Research Programmes Handbook
2024-2025

Master of Theology, Master of Philosophy and Doctor of Philosophy

Middlesex University Faculty of Business and Law

Director of Research:	Dr Graham McFarlane
Institutional Link Tutor:	Dr Shivanthi Manickasingham
Middlesex Link Tutor:	Dr Nicky Spawls

Contents

1. Introduction

1.1   Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at London School of Theology and Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) to Dr Graham McFarlane at directorofresearch@lst.ac.uk.

1.2   Information in Alternative Formats

This handbook can be found online here

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If you have a disability and would like to receive information in an alternative format, please email inclusion@lst.ac.uk.

1.3   Key Contact Details

Director of Research	Principal
Dr Graham McFarlane	The Reverend Professor Mark Cartledge
London School of Theology	London School of Theology
Green Lane, Northwood	Green Lane, Northwood
Middlesex HA6 2UW	Middlesex HA6 2UW
Telephone: 01923 456000	Telephone: 01923 456000
Email: directorofresearch@lst.ac.uk	Email: principal@lst.ac.uk
Middlesex University Link Tutor	**Institutional Link Tutor - Academic Secretary, Director of Academic Services (ASDAS)**
Dr Nicki Spawls	Dr Shivanthi Manickasingham
	London School of Theology
Email: N.Spawls@mdx.ac.uk	Green Lane, Northwood
	Middlesex HA6 2UW
	Telephone: 01923 456000
	Email: asdas@lst.ac.uk
Research Programmes Administrator	
Sandra Khalil: sandra.khalil@lst.ac.uk	

As a student of LST you agree to abide by LST's Regulations when you enrol and therefore you should read this Programme Handbook in conjunction with LST's Regulations and Policies and Process which are available online here.

1.4   The Student Welcome Guide

In addition to reading this Programme Handbook, you should read the MDX Student Welcome Guide available in UniHub. This guide contains information on more general Middlesex University services and facilities, such as UniHub, UniHelp and the Library. It is important that you familiarise yourself with this information to get the most from your handbook.

1.5   The University Regulations

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online here. Some of the key regulations have been repeated on the Your Study pages on UniHub http://unihub.mdx.ac.uk/study.

2. Welcome to the MTh, MPhil, and PhD Programmes

2.1 Introduction to London School of Theology

London School of Theology (LST) is one of the largest independent Christian Theological Colleges in Europe and has been providing excellent quality theological education for over 75 years. For nearly 40 years, the school has delivered university-accredited undergraduate, postgraduate and research programmes as well as non-accredited short courses. Since 2005 our accredited programmes have been validated by Middlesex University.

LST is at the forefront of delivering academically robust theological education both nationally and internationally. LST has a diverse learning community and our delivery of teaching and learning, reflected in the academic results and professional achievements of our students, is equal to the majority of university theology departments. Whilst maintaining our focus on the core undergraduate Theology degree, the school has successfully integrated this with other vocational disciplines through the provision of programmes in Theology and Counselling and Theology, Music & Worship.

At Masters' level our suite of postgraduate taught programmes (MA Theological Studies, MA Practical Theology and Ministry and MA Biblical Studies), provide progression routes for undergraduate students continuing the integration of academic study and professional and vocational contexts. LST has an international reputation for providing excellent research degree programmes at three levels and our MTh, MPhil and PhD programmes are jointly delivered with Middlesex University.

In addition, LST delivers vocationally focussed personal development, short courses and training designed to equip students for engagement in their ministry, professional and community contexts.

Graduates from LST have gone on to a wide variety of occupations. Many go on to professional Christian ministry in various forms, in churches and Christian organisations in the UK and internationally. A significant proportion of alumni are now to be found working in positions of senior leadership and management within the faith sector; a good number also move into higher education teaching in the UK and abroad, following further study either at LST or other prestigious universities.

2.2 Location of LST's campus

LST is in Northwood and our five-acre site provides lecture and seminar rooms, student accommodation, dining facilities, a well-stocked library, a student social and recreational centre, music practice rooms, a Chapel, and sports facilities. The Northwood campus facilitates the delivery of teaching and learning for all our validated programmes.

2.3   Welcome from the Principal

I am delighted to welcome you to London School of Theology; it is wonderful that you are studying with us. This handbook provides you with all the key information that you need for your research programme, whether MTh, MPhil, or PhD. As such, it is essential for your reference as you engage with your studies and prepare for the semester and year ahead.

London School of Theology has a reputation for being a great place to conduct original research, grow as a scholar as well as a disciple of Jesus Christ. I define research as *a process of investigation leading to insights that are effectively shared.* For research students, this means writing a dissertation or thesis. You are producing a document that contains insight from the Scriptures, Christian history and tradition, contemporary lived experience of the church and rigorous critical thinking.

I often say my experience of being a student many years ago (1982-1985) focused on four things and I hope these will be the same for you and your experience of LST.

First, studying theology at LST is not simply a detached academic exercise. We hope to integrate your learning into an experience of Christian formation within the spiritual life of the School. Our devotional life is central not peripheral to our identity as an Evangelical Theological College. That is why we encourage you not only to study the Scriptures academically, but to read them in your personal devotional lives, with others in study groups and to listen to them expounded in worship services. It is important that you grow in your personal knowledge of the Lord, through prayer, reflection, and action, as well as academic study.

Second, studying at LST is truly an academic exercise. In our educational mission we seek to attain the highest standards as we invite you to develop your knowledge and skills in theology and other disciplines as appropriate to your research focus. Alongside our commitment to academic excellence is also a commitment to support you in your studies, so that you achieve the best possible outcome personally.

Third, LST is a community of scholars, staff, and students, working and in some cases living together on campus. We are committed to building relationships and supporting each other in community, whether that community is on campus, online, distance or hybrid. This is not always easy. From time to time there will be tensions and disagreements, but we are committed to the building up of our community in respectful, honest, and loving relationships. It is likely that you will make lifelong friendships here because of the depth of community you experience.

Fourth, LST is place where people seek God's face in order to discern what it is that he is calling them to do in the future. For me, this meant being ordained in the Church of England. This ministry continues today in the local church and wider contexts. It also meant following an academic path as well. The passion for research was fostered as an undergraduate and it found expression in the kinds of things I researched as a postgraduate and now as an established scholar. Maybe the Lord is calling you to a full-time academic vocation, but maybe he is calling you to straddle the different worlds of church, academy, and society. However, the Lord is calling you and preparing you, may give you wisdom and discernment as you make your decisions.

The school's motto is from Paul's letter to the Colossians chapter 3, verse 2: 'Set your minds on things above'. It reminds us that our fundamental identity is in Christ. He is the centre of our lives within the kingdom of God. He is the one who is seated at the right hand of the Father in heaven. Our lives, by means of the Holy Spirit, are united with him and his mission in the world.

LST's vision is **forming disciples, resourcing churches, and impacting society**. We hope and pray that you will walk more closely with Jesus because of your time with us, be an important human and spiritual resource for the local, nation and global church, and become a scholarly influencer in society for the sake of the Kingdom of God.

May I wish you every blessing for the coming academic year!

Mark

The Revd Professor Mark J. Cartledge, FRSA
Principal
Professor of Practical Theology
principal@lst.ac.uk

2.4 Welcome from the Director of Research
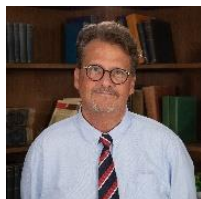
Welcome to the amazing journey that is theological research. It is like a roller-coaster with breath-taking highs and lows, even though it all takes place in frustratingly slow-motion. And yet it is also transformative, both to our own thinking and characters as well as our futures. However, for all of us, it is an essential step in demonstrating our calling, our distinctive way of serving the Church and the Lord JesusChrist.

London School of Theology is a Partner Institution of Middlesex University, offering collaborative research programmes. As one of our new research students, you have access both to our facilities and to some Middlesex University facilities (see page 13).

Remember that your supervisor(s) and our Research Programmes Administrator need to be kept up todate with any changes in your e-mail address, postal address, and phone number(s).

If you have questions about your research, your first resource is your supervisor(s), but if they cannot help, please do not hesitate to contact our Director of Research or our Research Programmes Administrator, Sandra Khalil (sandra.khalil@lst.ac.uk; tel. 01923 456162).

Dr Graham McFarlane
Director of Research

2.5 Welcome from your Institutional Link Tutor

Dear Students

It is my pleasure to welcome you to the London School of Theology and to the MTh/MPhil/PhD programmes which are offered jointly with Middlesex University. London School of Theology has a proud history of providing theological education to students who go out into the world to resource churches and impact society. Our teaching is research and practice led and I am pleased to welcome you into this distinguished community of scholars. I wish you every success and blessing as you embark on this exciting and rewarding programme of study.

