

INDEX

Tackling academic work	3
Accreditation of Prior Learning (APL)	4
Assignments	5
Marks and grades	7
Presentations	7
Data protection	8
Style requirements	9
Plagiarism	15
Level I and II grade descriptors	18
Library facilities	20
Worship guidelines	21
Glossary of terms	24

The WEMTC Students' Guide

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The WEMTC Students' Guide

The WEMTC Students' Guide

Welcome to the WEMTC Students' Guide, which complements the Handbook and Directory. The Handbook has most of the meaty information that you will need as you navigate through the course: details of the different components, modules, learning pathways and so on. It also contains the various maps you will need to get to and from venues. Much of this can also be found on the website: www.wemtc.org.uk. The Directory contains names and contact details, plus anything time dependent such as timetables.

That leaves this Guide, which is more to do with your own student experience: how to approach assignments; what to do if you miss a session or a longer stretch of learning; how work should be set out to meet academic standards; what is involved in leading worship.

Help! It's ages since I last did any formal study!

School or college may feel like a long time ago- rest assured, you are not alone. If you are nervous about approaching study or academic work we recommend:

Steven Croft and Roger Walton, *Learning for Ministry: Making the Most of Study and Training*, Church House Publishing, 2005

There are also excellent web resources dealing with study skills; most Universities will have such resources which you can access.

Core staff are always available for advice and Ministerial Students may consult their pastoral tutors over specific issues. There is a study skills session at the end of the Autumn Term and if you are struggling in any way, please ask for guidance. Your core staff tutor will be very glad to help and would far rather give some guidance in the early stages than leave you to flounder.

What's the workload like?

Past and present students will confirm that the key to survival is planning. You will need to work out when your own most busy times fall and to factor those into WEMTC deadlines (or vice versa). Although we are understanding about granting extensions, experience shows that once you fall behind it is very difficult to catch up.

The academic year is split into three ten week terms: autumn, spring

The WEMTC Students' Guide

and summer. Each ten week evening module has twenty class hours and the equivalent of one 1500 or 2000 word assignment per half term. In addition there will be some preparatory reading for sessions. People work in different ways and at different speeds, so it is hard to set down an expected number of hours. Somewhere between 5-10 hours per week, with up to 25 hours total for an assignment, is probably about right.

Accreditation of Prior Learning (APL)

It is possible for students to be accredited with prior learning, after approval by the Board of Studies. APL is a provision that enables work of an equivalent level at another institution to be recognised in place of an identical WEMTC module. It is thus possible for students to avoid classes that would be repetitive.

APL is only granted for individual modules and usually only for year one modules. Students should approach the Director of Studies if they wish to apply. Students on ministerial courses will then be expected to replace the APL accredited modules with other modules of an equivalent or more advanced standard, as agreed with staff.

What happens if I miss a session?

Vocational study is most rich and rewarding when there is a clear commitment to attendance and participation week by week, and the course should take priority over parish events. It is however inevitable that from time to time sessions need to be missed due to illness or unavoidable clashes, and you need to exercise your own judgement as to whether you need to be absent for any reason. Remember that your absence diminishes the learning experience of the group. Please notify your tutor and core staff member in advance so far as is possible.

- **Evening Classes.** Students are expected to arrange for a colleague to collect notes and materials handed out.
- **Whole Modules.** Where a whole or substantially a whole module is missed then it is not usually possible for the student to be credited with that module. Students will need to discuss ways forward with their core staff tutor and the Director of Studies.
- **Weekend Residentials** (Ministerial Students) Weekend Residentials fulfil part of the module requirements for CTM180 Ministerial Competence and CTM181 Ministerial Formation Modules and so indirectly carry credits. They are an important part of the training and

The WEMTC Students' Guide

full attendance is expected. In the case of unavoidable absence please notify your core staff member as soon as possible.

What do I need to know about Assignments?

You should receive assignment title(s) at the first session of a module.

Assignments must comply with the WEMTC Style Requirements outlined in this Guide and include a bibliography and in most cases footnoted references. Plagiarism is a serious offence.

Work should conform within a 10% margin to the word length specified, e.g. for a 2000 word assignment your work should be between 1800 and 2200 words. Penalties - 5 marks dropped for each 100 words in excess of the limit- will be given if the word count exceeds the 10% rule. Footnotes and bibliography should be excluded from the count but quotations should be included in it. Sticking to the word limit helps you learn to be succinct and to pick out only the relevant points for your argument. Being able to tailor your knowledge to give people just what is suitable is an important skill for ministry. It is also a courtesy to the marker and only fair on other students.

