner to a particular Course, who reports to the annual Examination Board and to the IBTS/University of Wales Joint Board.

All assignments are blind double-marked (or triple-marked when the margin of the two marks is too wide) internally in accordance with university requirements. And we undertake a statistical analysis of results by programme. We continue to address how to secure student feedback

through effective use, and adequate retrieval, of questionnaires. We ensure loop closure of information from this process through feedback into module and programme monitoring.

## **QUALITY ENHANCEMENT**

Core staff is subject to appraisal procedures by our Board of Trustees which includes peer assessment. Core staff members are eligible for paid sabbatical leave once in every five years of service. IBTS has a separate handbook on Human Resource Management which sets these policies out in full.

At least one member of the core staff has had significant experience as an external examiner for other academic institutions (both courses and higher degrees). These appointments have afforded insight into, and dissemination of good practice, from elsewhere.

Our validation by the University continues to be a fruitful source of encouragement towards good practice in quality assurance and enhancement. The fact that our different programmes within IBTS are each subject to rigorous QAA-type quinquennial inspection contributes to maintaining good habits. We maintain an openness to seek and promote good practice.

## **PROGRAMME PORTFOLIO**

The current programme portfolio is set out at the beginning of this document.

We recognise the benefits of other research based study to compliment the MPhil/PhD programme and we are actively considering whether a programme leading to the award of a highest professional degree (e.g. PracThD or DMin) should be offered. The implications of this will emerge at a later date when trends and structures of quality assurance of the professional doctorates will become clearer.

Our commitment is to ensure the continuing provision of high quality learning, to ensure student progression and achievement for those on current courses, and to work towards sustainable enhancement of what we offer at IBTS.

## **APPENDIX Human Resources Development Policy**

IBTS is a learning community

We are seeking to become a community where individual and community learning, training, education and personal development are integral to the whole IBTS organisation and community, and where we recognise that formal and informal learning takes place for all within the community, whatever their position. Such learning is understood to be a continuous process and is not a bolted-on activity at various points in the lives of students, staff and those living within the campus.

IBTS learns as individuals learn: Individual learning does not guarantee organisational learning, but without it IBTS as a whole cannot be a learning community. We understand such a learning community to be one where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together. In this approach we seek to facilitate the learning of all our community and understand this as a process of ongoing transformation.

We understand the importance of learning as a function of all our activities, and not simply the academic, in order to sustain our ability to make a relevant contribution to general academic life, to the life of the European Baptist Federation and to Czech society.

Within our overall ethos of seeking to become a learning organisation we perceive the following values:

- i Team learning, recognising teams to be the fundamental learning unit in a modern organisation or community.
- ii Building and working with a shared vision based upon the IBTS Mission Statement developed in 1998.
- iii Each member of the IBTS community seeking in a disciplined way to clarify a personal vision and in focusing energy to bring that about.

### **Policy on developing Human Resources**

It is the belief of the International Baptist Theological Seminary of the European Baptist Federation that people are the most important resource available to IBTS, and the culture of IBTS is one that values human resources at every level. It is, therefore, the policy of IBTS to encourage every member of staff to develop their full potential – spiritual, personal and vocational – in the service of IBTS, the EBF, and the EBF Unions and churches. To this end we commit ourselves to a policy of Human Resource Development. We invite staff to acknowledge and take advantage of this policy.

#### **IBTS is committed to:**

- 1 recruiting and inducting gifted people and deploying them effectively. The induction programme for all staff will normally include a formal induction course with an evaluation after three months;
- 2 identifying and improving the skills and motivation of all employees, focusing on people's skills and general intelligence;
- 3 regularly analysing job content in relation to the long-term plans established by the EBF Council and the Board of Trustees, general organisational objectives and individual skills;
- 4 reviewing the use of technology through the Information Technology Development Group and identifying appropriate technological solutions to replace routine tasks and enhance the resources offered to the IBTS community;
- 5 identifying training needs and offering training and learning opportunities to all staff on a regular basis and providing training to improve current performance and to enhance individual careers;
- 6 providing opportunities for individual self-development and personal growth including helping employees manage their own careers;
- 7 encouraging employees to accept change as an organisational 'norm' and an opportunity;
- 8 seeking to develop a mentoring programme for new members of staff.

#### **Staff, employed by IBTS are expected to –**

- 1 take some personal responsibility for their own skills, personal, spiritual and career development;

- 2 participate, as appropriate, in the staff training programme;
- 3 participate in the Performance Appraisal Scheme.

## **Human Resources Development Policy for Academic/Teaching Staff**

### **1 Introduction**

IBTS recognises that a clear and comprehensive policy of staff development is essential for the following reasons –

- i The future educational development of the Seminary depends on the ability and willingness of all staff to meet new challenges and assume new responsibilities.
- ii As an institution of higher learning, the Seminary has a particular responsibility to further the academic and professional development of its teaching staff.
- iii The University of Wales and the IBTS Board of Trustees rightly expects this institution to be able to demonstrate that such a policy exists and is operational.