In order to make the most of your time at LST, please do take the time to read this Handbook in full and to note the key academic policies, processes and regulations which are referenced in this document and can be found on the LST Student Hub. Understanding the policies, processes and regulations that underpin this institution and keeping in regular contact with your research supervisory team will help you to better engage with your studies and aid your progression; complying with the requirements of this robust quality framework will not only support you to flourish and succeed but will ensure that a level playing field is in place for all our students.

Shivanthi

Dr Shivanthi Manickasingham
Academic Secretary, Director of Academic Services

3. Introduction to Middlesex University

3.1 Overview

UK Joint Collaborative Programmes

Middlesex University works in collaboration with London School of Theology to ensure your programme of study is of an academic standard and quality which meets the requirements of the national Quality Assurance Agency (QAA) and has therefore been validated as a formal qualification of Middlesex University. The University works in partnership with a range of institutions globally. More information can be found on the University website here.

As a student on a Middlesex University joint collaborative research programme, you are studying for a qualification that is taught and assessed jointly buy your College/Institution (our 'Partner Institution') and Middlesex University, and which is validated as a Middlesex University qualification. This collaboration is formalised in a Memorandum of Co-operation which sets out all the programme's academic and administrative arrangements and which is held on record at your institution. Please see section 4.3 for more details.

Your main source of advice will be from your Programme Team and Administrative Staff within London School of Theology who will already have established student support services to help you. In addition, both your Institution and the University have each appointed a Link Tutor to ensure the smooth running of your programme of study and clear and effective communication between our two institutions. Please see section 4.2 for more details.

Although you will enrol at LST, your programme is validated by Middlesex University and therefore you are a student of both institutions. Within Middlesex University, your programme is part of the School of Social Care, Health and Education.

Being a Middlesex University student on this joint programme means, in brief, the following:
- You enrol with both Middlesex University and London School of Theology. The regulations governing Middlesex University student membership can be found here.
- You attend the LST graduation ceremony.
- You are also entitled to attend one of Middlesex University's graduation ceremonies held at the Hendon Campus in London in July. Invitations to register will be emailed to you by the Academic Registry's Assessment Office. Full information can be found on my UniHub here or by contacting the Graduation Ceremonies Office on +44 (0) 20 2477 6770.
- You receive a Middlesex University ID card, IT User ID, and password. These will give you access to the University's Student Portal myUniHub which you will use to enrol and to access technology supported learning via the MyLearning portal.
- You will also receive an LST ID card which mentions Middlesex University, an LST email address and password.
- You are a member of the Middlesex University Students' Union.

LST has its own Regulations, Policies and Procedures which may be found in the Key Documents folder on the Student Hub.

3.2 Link Tutor role description

As stated on the front of this Programme Handbook the Link Tutor at LST is Dr Shivanthi Manickasingham and the Link Tutor at Middlesex is Dr Nicky Spawls. Both members of staff are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved (Spring 2023). Both Link Tutors attend the Research Committee meetings where they hear the views of students on the programme, however you can contact either if you have a query or suggestion.

3.3 Memorandum of co-operation

LST and Middlesex University have entered into a formal agreement regarding the delivery of your programme; this is called a Memorandum of Co-operation. The Memorandum of Co-operation, among other things, sets out the responsibilities of both Middlesex University and LST including in relation to financial and administrative arrangements, contingency planning, programme intakes, application route, mode of delivery and Assessment Board dates. If you are in any doubt as to your relationship with both LST and Middlesex University then please contact email asdas@lst.ac.uk.

LST is registered with the Office for Students (OfS): https://www.officeforstudents.org.uk/

The Office for Students (OfS) is the statutory regulator of higher education in England, working in the interests of students and prospective students from all backgrounds. You can learn about what the OfS does for students at: https://www.officeforstudents.org.uk/for-students/what-the-ofs-does-for-students/

The recognised Quality Body for OfS is The Quality Assurance Agency (QAA): https://www.qaa.ac.uk/

LST is a member of the Quality Assurance Agency for Higher Education (QAA) which is an independent agency appointed by the OfS as the designated quality body which is responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. In particular, there is specific guidance on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. Quality Assurance Agency for Higher Education (QAA) UK Quality Code, Advice and Guidance: Partnerships. The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students.

The QAA produces the UK Quality Code which outlines key expectations placed on all UK Higher Education providers. There is Specific Guidance on how institutions should manage partnership arrangements such as that between Middlesex University and LST: https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships

3.4   LST's Quality assurance

Quality assurance refers to the maintaining of standards and ensures that students have the best possible experience. Middlesex University has a range of quality assurance processes and procedures which include the following:

- Programme approval and validation: the process your programme went through before it was allowed to be delivered by LST.
- Programme validation and revalidation every 6 years. The most recent revalidation took place in Spring 2023.
- Annual monitoring: Middlesex University reviews how your programme is doing every year.
- External examination: these are the independent moderators, appointed by Middlesex University, who help ensure that academic standards are met.
- Student feedback and representation: this includes student surveys and student feedback through the Research Committee.
- Newly approved Stage 1 review and Stage 2 review (MPhil/PhD upgrade)

The Quality Assurance Agency for Higher Education (QAA) produce the UK Quality Code which outlines the key expectations and practices placed on all UK Higher Education providers. There is Specific Guidance on how institutions should manage partnership arrangements such as that between Middlesex University and LST: https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships

To ensure the high standards and quality of Middlesex University provision, all programmes are subject to the University's academic quality assurance procedures (which include procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate. You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Programme Voice Groups and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

3.5   MDX's Quality Assurance

The Quality Assurance Agency for Higher Education (QAA) produce the UK Quality Code which outlines the key expectations and practices placed on all UK Higher Education providers. To ensure the high standards and quality of Middlesex University provision, all programmes are subject to the University's academic quality assurance procedures (which include procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment, and resources are appropriate. You also have a very

important role in enhancing our programmes by feeding back on a regular basis via student surveys, Programme Voice Groups and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

3.6   Quality enhancement

Quality enhancement is the process through which Middlesex University and LST seek to continually review and improve the quality of your programme. By getting involved in quality assurance, you can help enhance the programmes we run and the experience of students.

3.7   LST's Student Protection

Middlesex University has a regulatory framework to support student continuation of study and LST has a Student Protection Plan which **covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks as well as** arrangements for refund and compensation. The Student Protection Plan is available on the Student Hub here.

3.8   MDX Student Protection Plan

One of the Middlesex University core values is 'We put students first'. We have a regulatory framework to support student continuation of study. The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks, arrangements for refund and compensation. Full details of the Student Protection Plan are available here.

4. Calendar's

The LST Institutional Academic Calendar details key institutional dates such as term dates and graduation, along with dates for the Research Committees.

MDX Academic Calendars can be found at https://unihub.mdx.ac.uk/student-life/important-documents.

Part One – Your Programme

5. Programme Information

5.1 Your Programme Team

Staff Name	Photo	Contact Details	Role Description
Dr Graham McFarlane		directorofresearch@lst.ac.uk	Director of Research
Sandra Khalil		sandra.khalil@lst.ac.uk	Research Programmes Administrator
Dr Shivanthi Manickasingham		asdas@lst.ac.uk	Academic Secretary, Director of Academic Services (ASDAS)
Daniela Vairo		registry@lst.ac.uk	Assistant Registrar
Clara Badu-Amoah		c.badu-amoah@lst.ac.uk	Disability, Inclusion & Learning Support Manager
Keith Lang		keith.lang@lst.ac.uk	Librarian
Alison Atkinson		pastoral.team@lst.ac.uk	Chaplain

5.2   Postgraduate Research Degree Programme Regulations Overview

This chart is only a simplified overview not a definitive statement. For a truer picture of the precise regulations governing each of the three programmes, please see the Programme Regulations in Section 9. Reference should also be made to University regulations here.

MPhil and PhD students please also see Appendix 3 for an overview of your student journey.

MTh	MPhil	PhD
Word limit: **30,000**	Word limit: **50,000**	Word limit: **80,000***
Length of Registration:	Length of Registration:	Length of Registration:
Full Time Normal registration: 1 year	**Full Time** Normal registration: 2 years	**Full Time** Normal registration: 3 years
Min. registration: 1 year	Min. registration: 1 years	Min. registration: 2 years
Max. registration: 1 year + 3 months	Max. registration: 3 years	Max. registration: 5 years
Part Time Normal registration: 2 years	**Part Time** Normal registration: 3 years	**Part Time** Normal registration: 5 years
Min. registration: 18 - months	Min. registration: 2 years	Min. registration: 4 years
Max. registration: 2 years + 3 months	Max. registration: 4 years	Max. registration: 7 years
REQUIREMENTS • evaluative independence of mind and critical judgement, including the ability to test ideas and a sense of proportion in evaluating evidence and scholarly interpretations; • a broad knowledge of their specific topic and of the primary and secondary sources; • an appropriate knowledge and understanding of the wider discipline and appropriate cognate subjects; • knowledge of the research techniques relevant to their disciplines and successful application of these. The degree is awarded with one of the three grades: Pass, Merit and Distinction **LST's expectations are that students comply to Normal Registration.**	**REQUIREMENTS** • constructive independence of mind and critical judgement, including the ability to test ideas and a sense of proportion in evaluating evidence and scholarly interpretations; • a good knowledge of their specific topic and of the primary and secondary sources; • a broad knowledge and understanding of the wider discipline and appropriate cognate subjects; • knowledge of the research techniques relevant to their disciplines and successful application of these; • for biblical studies, competence in the languages necessary for the primary literature.	**REQUIREMENTS** • originality of mind and critical judgement, including the ability to test ideas and a sense of proportion in evaluating evidence and scholarly interpretations; • a thorough knowledge of their specific topic and of the primary and secondary sources; • a broad knowledge and understanding of the wider discipline and appropriate cognate subjects; • knowledge of the research techniques relevant to their disciplines and successful application of these; • competence in the languages relevant for both primary and secondary literature. ** These word limits apply for Sept. 2014 intake onward* **Please note that 'Writing up' is no longer a registration category and students will be expected to complete their thesis within their registration period.**

5.3   Programme costs

For information regarding your Programme fees, please click here. Additional costs not included in your programme fees are those incurred for accommodation and travel to and from LST to complete your programme's residency requirement, and those incurred for interruption of studies.