The assignment question must be written out in full at the top of the first page. The most common reason for failed work is failure to answer the set question! Start by studying the question and identify the key words and ideas you need to address.

Most of the assignment should be in flowing, connected prose with suitable justification of the opinions expressed. You are encouraged to use headings in your assignment as a means of structuring your response; occasionally bullet points may be used.

If you get stuck or are unsure whether you have understood the question, ask the tutor immediately. We encourage discussion with fellow students but the final work should be your own.

Assignments must be submitted in printed form. Electronic submission of assignments is something we are still exploring.

Handing in Work for Assessment

All assignments should be placed in a single plastic pocket without clip or staple, together with a completed assignment cover sheet available from the website. Please do not create your own cover sheet. If the assignment is large (e.g. Placement reports that include diaries) a ring binder may be used. In all cases pages should be accessible to the marker (i.e. do not put individual pages in plastic pockets)

The WEMTC Students' Guide

Assignments should be handed to a Core staff member or sent to the Cheltenham Office by the due date. Please do **not** hand your assignment to the class tutor.

You need to keep a copy of all assignments handed in. If an assignment should unfortunately get lost (as is possible given our heavy use of Royal Mail) you will be expected to be able to provide a second copy.

What if I miss a deadline?

Assignments are due in on the dates listed on the Due Dates in the Directory. If for any reason you are unable to meet the due date you need to notify the core staff member. There is an Extension Request Form on the Website. **Please fill it in and return to the Office at least** a week before the date, to see if an extension is possible. The request must include a new proposed deadline.

Staff recognise that you have a large number of demands on your time and it is not always possible to meet deadlines. Requests for extensions, which provide a realistic reorganisation of the due date, will be viewed sympathetically. However, many part-time tutors prefer to have all assignments in before starting to mark, so your late piece of work may delay the marking of everyone else's.

Final year students wishing to get the Foundation Degree or Certificate must hand in all work by the July deadline.

The Return of Assignments

Academic Tutors will endeavour to return assignments received on the deadline within five weeks of the due date. Please be patient when they occasionally have heavy schedules and large quantities of marking. Assignments handed in late cannot be guaranteed a five-week turn around.

Core staff members select a sample of each module for cross marking to ensure that there is consistency of standard. The mark that appears on your cover sheet will be an agreed mark between the marker and the cross marker. If you are unhappy with a mark you should talk firstly with a Core Staff member and only then directly with the Tutor.

After the assignment has been completed you should respond to the marker's comments by using the student box on the cover sheet. Ministerial students should photocopy the completed coversheet with responses to give to their pastoral tutor for discussion, and also need to place a copy in their Learning Journal.

All assignments must be kept in a safe place until required for external

The WEMTC Students' Guide

marking towards the end of the year. Marks awarded are provisional and subject to reassessment by the external examiner and the end of year Examiner's Board.

Each year the External Examiner collects in a set of assignments from each year group. S/he is appointed by the University to ensure that the WEMTC marks maintain the standards required of University awards. Also, the Examiner will request to see all work that is borderline (i.e. under 43%) or exceptional (over 74%). All marks are then confirmed at the Examiner's Board, which also decides what Foundation Degrees and Certificates will be awarded this academic year.

What do the marks mean?

Assignments will be graded on the University scale according to the Level Descriptors in the Handbook and the Assessment Regulations in this Guide. Students should note that the pass mark is 40%, which means that marks may appear discouragingly low at first, although in fact they are more than acceptable on the University scale. Marks 50% and above, if maintained, would qualify for a respectable 2:2 degree, while marks over 60% are the equivalent level of a 2:1 degree. Marks over 70% are first class marks.

Different Types of Assignment

WEMTC encourages tutors to use a range of types of assessment in order to assess not only your knowledge but your ability to apply your knowledge in relevant ways. There are important ministerial skills about communication, team work etc that cannot be assessed via the traditional written essay.

However, differing types of assessment make moderation and parity between Centres more difficult to check. Therefore we have the following guidelines:

1 Presentations

Some modules may require students to give an oral presentation. If so a cross marker will be present at some presentations or they will be videoed. The use of presentation as an assessment means is designed to test your ability to communicate and teach, as well as to know your material. Therefore you are encouraged to explore creative means of communication.