### **2 Objectives**

The objectives of the Academic Human Resources Development Policy at IBTS are as follows:

- i To encourage recently appointed members of the teaching staff to raise their academic qualifications, to PhD or Masters level as appropriate.
- ii To promote staff research in specific areas dictated by the needs of proposed course development at IBTS.
- iii To enable teaching staff to contribute significantly to theological knowledge by means of publications and participation in the wider academic community.
- iv To further the professional development of all members of the teaching staff as those engaged in Christian ministry and theological education.
- v To encourage all teaching staff to relate to the appropriate commission of the Baptist World Alliance; to participate in the European Baptist Theological Teachers Conference; to work with the EBF CEBTS network; and through the IBTS networking functions, to participate in seminary exchanges and teaching assignments in other EBF and BWA related seminaries.

All five objectives are of prime importance. However, decisions on such matters as allocation of sabbatical leave will frequently involve the evaluation of the relative priority to be given at any one time to satisfying one objective rather than the others.

### **3 Means**

IBTS seeks to meet these objectives by the following means –

- i By the provision of sabbatical leave (see section 4 below).

- ii By giving full-time teaching staff one study day a week free of teaching and administrative responsibilities in order to concentrate on the pursuit of the objectives set out in section 2.
- iii By assisting teaching staff financially to participate in the wider academic community. The Seminary provides a book allowance and funding to enable each member of the teaching staff to participate in academic conferences as agreed within the Directorate.
- iv All full-time teaching staff are provided with a personal desk-top computer with word-processing facilities and full internet services.
- v By encouraging all full-time teaching staff to participate regularly in the Seminary's programme of post-graduate seminars.
- vi By the provision of professional assistance to teaching staff in improving their teaching methods (see section 5 below).
- vii By an annual procedure for staff appraisal (see section 6 below).
- viii By the use of the experience and expertise of a Human Resources Development Group formed by the Directorate.

#### **4 Sabbatical Leave Policy**

##### **i Allocation**

Sabbatical leave is granted for a period of up to one trimester after nine trimesters of service (3 years). The allocation and timing of the sabbatical is arranged by the teaching staff member with the Rector and Directorate.

##### **ii Finance**

The Directorate has the power to recommend to the Board of Trustees that appropriate and specific financial provision be included in the academic budget for the forthcoming year to enable sabbatical leave to be taken and used to maximum profit. Such financial assistance would be given to provide teaching and administrative cover where necessary, and to meet travel and other expenses incurred in the course of a sabbatical. Staff members are encouraged in their application for sabbatical leave to make specific request for such financial assistance.

##### **iii Reporting**

Within a month of the conclusion of a period of sabbatical leave, the staff member shall submit a written report on the work achieved to the Rector, who shall circulate the report among the members of the Human Resources Development Group and the Board of Trustees.

##### **iv Short-term study leave**

Teaching staff may also make written application through the Rector to the Directorate for permission to take paid study leave for short periods (such as one month). The recommendations of the Group regarding the allocation of such study leave will be made in the context of the overall allocation of sabbatical leave.

##### **v Unpaid leave of absence**

Staff members may also submit formal application through the Rector to the Directorate for permission to take unpaid leave of absence from the Seminary for a period of up to one year. Such leave of absence will be considered in cases where staff members are engaged in research or writing projects of major importance, or where staff members wish to obtain further teaching or professional experience outside the Seminary. Where

such leave of absence is desirable, the Group will offer appropriate advice and assistance in obtaining external funding. The recommendations of the Human Resources Development Group regarding unpaid leave of absence are subject to ratification by the Board of Trustees.

## **5 Professional Training Policy**

The Directorate and Human Resources Development Group are committed to improve the quality of teaching and therefore will organise annual learning experiences in teaching, supervision assessing and related disciplines.

All members of the teaching staff are encouraged to become familiar with the issues raised in 'Learning to teach in Higher Education' (Paul Ramsden).

Reports on this process of professional training will be made to the Human Resources Development Group for inclusion in their report to the Board of Trustees.

## **6 Staff Appraisal Procedure**

These procedures are listed in a separate document attached to this policy.

*The Directorate*  
June 2000  
IBTS/HRDP

## VERIFICATION AND APPEALS PROCEDURE

*Applicable to:*

final year candidates for initial degrees, undergraduate University Diplomas and Certificates;

postgraduates following either of the stages (examination and dissertation of a taught Master's degree (including MRes), Postgraduate Diploma, or Postgraduate Certificate scheme of study (including the PGCE));

postgraduates taking the examination component of a Doctoral degree by examination and thesis.

October 2000

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