5.4   Students and Supervisors

5.4.1   Admission

The Director of Research is responsible for recommending to the University's Academic Secretary the admission of the student. Guidelines on admissions criteria for postgraduatestudy are to be found in the Middlesex University Research Degrees Regulations.

1. The Director of Research is responsible for ensuring that:
   a. the candidate is appropriately qualified for admission (for UK-educated applicants, this will be at least an honours bachelor's degree at **2:1**; for US-educated applicants, it will be at least aGPA of **3.6** for MTh and **3.8** for MPhil/PhD);
   b. the School can provide the supervision and any other necessary resources for the duration of the proposed programme;
   c. the proposed research topic is an appropriate one which can be completed within the maximum period of registration.

2. Following receipt of the Director of Research's recommendation, Middlesex University will issue a formal offer of admission to the student. Registration is normally deemed to be effective from the beginning of the term in which the student is admitted. MPhil/PhD students are initially enrolled and registered at MPhil level; transfer to PhD registration comes later, normally after two years of full-time study. The aim of this is to ensure that the project has the maximum chance of success and to providea 'mock viva' as the candidate enters the final phase.

3. All students need to enrol online with Middlesex each year of their programme (not just once).You will be sent email instructions a week or so after your start with LST and a time limit in which to complete the process. You will be given a Middlesex ID number which you must keep a note of for the duration of your programme. Thereafter you need to re-enrol in the same way each year at the same time (i.e. for October starters that is October and for February starters that is February). You will normally receive an email reminder but please try to remember yourself. Failure to enrol online means you are deleted from the Middlesex student database and can cause all manner of difficulties for you.

5.4.2   Appointment of Supervisors

4. The Director of Research will appoint, for each research student, a principal supervisor (S1) who has expertise in a particular topic chosen by the candidate and who is recognised by the Universityas qualified to supervise research students. The principal supervisor shall not normally be a probationary member of faculty, nor one funded on a contract of lesser duration than the programme. However, such faculty may be appointed as second or joint supervisors.

5. In consultation with the principal supervisor, the Director of Research will appoint a second supervisor (S2) for each student to provide support for the principal supervisor. The second supervisor may be drawn from the school or from another university, college, or comparable institution, as necessary. The role of such a supervisor will be determined by the Director of Research in agreement with the principal supervisor and the student.This may vary considerably, and the second supervisor may be (for example):
   a. a member of School faculty who is being introduced to research supervision;
   b. a recognised lecturer whose area of expertise is necessary for part of the research project(especially where that project involves more than one discipline);
   c. a recognised lecturer with similar expertise to that of the principal supervisor;
   d. a member of the school academic staff (or readily accessible lecturer from elsewhere) withconsiderable research supervision experience, even if not in the field of the research programme itself.In this case the role of the second supervisor would be reduced to that of advising in general matters of preparation of theses etc. in the temporary absence of the principal supervisor.

6. Normally, one of the two supervisors will be designated as the student's Director of Studies (DoS). In exceptional circumstances this may be a third member of the supervision team, particularly insupervisions with collaborating institutions (Asbury Theological Seminary, Gordon-Conwell TheologicalSeminary).

7. The team of supervisors appointed to supervise a PhD student should between them have the experience of having supervised to successful completion at least one PhD candidate.

8. If a supervisor leaves the school, the registration of the supervisor's students may be transferred to the new institution (if appropriate) or the Director of Research will appoint another supervisor, normally in consultation with the student. Where students are close to completing their programme, the former member of LST staff may continue to provide supervision to the student in conjunction with the new supervisor.

9. Where a student (or the supervisor) has difficulty in establishing a good working relationship with the supervisor (or the student), the matter should be discussed with the Director of Research, whowill advise and take appropriate action. If the Director of Research is the supervisor, it should be discussed with the Academic Dean or another experienced supervisor.
Temporary planned/unplanned absence of a supervisor, e.g. parental leave, illness
Where a supervisor is temporarily absent (for example, through illness or parental leave), it is the responsibility of the Director of Research and the remaining supervisory team to provide support to the student in the absence of the supervisor until a suitable temporary replacement can be identified or the original supervisor returns, depending on the expected timescales. The student must be kept informed of their first point of contact during this period.
Breakdown in Supervisory relationship
Where a student (or the supervisor) has difficulty in establishing a good working relationship with the supervisor (or the student), the following procedures should be followed:

a. an informal conversation among the supervision team members, and subsequently the supervisor/supervisory team and the student should take place where an opportunity is given to the student to articulate the matter of concern and the supervisor be afforded the opportunity to respond, resulting, hopefully in a constructive outcome.

b. Should this informal meeting not resolve the issue, the student should approach their other Supervisor (and where necessary, their Director of Studies) whose specific responsibility it is to offer a 'space' where concerns can be raised and heard, and, where necessary, allow the supervisor concerned an opportunity to respond, with a view to a positive and constructive solution.

c. If the matter remains outstanding, the student should speak with the Director of Research to seek help and advice (or the Academic Dean if the supervisor is the Director of Research). The Director of Research will take advice, where necessary, from the Academic Dean and/or ASDAS. On rare occasions, it may not be possible to make replacement supervision arrangements, and consequently, the student may have to withdraw from their programme.

10. The Director of Research, in conjunction with the Academic Dean, is expected to limit the number of students supervised by any one member of staff, ensuring that supervisors possess sufficient available time, after all other responsibilities have been considered, to dedicate to the needs of each individual research student. If there is danger of this not being so, it is the supervisor's responsibility to alert the Director of Research.

5.4.3   Programme of Work

10. The detailed requirements for a programme of work cannot always be specified in advance. However, student and supervisor team should agree within the **first week of enrolment** at the **first** supervisor-student meeting:
    a. regularity of meetings: in the initial stages more frequent meetings may be appropriate; For full time students this can be up to **6 meetings**, for part time students up to **4 meetings**, per academic year. For research students on an international student visa who are residing in the UK these sessions must be **10 meetings** for full-time students, and **6 meetings** for part-time students. LST is obligated to withdraw institutional sponsorship of a student's visa if they are absent from their studies and engaging sufficiently with their programme of study.

b. any formal research training, courses of study or seminars, colloquia, etc. which the student is required to attend as part of the programme;

c. a date for the Stage 1 and Stage 2 reviews.

d. a date for the submission of the thesis outline. Students should aim to produce a first draft of their outline, indicating word lengths and completion dates, as soon as possible;

e. an approximate date for the submission of the completed thesis, which should comply with the maximum period of registration.