The WEMTC Students' Guide

2 Theological Reflections

The ability to think theologically is an important skill for all Christians and one of our main aims is to help students develop into reflective practitioners of their faith. Therefore the only compulsory module is CTM101/CTM201 Doing Theology. This module helps you understand theological reflection and learn one way (of many) that reflection may be done. When asked to write a Theological Reflection we recommend you use the pastoral cycle method outlined in CTM101/CTM201 unless the Tutor directs you to another method.

Privacy and Data Protection

At times in your assignments you will be drawing on real life events. It is essential that you have either obtained permission for the use of these events, or have sufficiently disguised them so that people cannot be identified. All names must therefore be changed, (with the exception of ministers in placements, who have received data protection notices under our supervision package). At the top of any piece of work that includes real life events please add:

Either:

"All names and specific details have been altered to protect the privacy of those involved" *-or-*

"Permission has been given for the use of names and details in this report, but they are to remain confidential to the reader."

WEMTC Style Requirements

The more clearly and neatly presented an assignment, the easier it is to read. There are also certain academic conventions that enable the marker to follow your argument clearly. The following pages give guidance on how we expect you to present your work. A well presented piece of work is easy to read, communicates its message better and is more likely to do well. Assignments must be typed. For those with word processors, it should be possible to eliminate virtually all typing errors - use the spell checker but also proof read. Ensure you save the work regularly and take back ups. Remember to keep a copy of everything you submit.

Format for all written work

Assignments and reflections should have either double or one and half spacing. Footnotes, quotations and bibliography should be single spaced.

A reasonable size legible font should be used if word processing e.g 11 or 12 point Times New Roman or Arial. Fancy or italic fonts should be avoided.

There should be at least a one-inch margin on all sides of the assignment.

Pages should be numbered at the bottom.

Footnotes are preferred, but endnotes are acceptable. Endnotes should be on a separate page. Do not put book titles etc. in the body of your assignment but instead use a note. See below.

All assignments should have a bibliography on a separate page at the end as set out below.

The assignment title must be written out in full at the top of the first page

Paragraphs may be indicated by either a blank line or by indentation (as in a novel). Each paragraph should deal with one main idea and should rarely be more than 12 lines long.

Subheadings are acceptable and are often useful to indicate the assignment's structure. These should be in bold or underlined.

The WEMTC Students' Guide

Abbreviations:

- Write WCC; TUC; ABM; NRSV; without full stops. Note that MPs etc. require no apostrophe
- Use Mr, Dr, eds, edn, Revd, without a full stop. Where the abbreviation includes the first and last letters of the word no full stop is necessary. When that does not happen, a full stop is required. E.g. Capt.; ed.; etc.
- Abbreviated books of the Bible are as follows – these do not require a full stop.

First Testament

Gen	Ruth	Ez	Ct (or S of S)	Joel	Zeph
Ex	1 Sam	Neh	Isa	Am	Hag
Lev	2 Sam	Esth	Jer	Ob	Zech
Num	1 Kgs	Job	Lam	Jon	Mal
Dt	2 Kgs	Ps (pl. Pss)	Ezk	Mic	
Josh	1 Chr	Prov	Dan	Nah	
Jdg	2 Chr	Eccl	Hos	Hab	

New Testament

Mt	Rom	Phil	2 Tim	1 Pet	Jude
Mk	1 Cor	Col	Tit	2 Pet	Rev
Lk	2 Cor	1 Thess	Philem	1 Jn	
Jn	Gal	2 Thess	Heb	2 Jn	
Acts	Eph	1 Tim	Jam	3 Jn	

Inclusive Language

It is expected that inclusive language will be used in all WEMTC work (see also Guidelines for Worship). Words like 'humanity', 'people' should replace words like 'mankind'. It is acceptable to use 'they' rather than 'he' as the pronoun for indefinite subjects such as 'anyone'.

The WEMTC Students' Guide

Quotations

Quotations should be used sparingly – we are interested in *your* opinions. As a rough guide, no more than five per cent should be quotations. (E.g. in a 2,000 word assignment you might have 4 quotes totalling about 80 words). All quotations must appear in single quotation marks or be indented, and the source of the quotation with page reference, must be in a footnote or endnote.

When you haven't directly quoted an author, but have borrowed an argument or idea largely from someone else, you must still footnote which book or article it came from. Similarly if a piece of factual information is not widely known or may be disputed, you should footnote its source. To quote from other people's work, without making this clear, or even to paraphrase their views without acknowledgement, is plagiarism. Plagiarism is penalised very severely.