5.4.4 Responsibilities of the Supervisor(s)

11. The responsibilities of the principal supervisor include:

a. being accountable to the Director of Research (through the student's Director of Studies if this is another person than the S1) for the satisfactory progress of the research project;

b. possessing sufficient knowledge of the research area to provide accurate guidance and advice on the project;

c. having the appropriate skills to facilitate the production of high-quality research work by the student;

d. giving guidance about the nature of research and the standard expected, about the planning of the research programme, about literature and sources, attendance at taught classes, about requisite methodologies (including arranging for instruction where necessary), and about the problem of plagiarism;

e. maintaining regular contact with the student. The School's norm for 'adequate supervisory arrangements' is that the candidate will meet with the supervisory team at least six times a year for full time students and for part-time students at least four times in the year (often more regularly in the first year, at the supervisory team's discretion) to discuss at some length written work previously submitted to the supervisor, and to talk through the way ahead. If the student has good reasons for being unable to travel to LST (e.g. because researching from a distance), some of the supervision meetings may be conducted by Teams/Zoom, telephone (at the student's expense) or over Skype or iChat or similar. The student and supervisory team should meet normally by the end of June/July to review the year's progress, as part of the formal annual review process;

f. being accessible at appropriate times for consultation. Supervisory meetings are by appointment and should be quality and uninterrupted time;

g. ensuring that written records of supervision meetings are kept (these are required by the UK Borders' Agency and must be copied to the Research Programmes Administrator to be kept in the student's file);

h. Conducting a Stage 1 and Stage 2 review at the times specified in Section 5.8

i. conducting an annual review with the student based on the student's annual report and completing (with the student) the relevant annual report form for Middlesex University;

j. giving detailed advice on the necessary completion dates of successive stages of the work so that the whole may be submitted within the scheduled time;

k. requesting written work as appropriate and returning such work with constructive criticism in reasonable time: i.e., usually within three weeks. Should a submitted piece of work be of an inadequate standard the supervisor may comment and correct the first 2-3 pages as examples of the appropriate standard and return the document to the student for editing. If there is good reason for delay (such as the supervisor having a large amount of undergraduate marking to do at the same time), the supervisor should notify the student when they can expect to receive feedback on their work;

l. It is the student's responsibility to ensure prompt payment of fees. Should any research student amass debts to the school above £1000 then this student's supervision will be halted until the outstanding debt is paid and/or an agreed arrangement with the LST Finance Department is reached. The registration period does not go on hold during this period, and therefore valuable supervision time is lost, as a result.

m. arranging, as appropriate, for students to present their work to faculty or at graduate seminars or research conferences, and to have assistance in preparing for the oral examination (viva);

n. taking an active role in introducing the student to other workers in the field and the appropriate academic bodies and societies;

o. ensuring that the student is made aware if either progress or the standard of work is unsatisfactory and advising on any supportive action necessary;

p. ensuring that the student is made aware of their responsibilities as outlined below.

q. possessing sufficient available time, after all other responsibilities have been considered, to dedicate to the needs of each individual research student;

r. providing guidance, encouragement, and counsel regarding the future career plans of the research student.

s. Supervisors are asked to discuss additional support, if necessary, for students whose mother tongue is not English, and who may therefore require more advice, including assistance with the language, in the early stages of their work. While some help with English is appropriate, *it is the responsibility of the student, not the supervisor, to bring the English up to the required level.* The schoolcan offer some remedial language help, at a charge, and can advise students about where to get help with the development of their English language skills.

t. It is not the responsibility of the supervisor to act as editor or proof-reader for the final draft of the thesis. While the supervisor may look at the final draft, this need not necessarily involve rereading material that has already been discussed.

5.4.5 Responsibilities of the Student

12. The responsibilities of the student include:

a. accepting ultimate responsibility for their own research activity and candidacy for a degree;

b. ensuring that satisfactory progress is made, at-all-times, with respect to the research projectand any programme of work agreed with the supervisor(s). As a very rough guideline, a full- time student should submit at least three 6 - 8,000-word thesis sections each year. There is roomfor greater flexibility in the first year, but the student should aim, even in the first year, to produceat least two such sections, in addition to short probing essays, etc. A part-time student should normally produce two 6-8,000-word sections per year, after the first year;

c. ensuring that each research student takes responsibility for the supervisory form, that it is properly completed, and that it is returned to the Research Programmes Administrator in a timely manner;

d. developing responsibility for the direction of and innovation in the research project as it develops;

e. maintaining the progress of the work in accordance with the stages agreed with the supervisor including, submitting work in a specified and agreed time before meetings with supervisors (when submitting work, the student should always make it clear which material is new/old/revised);

f. ensuring that any problems regarding the thesis are drawn to the attention of the supervisorand providing adequate explanation of any failure to attend meetings or to meet othercommitments, so that appropriate guidance may be offered;

g. making appropriate use of teaching and learning facilities made available by the school and encouraged to attend the research seminars;

h. Meet the requirements of the Stage 1 and Stage 2 reviews outlined below in Section 5.8

i. providing annually a short formal progress report on the research project to the supervisor(s)in advance of discussion in the annual review;

j. communicating their research findings to others in the academic community, both orally and in writing;

k. successfully completing any training programme arranged by or through the school;

l. ensuring that any circumstances that might require the mode of study to be modified or registration to be extended, suspended, or withdrawn are brought to the attention of their supervisor. The registration period does not go on hold during this period, and therefore valuable supervision is lost, as a result;

m. deciding when to submit, taking due account of the supervisor's opinion which is, however, advisory only. Students are reminded that the supervisor's recommendation to submit cannot be taken as a guarantee that the examiners will find the thesis acceptable for the award of a degree.

5.4.6 Registration of MTh Students

13. For MTh students, registration occurs concurrently with enrolment.

5.4.7 Registration of MPhil and PhD Students

14. For those admitted prior to Autumn 2015, MPhil/PhD students were initially 'enrolled' and, then understood a second interview to register for MPhil with Middlesex University. This normally took place after six months (full-time) or ten months (part-time). For all MPhil/PhD candidates,transfer to PhD registration takes place at a later stage when the project has matured sufficiently: see section 5.8 for more information.

5.4.8 Annual Review Process

15. By the end of July students will present a brief written report on their work and progress during the year. The project's progress will then be discussed at an interview with the supervisors. A form, provided by the Research Programmes Administrator, should be used. If, at any time during the year either the student or the supervisor is dissatisfied with the progress of the work, they should discuss the matter and if necessary, seek advice and help from their supervisors, or the Director of Research. If the Director of Research is the supervisor, the Academic Dean may be consulted. For more information, please see section 5.8.3 of this handbook.

5.5   Student feedback opportunities

The Research Committee is one of the main formal channels of communication between students and the institution. It is a forum in which students (through Student Representative(s)) and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Students will not be penalised for raising issues at the Research Committee's; in fact, student participation in feedback is encouraged and warmly welcomed. The Research Committee also considers student feedback and feedback received through surveys. Each Research Committee is a sub-committee of the Academic Board and minutes of the Committee are presented to the Academic Board for consideration. The dates of the Research Committee meetings are available in the [LST academic calendar](#)**.**

A Student Representative is appointed to ensure that students' interests are adequately represented. The Research Committee meets three times each year and your Student Representative will ask for feedback from you to report at the meeting. You will also be given feedback from both staff and the Student Representative on the outcomes of the meeting. Minutes of the Research Committee meetings may be found on the VLE (Virtual Learning Environment) and will be circulated to your Student Representative.

Being a student representative can be immensely rewarding, as much of the experience you gain can be linked to personal development, employability and gaining valuable transferable skills. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a student representative you get to put skills into action, such as communication, leadership, teamwork, problem solving, time management etc.

As well as attending Research Committee's, Student Representatives are often asked to give their feedback on other issues relevant to students.

5.6   Role of a Student Representative

Job Description:	Student Programme Representative: Voluntary/election
Reports to:	ASDAS, Academic Student Rep
FTE:	N/a
Line management responsibilities:	None
Key internal relationships:	Student year cohort, Programme leader, ASDAS, Academic Dean, Student Committee

Programme Board Student Representatives are volunteer members of their current student cohort. There is normally one representative per programme per academic year for undergraduate programme and one representative per postgraduate programme. They are responsible for receiving and collating student feedback relating to their academic programme and passing information to relevant Programme Boards/Programme leaders as appropriate. They are expected proactively to pursue improvements to their programme of study.

Key Duties and Responsibilities

1. Ensure feedback from the student body is gathered on a regular basis and in multiple ways (i.e. via email, zoom and face-to-face as appropriate). This must be done as a minimum prior to each Programme Board meeting and adequate notice must be given for students to send student representatives information. When significant changes are proposed by the school, student opinion is normally sought via Programme Boards.
2. Communicate updates to the student body within a reasonable timeframe. Ensue that when a matter is raised, the feedback loop is closed so that students are assured that their voice is being heard and their opinions regarding their course is being raised with those concerned.

3. Where significant changes have been made or where an issue affects several students, the information is disseminated in a timely manner to all constituents.
4. Ensure and encourage feedback from students on an ad-hoc basis.
5. Ensure student confidentiality is maintained at all times unless explicitly agreed otherwise.
6. Attend all Programme Board meetings which are typically held three times a year. If a representative is unable to attend, they must ensure that a nominee in the same year group/course is selected to attend instead OR a brief written report is provided.
7. Collate feedback from students to pass on to the Programme Board, submitting relevant items to discuss to meeting agendas as necessary.
8. Refer urgent issues directly the Programme Leader or ASDAS.
9. Collaborate with other year representatives within the same course and academic year (if applicable) to collate feedback and/or suggestions.
10. Signpost students to services/policies relevant to their needs. Representatives should not attempt to deal with non-academic issues such as welfare concerns and should instead contact the Chaplain, the pastoral team or personal tutor in the first instance.
11. Encourage promotion of School's national surveys (such as NSS, PRES, PTES) and completion of Module Feedback forms. Assist with the dissemination of any results.
12. Gather information from predecessor(s) about on-going projects and good practice at the beginning of their time in the role.
13. Contact their successor or departmental representative to ensure good practice is shared and on-going projects passed on.
14. Ensure that the training opportunities offered by the ASDAS are attended. There are normally two events/year, one in November before the first Programme Board meeting and another meeting in March/April before the Easter break.
15. Give and proactively solicit feedback on new programmes of study and other School initiatives when requested.
16. Reps may be asked to contribute to and/or take part in review panels for the annual monitoring of programmes of study and/or the periodic review of programmes.