Bible verses should not be quoted in full, except to make a special point. Relevant verses should be given, normally in the text and within brackets (*e.g.* Mt 4:5; 16:21)

Quotations of less than two lines are normally integrated into the running text, using single quotation marks (double quotations are reserved for quotes within quotes). If the quotation is longer, it should be started on a new line and indented and single spaced. Any personal additions should be in square brackets [] to show that they are not part of the quoted matter.

Footnotes/ Endnotes

It is often helpful to use footnotes/ endnotes in your assignment. Footnotes are easier to read, but endnotes are acceptable for hand-written assignments. In Microsoft Office the facility for footnotes is found under

Insert > Footnote or Insert > Reference >Footnote.

NB. in most word processors the Footnote option is different from the Footer option (which puts the same information on all pages).

The main purpose of footnotes is to show how your assignment relates to the reading you have done and to avoid plagiarism. You should indicate where your ideas have come from and show where you have used and developed ideas found in the literature.

<p><i>Text:</i> It would seem that rhetoric often prevails over poetic form in prophetic poetry¹ and so we should turn firstly to rhetoric to explain what is going on.</p>
--

The WEMTC Students' Guide

Footnote: ¹Morris 1996 137 speaks of a spectrum between rhetoric and poetry.

If you disagree with an important author, but the point is not significant or relevant enough to include in the substance of the assignment, this is worth footnoting.

Text: If Micah did not at first preach a text that was open and general, those who recorded it, made it so.²

Footnote: ²The greatest weakness of Shaw's account is to limit the prophecy to one historical setting. This is to ignore the poetic dimension as well as the concept of sacred literature.

It is important that, when you cite a reference or give a quotation, you give full bibliographical details (see bibliography below). There are many different ways of doing this, but for consistency WEMTC students are asked to use the 'Harvard System'. This system basically involves citing:

- the author,
- the date of publication
- the page number (e.g. Harper 2007, 62)

in the footnote. Full bibliographical details are then given in a bibliography listed in alphabetical order at the end of the assignment. The footnote reference number in the text may either come immediately after the author's name, or at the end of the relevant phrase or sentence. It is not necessary to put p. or pp. before the page number in the footnote.

Thus:

Text: ... Willis has several attempts at interpreting this passage. In 1996 he tackled verse 1a□-□⁵. He then went on to look separately at verses 6-8⁶, having in the mean time tackled the whole structure⁷....

Footnote: ⁵Willis 1967a.

The WEMTC Students' Guide

⁶Willis 1970.

⁷Willis 1967b.

NB: If the author has written more than one book or article in the same year, they are distinguished by letters after the date (as indicated in the full bibliography)

Text: ... starting with the main Hebrew Bible⁸, I began to search the grammar books⁹ for explanations.

Footnote: ⁸Elliger, Rudolph *et al* 1977

⁹e.g. Muraoka and Jouon, ii, 1991

NB: In this footnote *et al* indicates that there are more than two authors/editors; ii indicates a multi-volume work)

Bibliographies

Your bibliography must include all the books referred to in your assignment and footnotes. It should also include other books/articles that you have read in connection with the assignment, even if you have not quoted from them.

An average level one bibliography will have 3-4 books in it, while at level two there will be 4-5 books with at least one academic book specific to the assignment title. It will also normally include at least one of the recommended or indicative books from class.

The bibliography should not include books you have not read (even if quoted from). If necessary you can use a footnote to give the details of an unread book, but note from which book or article you heard of it (and give the bibliographic details of your source in the bibliography).

There are numerous ways to set out bibliographies and we ask you to follow the format below. The references should run in alphabetical author order and, where there is more than one book or article by the same author, in date order.

So for a book give:

- the author: surname, then initials. the title italicised or underlined for a book.

The WEMTC Students' Guide

- the series and edition number if relevant)
- the publisher, place of publication
- date of publication (this should be the date of the edition NOT any reprint)

- Achtemeier, E. *Preaching Hard Texts of the Old Testament*, Hendrickson Publishers, Massachusetts, 1998.
- Brueggemann, W. *Texts Under Negotiation: The Bible & Postmodern Imagination*, Fortress Press, Minneapolis, 1993a.
- *Praying the Psalms*, St Mary's Press, Minnesota, 1993b.

For an article in a journal or multi-authored work:

- the author surname, then initials.
- the title of the article or chapter in single inverted commas.
- the journal name, volume number - or- the editors and book title as for books above.
- date of publication and page numbers

Ackerman, J.S. 'Numbers' in Alter, R. et al. eds. *The Literary Guide to the Bible*, Collins, London, 1987, 78-91.

Barton, J. 'Clarifying Biblical Criticism', *JSOT* 29, 1984, 19-35.

Citing Web Pages and Electronic Messages

Most printed bibliographies have not caught up with the web yet, and are reluctant to include links to notoriously short lived web pages. However amidst the mountain of dross there are many pearls on the net. Indeed the web started off as a sharing of academic information and it is well suited to the dissemination of ideas and theories.

Treat all information from the web with caution

The problem is the lack of validation and authorisation that mean many half

The WEMTC Students' Guide

baked ideas masquerade as scholarship, but do use it - especially the University based material.

It is just as much plagiarism to copy from an unacknowledged web page as from a book. Web sites you have consulted must therefore be referenced and included in the bibliography.

The format is:

- The surname of the author and then the initials with author's email address if given
- Title of Work in quotes if it has one or title of message
- Internet address
- Date of work if known or last update to file.

For more detail see Page M.E. "A Brief Citation Guide for Internet Sources in History and the Humanities", <http://www.fordham.edu/halsall/cite.html> Oct 1995 and/or <http://h-net.msu.edu/~africa/citation.html>.

Plagiarism

The following is from an article ('Avoiding Plagiarism') by Sharon Williams¹ that used to be on the internet:

Writers sometimes plagiarise ideas from outside sources without realising that they are doing so. Put simply, you plagiarise if you present other writers' words and ideas as your own. You do not plagiarise if you "provide citations for all direct quotations and paraphrases, for borrowed ideas, and for facts that do not belong to general knowledge" (Crews and Van Sant, 407).

The best way to avoid plagiarism is to keep control of your argument. You should include ideas from other sources only when those ideas add weight to your argument. Keep the following suggestions in mind when you are using material from other sources:

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.

¹ Williams S "Avoiding Plagiarism"

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html> Sept 2001

The WEMTC Students' Guide

- Avoid quoting more than is needed. Most of the time, brief quotations suffice.
- Use direct quotations only when the author's wording is necessary or particularly effective.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as is quoted in.... "
- Place all direct quotations within quotation marks. Be sure to copy quotations exactly as they appear. A citation without quotation marks is plagiarism.
- To avoid any unintentional failure to cite sources, include all citation information in your notes and in your first draft.

At all times, stay in control of your argument and let your own voice speak for you.

A common pitfall: the note taking stage. Plagiarism often starts with the note taking stage of the research process. If possible, have a clear question in mind before heading off to the library so you will not waste time taking extraneous notes. When taking notes, be sure to distinguish between paraphrases and direct quotations. When you are copying a direct quotation, be extremely precise. Note all the information you will need for the citation and copy the quotation exactly as it appears. Some writers use only direct quotations while note taking so there is no confusion as to whether a note is a paraphrase or a direct quotation. Other writers colour-code notes: one colour for paraphrases, another for quotations. To ensure that you are not copying wording of sentence structure when paraphrasing, you might find it helpful to put the source material aside. In summary, be consistent and conscious of whatever note taking method you decide on.

Sometimes writers do not recognise when their use of other writers' ideas constitutes plagiarism. Versions of the following source can help you see the difference between acceptable paraphrasing and plagiarism (taken from *The Bedford Handbook for Writers* 508).

Original source:

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviourists (Davis 26).

Version A:

The existence of a signing ape unsettled linguists and startled animal

The WEMTC Students' Guide

behaviourists (Davis 26).

Comment: Plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation 'the existence of a signing ape.' In addition, the phrase 'unsettled linguists and startled animal behaviourists' closely resembles the wording of the source,

Version B:

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behaviour (Davis 26).

Comment: Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarising because the source's sentence structure is unchanged.

Version C:

According to Flora Davis, linguists and animal behaviourists were unprepared for the news that a chimp could communicate with its trainers through sign language (Davis 26).

Comment: No plagiarism. This is an appropriate paraphrase of the original sentence.

Learning how to use the ideas of others to add weight to your ideas involves effort and a commitment to academic honesty. It is not always clear exactly when or how to use sources, and sometimes you will need advice. Since your professors are most familiar with the expectations of their disciplines, they are the best people to ask.