Experience:

17. None required, although experience of formal meetings may be beneficial.

Availability:

18. Students should expect to attend all Programme Board meetings per academic year. These are usually held on campus; however, all meetings are online so an online presence for OL reps and OC reps when on-site attendance is not possible, is permissible. Meetings typically last 1.5hrs. If a representative is unable to attend, they must ensure that a nominee in the same year group/course is selected to attend instead OR a brief written report is provided.
19. Representatives should expect to be available to their cohort by e-mail and to reply within a reasonable timeframe. On-campus representatives should reasonably be expected to be approached or meet for a short time with cohort before or after lectures as required.
20. It is recognised that students are first and foremost at LST to study or research and that this must be prioritised. Students who feel their studies are being compromised, are struggling or feel they are spending too much time filling the role should speak to the ASDAS.

5.7   If you encounter problems…

Some students find that they may encounter problems in their research, and so this section provides 'brief notes', on possible issues and how to deal with them; if unsure, consult your supervisors, the Research Programmes Administrator, or the Director of Research. If your problem is a difficulty in your relationship with your supervisor, please in the first instance discuss this with the Director of Research, or with the Academic Dean if your supervisor is the Director of Research. London School of Theology have both an Academic Student Complaints Policy and Procedure, and a Non-Academic Student Complaints Policy and Procedure.

5.7.1 Interruption/Suspension to Regulations

In the case of a significant period of illness or crisis which affects your research, **inform your Supervisor and the Research Programmes Administrator as soon as possible**, and do not wait for several months before getting in touch. It is your responsibility to provide appropriate evidence e.g. a medical certificate. It is possible to take a period of interruption of study where your registration ceases to be active, and the 'clock' of your maximum registration period stops ticking. This period must be in whole months. A student's period of registration in a programme is extended by the same length as the period of suspension/interruption of registration.

MPhil/PhD students

A student can take one or more such periods of interruption of study (in three monthly blocks) totalling up to twenty-four months (full-time) or twenty-four months (part-time) during their whole period of research registration. The beginning of a period of interruption can be backdated to the start of the current month, but no more. An administration fee is charged for applying for a suspension/interruption of registration. Interruptions continue to be capped at 24 months total, and after 12 months **a student must tell theirsupervisors** again if they intend to continue to interrupt.

MTh students

A student can take one or more such periods of interruption of study (in 2-3 monthly blocks) totalling upto six months (full-time) eight months (part-time) during their whole period of research registration. The beginning of a period of interruption can be backdated to the start of the current month, but no more. An administration fee is charged for applying for a suspension of registration.

5.7.2 Finances

The invoice for your annual research fees is sent early in each academic year: please pay this promptly.If you find you are in financial difficulties for a period and this affects your ability to pay your fees, please get in touch with the LST Finance Office to seek advice and help in constructing a payment plan. Students are not permitted to proceed through 'milestones' (e.g., annual review) or submit a thesis for examination while in debt to the school.

If you are near the maximum permitted period of registration available to you, speak to your supervisorand the Administrator as a matter of urgency.

See section 7.7 for more information on financial support.

5.8 Research Reviews

Students are required to complete the following reviews as part of their degree:

- **Stage 1 reviews** have been implemented from the October 2023 student intake onwards and has been clearly communicated to all supervisors, and relevant students. Please see section 5.8.1 below for more information.
- **Stage 2 reviews** at 18 months are already in place and this practice will continue. Please see section 5.8.2 below for more information.
- **Annual progression interviews**. Most students are also required to attend an annual progression interview. Please see section 5.8.3 below for more information.

5.8.1 Stage 1 Review

Stage 1 Reviews will take place on the following timescales:

Degree	Registration Review
MTh (full-time)	2 months
MTh (part-time)	3 months
MPhil (full-time)	6 months
MPhil (part-time)	9 months

MPhil/PhD (full-time)	6 months
MPhil/PhD (part-time)	9 months
PhD (full-time)	6 months
PhD (part-time)	9 months

1. You must submit a report for the review as appropriate to your programme, which will be considered by a review panel.
2. Reviews will determine:
    a. Whether you are demonstrating the necessary skills and abilities to undertake the research programme.
    b. In the case of MTh, and MPhil/PhD the viability of your proposed research project.
    c. The suitability of your researcher development plan/engagement.
    d. The adequacy and sustainability of the supervision arrangements proposed for you.
    e. The appropriateness of the facilities available to you for your research, whether at the University or with a partner institution, and that the resourcing requirements of your research project can be met.
3. The outcomes of the review are:
    a. Confirmation of your registration status as a postgraduate researcher, and agreement of your registration plan
    b. Referral back for further work and reassessment, your resubmission to take place within two months.
4. If you do not pass the review on referral, your registration will be ended, and you will no longer be able to complete your postgraduate research with us.

5.8.2 Stage 2 Review: The MPhil to PhD Process

There are two different stages involved in the timing of transfer from MPhil to PhD

This is a significant transition in the student's programme and *normally* one upgrade is permitted. As such, it is to be approached with appropriate care and attention to detail.

Formal 'upgrading' of registration to PhD. This should normally be reserved for the point when candidates can state what their 'independent and original contribution to knowledge' will be and when they have produced a significant amount of writing at PhD level. This needs to be delayed until (typically) after two years of full-time study (three to four years of part-time study) so that it provides a target for the student to work towards and (more importantly) so that it provides the last opportunity to ensure that only students who can succeed at doctoral level are transferred. If transfer/upgrade to PhD is not successful, this is a normal stage to remain registered for an MPhil, but this is vastly better then, than after three plus years and afailure.

The scheduled dates for PhD transfer interviews for the 2024/2025 academic year can be found in the [LST Institutional Academic Calendar](). Please ensure that the Research Programmes Administrator knows in advance if you wish to have your PhD transfer interview on one of these dates. The Research Programmes Administrator will send you a form which requires you and your supervisory team to fill in and sign it.

Requirements for transfer to PhD

At least **two weeks** before the interview, please send us these five documents (in PDF format, please):

1. The **form** — *Application for Transfer of Programme: MPhil to PhD*, completed by you and your supervisory team;
2. An **outline** of your final thesis as you currently see it — this should project a final word count for eachchapter, and indicate which chapters you have already submitted in draft form;
3. A **bibliography** to help us assess your awareness of key sources in the relevant field(s). This shouldconsist of no more than one page;
4. **A piece of academic writing which should form part of a chapter of your thesis** — between 5,000 and 10,000 words, showing your ability to work *at PhD level* (do not send your Introduction or Literature Review, since those will usually only

demonstrate Masters-level skills); It would be useful to include a cover sheet with an outline of your thesis chapters so that it is clear where in your thesis this chapter will occur.

5. A **statement of originality** — the mark of a PhD is making a 'substantial original contribution to knowledge' on your chosen topic. In a page or two, tell us what you think that will look like when you are done.

The Transfer Interview

There is a meeting of about an hour involving the student, one or both of their supervisors and two other interviewers who will be academic research faculty of LST who are not involved in the supervision. The provided are discussed and the person chairing the interview will make notes of the meeting and draw up a brief report at the end. Normally the student will be told the outcome at the meeting. As with the MPhil registration meeting, the transfer interview normally takes place by zoom or similar as most research students undertake their research from a distance. The interviewers will bear in mind the linguistic requirements for a PhD. These requirements will vary from discipline to discipline and from topic to topic. The need to test them will depend on what is already known of the student and the level of competence that has already been demonstrated by the student. For example, a native German student or one who is already engaging the German literature will not need to be tested on German. This is to be a rigorous interview, resembling the PhD viva, and should be regarded as part of the candidate's preparation for that event. Please note that the upgrade panel will make a recommendation to the University of Middlesex where the candidate is successful. It is for the University to approve the panel's positive position. The candidate will be informed of the University's decision.

If the interviewers have residual doubts about the capacity of the student to work at doctoral level, they may seek further advice or to set conditions that must be met prior to transfer of registration. The awkwardness of delaying or disallowing the transfer of registration is far preferable to the embarrassment of a final failure at doctoral level of a student who is better suited to work towards an MPhil.

There are five possible outcomes recommended to Middlesex University of this process:

1. the student is recommended for immediate transfer to PhD;
2. the student is recommended for immediate transfer to PhD, but with written advice from the interviewers to the student (and supervisors) on significant issues or questions to bear in mind as the research progresses;
3. the student is recommended for transfer to PhD with specific conditions, which must be met before the transfer to PhD can be completed. The interviewers must certify that the conditions they specify have been met;
4. the student is required to remain registered as an MPhil student and to work towards an MPhil degree.
5. the student is required to leave the programme.