The WEMTC Students' Guide

Level One and Two Grade Descriptions

At the moment WEMTC offers modules at University Level One (Certificate) and Level Two (Foundation Degree). The following gives a description of what students are expected to attain at each level:

Level One Modules (Certificate in Higher Education)

All WEMTC CTM1xx modules are taught at Higher Education Level One and assignments are marked according to the following criteria

At Level One students should be able to

- show an outline knowledge of a subject and its key debates and methodologies
- present material in a coherent and intelligible way that is relevant to the task
- structure and develop an argument and appropriately support it by references.
- answer an academic question or tackle an appropriate task with suitable explanation of their methods.
- illustrate their approach to a question or task with reference to their reading and study of the subject

Level Two Modules (Foundation Degree)

Some, but not all, WEMTC CTM2xx modules are taught so as to be accessible at Higher Education Level One and Level Two. In the case of those modules, students on the Certificate course will be set assignments and be marked at Level One in accordance with the criteria for level one modules above. Students on the Foundation Degree Course will be marked according to the following criteria :

At Level Two students should be able to

- show an awareness of the history of thought upon an issue together with the state of contemporary debate

The WEMTC Students' Guide

- show a knowledge and understanding of the main literature on a topic
- identify issues, clarify concepts and show some competence in discrimination, analysis and assessment of ideas
- relate theological study and practice to faith and spirituality
- justify their approach to a question or task in relation to their reading and study of the subject.

A description of the marking scheme for assignments can be found in the Handbook.

The WEMTC Students' Guide

Library Facilities

University of Gloucestershire Learning Centre

The Francis Close Hall Learning Centre at the University of Gloucestershire contains the WEMTC collection, and a range of other resources. The WEMTC books are housed as a separate collection and the Learning Centre is open 9am – 9pm most days with weekend accessibility. In order to use this library students must have a University of Gloucestershire student card. The Catalogue is available online.

The Cheltenham Library is available to students of all Centres and there is a system of requesting books and having them sent by post.

Hereford Diocesan Resource Centre

Situated in the Ludlow Conference Centre, Ludlow, this combines educational resources with WEMTC's collection of books. The centre is open during the day and some evenings. Melody Wilson-Claridge is the Resource administrator and the number is 01584 873882.

Hereford Cathedral Library

For a subscription members of the public may join this library, which is housed in the new Library Building alongside the Cathedral. Reading the books on site is free. Opening times daily are 10am -1pm (4pm Tues and Wed and 7pm Thurs; 1st Saturday in the month 10 am- 1 pm. Enquiries to the Librarian, Hereford Cathedral Library, Hereford HR1 2NG 01432 374 226.

Library Organisation

The Library uses the Dewey Decimal system followed by the first 3 letters of the author's surname. Most Theology books are in the 200 range and similar subjects are grouped together e.g. First Testament is 220s, Ethics 241 etc. Books show their number on the spine and are ordered numerically/ alphabetically in the room. To find a book use the online library catalogue in the library and note down the call number in order to find the book on the shelf.

The WEMTC Students' Guide

WEMTC WORSHIP GUIDELINES

Worship is a sustaining and central part of the time students and staff spend together at WEMTC. Placing worship at the beginning of every evening, as well as at the heart of residential weekends, gives opportunities not only to fulfil the desires of a Christian community to come together before God in prayer, but it also enables students to share in the task of leading that worship and to develop skills necessary in their future ministry.

At WEMTC the conduct of worship can be experienced and explored in a safe and caring environment with a balance struck between innovative worship and more traditional liturgies. This is also one of the situations where WEMTC fulfils its requirements to ground Anglican students in the authorised services of the Church of England.

Worship is regarded as an integral part of the life and training of students and staff, and therefore expected attendance at WEMTC evenings always includes worship for any ministerial student.

Over your time at WEMTC you should have the opportunity to lead a variety of different kinds of worship from formal to experimental.

Worship Guide

Each Centre will produce its own worship rota. The Residential Worship Rota is produced centrally and can be found in the Directory.

Evening worship should last no more than 20 minutes. To help those leading, prompt attendance at the start of the evening is helpful.

During the evening (often at coffee-break) a core member of staff will discuss the service with the leader. This process is designed to give constructive feedback. Staff recognise that leading worship before peers can be a nerve-racking event that may have involved considerable preparation. Creative approaches to worship and experimentation are part of the learning process and the feedback is designed to help you evaluate the construction and delivery of your service. The staff member will also give written feedback.

Remember that this is a community at prayer, fed and nurtured by its worship. Given that only twenty minutes is available try not to overfeed us with too much material, and allow some space for people to adjust to being at WEMTC. It is rare for evening worship to have too little content.

The WEMTC Students' Guide

**When using liturgy other than an authorised service,
be creative and take risks.
With authorised services, explore their flexibility**

This is a unique opportunity to explore and be able to make 'mistakes' from which all can learn. Just because previous services have been of a particular pattern does not mean that there is any WEMTC house style. Over the time with WEMTC try to obtain a balance between sharing with the group the best of your own tradition and experimenting with material new to you.

Worship at Residential Weekends

During Ordinands' and Readers' residential weekends, it is customary for a member of staff to lead worship on Friday evening. There will be opportunities for students from the two centres to share in the leadership of worship on Saturday morning, Saturday evening and the Ministry of the Word, excluding the homily at the final Eucharist on Sunday morning – which in the case of the Ordinands is usually in the hands of a Centre group.

The type of service will be indicated in the Worship Rota in the Directory. Except for the Sunday, worship should be 20 – 30 minutes in length. It is important to keep to length as meals usually follow!

Inclusive Language

Within the course we recognise the pastoral and linguistic need for the use of inclusive language in our worship (i.e. recognising that words like 'man', 'mankind' etc. are now gender-specific and need to be replaced by words such as 'humanity', 'humankind' etc.). This is also becoming increasingly recognised within Churches nationally (where all new liturgy is in inclusive language) and in local churches (though many congregations have yet to recognise the sense of exclusion that the traditional usage causes for a growing number of people).

When on placement we follow the liturgical usage of that congregation but within the Course, we use inclusive language when referring to humanity in all services (except those from the 1662 Prayer Book – or other traditional/poetic texts).

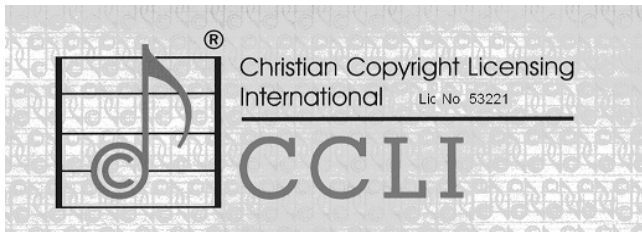
In addition to inclusive language about people, please be aware of the danger of using language about, and images of, God that have an exclusively male focus.

The WEMTC Students' Guide

CHRISTIAN COPYRIGHT LICENCE

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The WEMTC Students' Guide

Glossary of Terms

ACCREDITATION OF PRIOR LEARNING (APL): APL gives exemption from certain modules by the giving of credit for work undertaken prior to coming to WEMTC. Students who have done Reader Training or a theology course with some other institution may apply for APL where they believe they have already covered the material in a particular module.

ACCREDITED MINISTRIES: Those lay ministries (e.g. Reader, Lay Worker) which the Church of England authorises through its Bishops after appropriate training.

AOCM (ASSOCIATION OF ORDINANDS AND CANDIDATES FOR MINISTRY): An Anglican society for ordinands that deals with student issues and represents ordinands to the national church. It also produces an annual handbook.

BCP (BOOK OF COMMON PRAYER): The prayer book of the Church of England as established in law, last revised and approved by Parliament in 1662.

CME (CONTINUING MINISTERIAL EDUCATION): The Anglican provision for ongoing training. Initial Ministerial Education (IME) is deemed to last seven years. IME 4-7 is the name given to the compulsory four years post-WEMTC, after which ministers continue to develop by participating in the diocesan CME programme.

COMMON WORSHIP: The title of the latest Anglican prayer book and other liturgical material authorised for use in Anglican churches.

CONTACT HOURS: The amount of time spent on a module in face to face contact between a teacher and students, i.e. the number of hours spent on sessions together.

CORE STAFF: This consists of the salaried academic staff of the Course

CREDITS: Credits are a type of academic currency that is nationally recognised. Every module bears credits and 120 credits at level one are needed for a Certificate, and a further 120 at level two are needed for the Foundation Degree. Our credits are known as CATS credits and are recognised by most Universities.

CURATE (*technically, assistant curate*): A Church of England ordained minister who does not have sole charge of a church but acts as an assistant minister to the vicar or rector. After ordination all Church of England ministers do a 3 or 4 year training curacy (one year as a deacon and 2-3 as priest). The term is also used in the Bristol Diocese for all non-stipendiary

The WEMTC Students' Guide

ministers while in other dioceses it may be used only for the training period.

DEACON: Within the Church of England the diaconate is the first year of ministry after training. An ordinand is ordained a deacon and is usually priested one year later.