The interviewers may supplement verdicts 3 and 4 with oral advice to the student (and supervisors) on significant issues or questions to bear in mind as the research progresses as per verdict 2. The outcome and transfer interview requirements are submitted to Middlesex University for approval.

5.8.3 The Annual Progression Interview

Timing and Expectations

Each summer, almost all research students are required by Middlesex University to undergo an annual review/progression process. You will need to go through this process to register in the coming academic year as a student with the University. This applies, irrespective of which degree you are registered for,and how long the degree will take to complete.

Almost all research students are required to undergo this annual review process. The only exceptions are students in suspension of registration, full-time and part-time MPhil/PhD students in their first year of study, and part-time MTh students in their first year of study.

Please note that students who have recently undergone transfer of registration from MPhil to PhD still need to go through the annual review process.

This process is best done during the summer term to be assured of faculty availability, unless the supervision team states otherwise it is highly unlikely that reviews will be able to take place in the months of July and August. Research students, therefore, should seek to submit work in advance of any agreed dates that allow for supervisor feedback in order that they may maximise the benefits of their annual review.

Requirements for Annual Review

You will need to complete the form included at Appendix 4 of this handbook. Please sign the form yourself and send it to your supervisory team for their sign off. Please then send the completed form to your Programme Administrator.

The First Supervisor will schedule a meeting between the required parties as stated on the form.

The Annual Progression Interview Process

At this interview, you and your supervisor will draw up a short, agreed statement concerning your progress. Your supervisor will also need to grade your progress and your effort as: good; satisfactory; slow; or very little.

The Annual Progression Board

The progress of all the College's research students will be discussed at the end of November at a meeting of the Annual Progression Board, which will be made up of the Director of Research and all the Directors of Studies. Action may be taken in the cases of students whose progress is judged unsatisfactory at the end of November.

Please take careful note of the following:

Should any research student amass debts to the school above £1000 then this student will be forbidden from progressing through annual review or PhD upgrade unless an agreed arrangement is in place withthe LST Finance Department for paying it.

This arrangement may seem harsh to some. However, LST owes it to those students who do pay fees in time to protect its income arrangements from student fees, to be able to procure the best possible supervisors and in other ways offer a high quality of support to our students.

5.9   Researcher Development Training Programme

LST is keen to help doctoral researchers to develop their skills for research, professional development and employment. A skills development programme has been designed to help develop the research culture within the MPhil/PhD community through a series of workshops and lectures. This is an integral part of the doctoral programme and is aimed to develop both your discipline specific skills and transferable/professional skills. All research students are welcomed to attend these and the expectation is that **MPhil/PhD students recruited from 2024/25 onwards will attend at least 3 training activities/academic year if enrolled part-time and 5-6 sessions/academic year for full time students.** The Training programme will be emailed to all students at enrolment.

5.10 Style Notes for Theses

These notes should not be seen as exhaustive. I.e., it should not be assumed that because something is not stated here that it can be ignored. We cannot anticipate every wild idea that someone might have. One thesis, for example, had to be reprinted because of a few deviations, including the failure to end footnotes with a full stop, which should have been too obvious to need mentioning. Failure to use any capital letters, for example, could not be defended on the grounds that no specific regulation exists. If you are in doubt about any point, look at some previous theses in the library and/or ask your supervisor. Because we do not stipulate font, for instance, it does not follow that the wildest and least legible fonts would be acceptable. Putting it differently, a research thesis is meant to be original, but the originality should lie in the contents of the thesis, not in the manner of its presentation. Also, these notes are not exhaustive in that while they provide basic guidance they do not cover, for example, every possible complication in the citation of books. For further detail consult your supervisor or look at previous theses or other scholarly publications.

You may have been inspired to embark upon research by the prospect of new and exciting discoveries. That is good and well, but unfortunately scholarship also demands the drudgery of accurate presentation. Looseness that may be perfectly acceptable at the undergraduate level, even in the best of essays, is no longer acceptable. One of the requirements for a research thesis is that it should be 'suitable for publication'. This implies standards in terms of accuracy and presentation. Remember also that this is meant to be an academic work, not a piece of journalism. Exclamation marks and italics should be used rarely, if at all. Humour need not be excluded, so long as it is appropriate to the genre. If you have been brought up with American English, the consistent use of American spelling is acceptable.

Many students fall into the temptation of ignoring matters of presentation at the beginning with the intention of sorting it out later. This is a big mistake. It is relatively easy to set and follow a policy from the beginning; it can take weeks of work later attempting to bring everything into line. It is worth setting up a 'template' file on your computer for the required page margins, line spacing, etc. which are required in the thesis (see 'Submission of Theses' below).

The default citation style for all taught programmes at LST, except for BA Theology and Counselling, is Turabian/Chicago 'Notes and Bibliography' style, following the guidelines set out in the page on referencing guidelines on the VLE (follow the link, using your username and password to login). Research students are advised to also use this style unless they are specifically advised by their supervisors that another citation style, or variant, is more appropriate to the sub-discipline of Theology in which they are researching and writing. In any case, the key priority is to maintain consistency in whatever referencing style you are advised to use.

More details on Turabian style, with examples, can be found in the Chicago Manual of Style Turabian guide. The SBL Handbook of Style (see Student Supplement) may also be a helpful resource, being based on Chicago but with additional rules for biblical and ancient texts, commentaries, journals and more. Where there is any disagreement between these styles, please ensure you choose one and stick to it. And please note that Middlesex regulations for research degrees include standards for layout and presentation that include additional protocols beyond those found in these guidelines: see section 5.9.1 below.

An invaluable help with questions of English language is H. W. Fowler's Modern English Usage (see Appendix 2) which has been through countless different editions and revisions, and which is well worth owning.

5.10.1 Accuracy of citation

Here is an area where high standards do not come by accident. There are two sides to this: (1) quoting people's words or citing their views accurately; (2) giving the source correctly. When you cite or quote someone you ought to verify the details at the point when you type it out. You should also reckon to do this again at least once on a subsequent occasion. Several recent theses have been shoddy in this area. The examiners will check this and if you have an inordinate number of errors, you may well be asked to revise and reprint the whole thesis.

Please note that if you cite an author via a third party you are required to give the source that you used. Thus, if in short form you cite Calvin, Institutes 4:10:27 via Wendel, Calvin, p.307, your citation should be: 'Calvin, Institutes 4:10:27, Cit. Wendel, Calvin, p.307' but not 'Calvin, Institutes 4:10:27' without reference to Wendel. On the other hand, if you look up the primary

source in Calvin for yourself having seen it cited by Wendel, you can cite that primary source alone and will no longer be obliged to mention Wendel.

When citing an older work which has appeared in different editions, page numbers are not always the most helpful. Thus, in citations of Calvin's Institutes or Augustine's Confessions the page number is useless unless one happens to have the same edition. Institutes 3:12:6 is far more helpful than Institutes, 278. Think how useful it would be to be told that a passage from the OT was in 'Bible, p.35'. Also, when citing a collected edition (like the Luther's Works, say) it is not enough simply to give the volume and page number, as that gives no indication of which work is being cited. I.e. 'Luther, Babylonian Captivity (LW 36:23)' not just 'Luther's Works 36:23' — which gives no indication of what sort of work this is and from what stage of his life.

5.10.2   Proof reading

It is not just quotations that must be accurate. Before handing in your thesis, you should do at least three things:

Run your spell checker on the final version. This can be tedious in that you may have sections of text in other languages, but it is often possible to stop where they begin and to start again where the English resumes. Alternatively, you could make a copy of the thesis and delete the foreign language sections before checking spelling.

Read the material aloud. The trouble with reading your own writing in the normal way is that you will see what you meant to write, which may not be the same as what you wrote. When you are reading aloud, you are much more likely to see and hear things that are wrong or ambiguous.

You will also need to get another person to proof-read for you. This is not the role of the supervisor. Supervisors will point out errors that they see, but they are not proof-readers. Nor is this the examiners' job. They will note errors that they see and ask you to correct them. But if there are an inordinate number of errors, they will simply require you to redo the thesis before it can be examined at all.

Many students imagine that the final tidying up of the text will take one or two days. This is grossly unrealistic. For a PhD you should think in terms of several weeks.

5.10.3   Consistency

If there is one golden rule it is the need to be consistent. This applies across the board — to issues like paragraphing, layout of footnotes, capitalisation, etc. A few points that you should especially watch:

Capitalisation

Which words are you going to capitalise? Most words either must be capitalised (like names) or must not be (like 'not'). But there are a significant number of words where the choice is up to you — such as church. You should from the beginning keep a list of which words you are/are not going to capitalise. Doing so will enable you to follow the rule (with the use of the word-search function, if necessary). Having a list will also help you to ensure consistency in another sense. It would be odd, for example, to capitalise 'justification' but not 'sanctification'. A list will help you to spot such anomalies.