DIOCESE: An Anglican regional area presided over by a Bishop. Dioceses have a fair amount of autonomy and have certain responsibilities for ordinands from within their area and for the placement of ordinands, especially non-stipendiary ministers (NSM, SSM, OLM).

DDO: Diocesan Director of Ordinands. This is the person responsible, in the Anglican Church at Diocesan level, for guiding candidates through the selection and training procedure.

FORMATION GROUPS: Small groups set up in each centre to help Ordinands and Readers integrate their learning with their formation as ministers. They meet three or four times a year.

HIGHER EDUCATION LEVELS: The expressions "Level One" and "Level Two" refer to the commonly accepted terminology in Higher Education. Level One refers to work of a kind to be expected of the first year of a three year undergraduate course and would normally attain a Certificate in Higher Education, whilst Level Two involves work compatible with the second year of such a programme and gaining a Foundation Degree.

HIND REPORT: now properly known as 'Formation for Ministry within a Learning Church', this sets out a potential restructuring of all theological education, lay and ordained, in the Church of England. There is partnership with the Methodist Church and the URC in these proposals

INDICATIVE BIBLIOGRAPHY: Those books that are provided to the University as indicative of the range and level of books for a module when it was first validated. Indicative bibliographies will be supplemented by more up to date reading lists in class. The reading done for an assignment should be of a similar level to these books and they are a good place to start reading.

LEARNING JOURNAL: A portfolio compiled by the student through each year of the course that includes initial reflections on sessions, modules and residentials and further theological reflections on issues that arise.

LOCAL MINISTRY SCHEMES: Various dioceses (inc Gloucester and Hereford) of the Church of England have developed schemes to develop collaborative ministry and leadership in local churches.

MINISTER IN SECULAR EMPLOYMENT (MSE): An ordained minister of the Church of England whose principal focus of ministry is their place of employment, (e.g. a school), rather than a local parish.

The WEMTC Students' Guide

MINISTRY DIVISION. This division of the Archbishops' Council is responsible for Church of England selection conferences, and has (along with the Bishops' Committee for Ministry) oversight of all training institutions and Anglican ministerial training.

MODERATION: The process by which assessment by staff can be checked by colleagues and external examiners to ensure parity and proper standards. The Churches appoint a Moderator to check that ordinands are being properly prepared for ministry and the University appoints an External Examiner to check that the academic work is of an appropriate standard.

MODULES: A module is an educational unit which forms part of the course and which may be defined in terms of educational aims, objectives, content and assessment. It may be taught through formal classes and during residential events or combine a number of different activities and learning situations. Any award is made of a number of credit bearing modules.

NON STIPENDIARY MINISTER (NSM): see self-supporting minister

ORDAINED LOCAL MINISTER (OLM): An ordained minister of the Church of England who is called to serve in their local church and is not normally deployed to any other place. OLMs serve in a context of collaborative ministry and leadership and exercise a voluntary ministry. In the Dioceses of Hereford and Gloucester, OLMs emerge from the Local Ministry Teams set up through diocesan Local Ministry Schemes. OLM schemes are recognised in only some Church of England Dioceses.

PART-TIME TUTORS: These are the non-salaried academic staff. They are paid according to the sessions that they teach. Many part-time tutors also act as pastoral tutors of students.

PASTORAL TUTORS: Pastoral Tutors are responsible for guiding individual students through their Course. All ministerial students will be assigned a pastoral tutor and will meet with them at least once a term.

PORTFOLIO: A collection of work that a student assembles as evidence of their achievements in the area of ministerial competence.

READER: An accredited and nationally licensed ministry within the Church of England. Readers are trained through an appropriate scheme, licensed within a diocese and through their ministry lead worship, preach, teach and engage in pastoral work.

REGIONAL TRAINING PARTNERSHIP (RTP): Part of the restructuring of theological education under the Hind Report. The country is to be divided into 9 or more regions, each to have its own part-time training course(s). The WEMTC area will operate over the West Midlands.

SELF-SUPPORTING MINISTERS (SSM): An ordained minister of the

The WEMTC Students' Guide

Church of England who does not receive a stipend to support his or her ministry. This does not necessarily mean that their ministry is “part-time”, and such ministers will receive expenses for their work. They are usually thought of as deployable within a Diocese. The term is beginning to replace the NSM title.

STIPENDIARY MINISTER (SM): An ordained minister of the Church of England who receives a stipend for his or her ministry. Stipendiary ministers are normally thought of as deployable from one situation to another, throughout the country.

TUTOR: In a general way this refers to those who may be leading particular sessions at Course evenings, or at residential events.