Punctuation

Sentences or clauses often end with a quotation mark, a punctuation mark, and a footnote marker. In what order should these come? There is no one standard that must be followed, but you must be consistent. Here are three acceptable styles: today,'[1] today.'[2] or today',[3] today'.[4] — or similarly without the footnote marker. Many UK publishers will put the punctuation mark inside the quotation mark if and only if the quotation is itself a coherent sentence. It may, however, be necessary to depart from consistency where the punctuation is a question mark, and its position affects the meaning of the sentence.

Spelling

There are some words which can legitimately be spelt in different ways and there are words which may or may not be italicised. Here also consistency is essential. One simple way to achieve this is to get and follow a work like the Oxford Dictionary for Writers and Editors, which is not a conventional dictionary but is more concerned with answering just this sort of question (see

Appendix 2). We recommend that you buy such a book (you will need it with you whenever you are writing, so need yourown copy), follow it and, if at any point you decide not to follow it, make a note of this so that you can ensure consistency.

Italicisation

Should one italicise Latin abbreviations, such as i.e., e.g., cf., ibid., et al., etc.? The move today is against this — see the Oxford Dictionary for Writers and Editors. But there is no fixed rule except that you must be consistent. Here again, follow a set standard and make a note of any points at which you wish to depart from it. Note also, cf. (from Latin confer) not c.f.

Hyphens

Here again, see the Oxford Dictionary for Writers and Editors. Hyphens are normally used: (1) where the same two vowels occur together, e.g. re-examine; (2) sometimes where two vowels occur together, e.g. co-exist (depending on morphology); (3) for combinations, such as extra-biblical; (4) where two words combine to make an adjective (except for where the first of these ends – ly) - thus a second- century [hyphenated] person is one who lived in the second century [not].

Headings [these are suggestions, not compulsory]

Headings can be very helpful to a reader in following the organisation of a thesis. You should distinguish different 'levels' of headings by the style you present them in and use these styles consistently throughout the thesis (in your word processing program, consider using 'paragraph styles' to make this easier. Thus, consider carefully the following, which are suggestions:

Chapter heading: Centred in bold and 18-point, with or without Roman Numerals: e.g., I. Introduction. Section heading: Left justified in bold and 14-point, with or without numerals. If with, use 1, 2, 3 etc. Sub-heading: Left justified in italics in 12-point, use (1), (2) etc.

Acceptable alternatives include using letters as well :1, A, 1, a; using numbers 1, 2, 3, etc. for main headings, 1.1, 1.2, 1.3, etc, for sub-headings, 1.1.1, 1.1.2, 1.1.3, etc. for sub-sub-headings (but don't go beyond three levels!).

Paragraph Indentation

First paragraph after a heading or sub-heading, left justified. Succeeding paragraphs, indent first line.

After sub-sub-heading: run on same line.

Alternatively, leave a space between paragraphs with no indentation.

Apostrophes

These cause problems for many students. You need to be clear about the rules for using them, both to present your thesis and in order not forever to give the impression of being semi-literate. Please note the following points:

Apostrophes are not needed in the following instances: OHPs, the 1980s. With the '70s there is an apostrophe to signify the omission of the '19' but no apostrophe between the 0 and the s.

With classical names (e.g. Socrates, Julius) there are different opinions. Cf. e.g. Fowler's Modern English Usage under 'apostrophe' and the cross references there given. As always, consistency is the golden rule.

Abbreviations

Standard abbreviations are listed in the Oxford Dictionary for Writers and Editors. If you frequently cite a particular journal you may wish to use an abbreviation, such as JTS, JSNT. These should be listed in a page of abbreviations — it is wise to have a file on your computer as you work on your research to keep a record of abbreviations you use, so that you do not have to track them all down at the end!

You may, if you wish, follow a standard set of abbreviations (as in the SBL Handbook of Style or S. M.Schwertner's International Glossary of Abbreviations for Theology and Related Subjects). If so, this should be noted at the beginning of the thesis on the abbreviations page, and you should list any abbreviations you have used not found in your standard set.

There is no need to list or explain standard abbreviations such as OT, e.g. or ibid., which would be found in a normal dictionary.

General style

Main text: names of books of the Bible (and other works) are written in full; when referred to in brackets use abbreviated form, as per list on p.31.

No underlining. Use italics. (Underlining was used before the days of word processors to indicate to theprinter that italics should be used.)

Quotations: single quotation marks, except for quotations within quotations, for which use double quotation marks. For a quotation within a quotation within a quotation, use single quotation marks again,etc. Should you wish to adopt the reverse policy (the American way), with initial quotation marks beingdouble, that is acceptable. What is not acceptable is inconsistency.

When quoting, keep the author's spelling. If it is American spelling, leave it; if there is an error leave that too, but follow the word with [sic]. However, if the quotation contains quotation marks, adjust thesein line with the rule just stated.

For quotations of about 4 lines or more use block quotation: indented margins; no quotation marks used; preferably single spacing; font size either same as main text or same as footnotes.

Computer font families: In the 20th century, serif typefaces (such as Times or Palatino) were commonlythought to be more legible for long works (such as your thesis) than sans serif typefaces (such as Helvetica or Arial) — that is why published books traditionally used them. You should use a serif typeface for your thesis — some examiners will object to a san's serif typeface; no one will object to serif fonts (except perhaps Microsoft's inferior version of Times, called Times New Roman). If you havea Macintosh, you will have Palatino or Hoefler; try either of those. If you do not have those, try Cambriaor Constantia (note: Georgia is designed to look great on screen, but is not as nice in print as many others.) Do not mix typefaces, except for inclusion of foreign alphabets (e.g. Greek, Hebrew) or possiblyfor headings, which may be in an alternate font that contrasts (for instance, Palatino text with HelveticaBold headings), but you should not use script or other informal fonts. Anything printed with Comic Sanswill be incinerated. Footnotes should be in the same typeface as the main text, but it's almost always better to put them at a smaller size (text in 12, footnotes in 10, for instance).

Footnotes: The footnotes should contain nothing essential to the argument of the thesis. That is, it should be possible to read the text only, ignoring the footnotes, and to follow your thesis. In the main text you should never refer to footnotes. Footnotes are primarily for documenting your sources and also(sparingly) to point to other genuinely tangential material. They are not the place for commenting on themain text or filling it out. Such a practice makes the thesis hard to read and will annoy the examiners, which in general is not a good policy.

Where you are making a specific point, it is not acceptable simply to refer to a book without specifying which page(s) you have in mind. That should be done only for references like 'For a study of the theologyof Luke, cf.'

The instructions that follow are not inflexible — consistency remains the golden rule:

Books of the Bible and other ancient sources in abbreviated form — see the SBL Handbook of Style forcomprehensive lists of standard abbreviations of ancient sources;

For students who registered before October 2020, full details of a book or article must be given twice: once in the first footnote and once in the bibliography. All subsequent footnote references may use anabbreviated form of bibliographical details. For students who registered in or after October 2020, full details of a book or article need only be given once, in the bibliography; footnote entries (including thefirst reference to a source) need only use an abbreviated form of bibliographical details. The abbreviated form often uses only the first noun of the title, but the most important point is that the work should be identified briefly and clearly, without any ambiguity, such that someone who knows the book would recognize it. The short title also needs to be coherent – not, for example, 'Theology of'.

Authors' initials or full names? For a thesis and for most British publishers it is acceptable to give only initials of authors/editors cited and this makes your task simpler. Many American and Continental publishers, however, ask for all names to be given in full,

even where these are not given in the originalpublication. (This can sometimes necessitate further research, e.g. to discover the middle names of C.

F. D. Moule.) For this reason, you should always keep a record of full names, even if you only cite by initials.

Italics or quotation marks? Use italics for titles of books and journals, but not titles of articles/chapters in journals/books (they should be in plain font enclosed in single quotation marks).

Capitals in titles: In capitalising words in titles follow your own consistent pattern, though this may needto vary according to language — e.g. all German nouns must begin with a capital.

Details of place, publisher and date may either be put in brackets or separated out by commas, e.g.

G. R. Beasley-Murray, Jesus and the Kingdom of God (Exeter: Paternoster, 1986) 33-55. OR

G. R. Beasley-Murray, Jesus and the Kingdom of God, Exeter: Paternoster, 1986, 33-55.

If no place of publication is given you can either put n. p. [no place] or if there is reason to suppose it was published in Berlin, say, you can put [Berlin].

If no date of publication is given you can either put n. d. or, if there is reason to think that it was published in or around 1964, say, you can put [1964] or [c. 1964] or [1964?], as appropriate.

Works edited and/or translated after an author's death fall into two categories. Sometimes the author'sname has become part of the title, in which case it is best to cite it as follows:

J. T. McNeill (ed.), F. L. Battles (tr.), Calvin: Institutes of the Christian Religion (London: SCM &Philadelphia: Westminster, 1960).

If the author's name is not part of the title, the following is better:

J. Calvin, The Bondage and Liberation of the Will (ed. A. N. S. Lane, tr. G. I. Davies; Grand Rapids:Baker/Carlisle: Paternoster, 1996).

On the other there is no absolute requirement to give the names of translators (e.g. if you are citing a German work in English translation) or even editors of works by a single author.

Where a book is part of a series there is no obligation to give details, though you may wish to do so. Inthat case the series title and volume number would appear between the book title and the publication details, in a style that is consistent throughout the thesis.

For titles of journal articles use Roman type and (single) quotation marks, with journal name in italics:

T. Hart, 'Atonement and Worship', Anvil 11 (1994) 203-14.

For chapters in edited volumes:

B. Aker, 'New Directions in Lucan Theology: Reflections on Luke 3.21-22 and Some Implications' in P.Elbert (ed.), Faces of Renewal (Peabody: Hendrickson, 1988) 108-27.

Name of editor is followed by (ed.); with several names (eds).

On the first citation of a journal article or chapter from an edited volume, give the full pagination of the article/chapter followed by ', citing xx', to specify the page(s) you are specifically referring to for your point, e.g.

T. Hart, 'Atonement and Worship', Anvil 11 (1994) 203-14, citing 212.

B. Aker, 'New Directions in Lucan Theology: Reflections on Luke 3.21-22 and Some Implications' in P.Elbert (ed.), Faces of Renewal (Peabody: Hendrickson, 1988) 108-27, citing 121-24.

Dictionary articles are cited the same way as chapters in edited volumes. If a number are cited from thesame dictionary, it is worth using an abbreviation for its title.

For unpublished theses/dissertations: J. Bloggs, 'A Noddy Account of Everything' (PhD thesis, University of Cambridge, 2003)

For web sites: C. Gempf, 'Fifth Sparrow,' London School of Theology web site (http://www.lst.ac.uk/eis/issue/fifthsparrow.shtml; accessed March 2004) — the date is crucial.

Where you are citing a later edition (as opposed to printing) of a book, that must be signified. There arevarious ways to do this e.g. (London: Thames and Hudson, 1968) or (3rd edn; London: Thames and Hudson, 1968) or (London: Thames and Hudson, 1968 [3rd edn]) or… As always, consistency is the golden rule.

Page numbers. Do not use p and pp for page(s) — it eats up your word count! Use simply '15', '15-22',etc. '15f' means '15-16'. Do not use '15ff' (i.e. an undefined number of pages starting at 15) — be precise with your references.

Bibliography

Works are cited in the bibliography as in first mention in footnotes, with the following differences:

In your bibliography (unlike footnotes) initials of only the first author/editor follow the surname

— e.g. Aker, B. — this allows you to sort the list into alphabetical order of surname in your word processing program easily.

Where a book has a very long subtitle (e.g. giving details of the location and timing of the conference where the papers were given) it may be appropriate to omit some or all of this in the footnotes, but the full subtitle should appear in the bibliography.

If a work is cited in the footnotes it must appear in the bibliography. But not all books in the bibliography need be cited in footnotes; the bibliography should contain only works that have clearly influenced the thesis. It is not your intellectual autobiography!

Appendices

Material that need not be read for the thesis, but might be useful for the reader, can be included in an Appendix, such as a key text not widely available or the Romanian original of a document cited in English. This material is not strictly part of the thesis and is not included in the word count. As it is not part of the thesis, you cannot appeal to it should an examiner ask why you have not considered x or y.This is not a device for exceeding the word limit.

Scripture References [these are suggestions, not compulsory]

The following formats are acceptable (but be consistent in the one you use!):2 Corinthians 12:1 or 2 Corinthians 12.1, but not II Corinthians 12:1.

ch. 12 (or chs 12-13); v 12 (or vv 12-13, or vv 12f); vv 12-21 (but not vv 12ff, without specifying wherethe citation ends).

Multiple Scripture references in same chapter to be separated by commas; multiple references to

different chapters or books to be separated by semi-colon:1 Kings 12:1-3, 7-10; 2 Kings 3:12-14; 16:1-3.

Where the chapter and/or verse references of the English versions differ from those of the Masoretic Text or LXX, the English references should normally be given. References to the Masoretic Text or LXXshould be marked as such by a following [MT] or [LXX], as appropriate. If English, Masoretic and LXX references are given, the English should come first, and the MT/LXX should follow in square brackets,e.g. Joel 2:28-32 [3:1-5, MT, LXX].

The abbreviations on the next page for books of the Bible (which are those used in the SBL Handbook of Style) should be used in footnotes or in brackets in main text — note there are no full stops at the end of these abbreviations [these rules are advisory, not compulsory].

Gen	Exod	Lev	Num	Deut	Josh
Judg	Ruth	1,2 Sam	1,2 Kgs	1,2Chr	Ezra
Neh	Esth	Job	Ps/Pss	Prov	Eccl
Song	Isa	Jer	Lam	Ezek	Dan
Cant					
Hos	Joel	Amos	Obad	Jonah	Mic
Nah	Hab	Zeph	Hag	Zech	Mal
Wis	Sir	Bar	1,2,3,4	1,2 Esdr	Man
			Macc		
Add Esth	Ep Jer	Add Dan	Pr Azar	Bel	Sg Three
Sus	Ps 151				
Matt	Mark	Luke	John	Acts	Rom
1,2 Cor	Gal	Eph	Phil	Col	1,2 Thess
1,2	Tit	Phlm	Heb	Jas	1,2 Pet
1,2,3	Jude	Rev			

5.11   Research and Foreign Languages

Foreign Languages Required

In considering this, one needs to distinguish between: (i) primary and secondary sources; (ii) the requirements of MTh, MPhil, and PhD research; and (iii) different disciplines and, within disciplines, topics.

Primary Sources

Students are normally expected to engage with the primary literature in the original language(s) for PhD work. Thus, a student researching the OT would need Hebrew, for the NT Greek, for Augustine Latin, for Calvin French and Latin, etc. The requirement is not fluency but the ability to go back to the originals, if necessary, with help from translations, dictionaries, etc.

For MPhil and MTh work in biblical studies, students are generally expected to show engagement with the primary literature (OT or NT) in the original language(s).

Secondary Sources

Here requirements vary considerably. For MTh or MPhil work, it is not usually necessary to engage with literature in languages other than English. Even for PhD work, there are disciplines and topics (e.g., sociology of English churches, American church history) where it may be possible to write a good thesis with no language other than English. On the other hand, OT and NT PhD candidates must be able to engage with significant French and German literature. Failure to engage with significant German material contributed to two recent PhD candidates ending with an MPhil. The procedures for upgrading from MPhil to PhD is designed to prevent this happening again. There may also be specific areas where further languages are required, e.g., Spanish for Dead Sea Scrolls.

Quoting in Foreign Languages

Primary Sources

Quoting from the primary sources in the original language(s) is often appropriate, though need not be done for the sake of it. Doing it excessively where there is no point at stake might run the risk of appearing pretentious. Excessive use of foreign languages may prejudice the publish-ability of the thesis, but this consideration should not be used to dilute scholarly standards.

Where the primary literature is basic to the discipline (such as Hebrew, Greek, Latin, Arabic in various disciplines) untranslated quotations are acceptable. Where a more marginal language is involved, such as Romanian or Korean, all quotations should be translated, as it is unreasonable to expect British supervisors or examiners to know them. The original text may be included either in a footnote or in an Appendix.

Secondary Sources

This will vary from discipline to discipline and topic to topic. Quotations in German or French in OT and NT theses are normal, though excessive quantities should be avoided.

There are a variety of acceptable approaches: quoting in the original language, translating into English, and giving both the original and a translation. It may be right to vary between these in different situations, but randomly varying the approach for no good reason is not acceptable.

Students should be aware that examiners can reasonably ask them to translate any untranslated foreign language material in their thesis, especially if the examiner has any grounds for suspecting that the student does not really understand it.

5.12   Submission of Theses

AN INVESTIGATION INTO THE
LITERACY OF PhD STUDENTS

**A Thesis submitted to Middlesex University in partial fulfilment of
the requirements for the degree of Doctor of Philosophy or Master
of Theology** *(MPhil, PhD as appropriate)*

by

John Augustus
Smith

The next graduation date is Saturday, 28th June 2025. It is the student's own responsibility to ensure that the thesis is submittedin good time if there are particular circumstances — such as taking up a job that is dependent on successful completion of the qualification or coming close to running out of registration time — that mean the student needs to complete and graduate at a particular time.

Unfortunately, since there are so many variables involved — in particular, that none of us can know in advance what requirements the examiners may make — it is impossible to stipulate adate when we at LST can guarantee completion of allthe stages resulting in your being able to attend Graduation in the same year.

However, if circumstances work out ideally (i.e., Middlesex University can approve examiners quickly and the examiners only require minor corrections), you can expect that submission by 1st February has a very good chance of resulting in the completion

of all stages for that summer's Graduation date. You will need to be realistic about the amount of work you may need to do after the viva and ensure that you have the time to complete it, and resubmit, in plenty of time.

Submission after this date risks non-completion before that year's Graduation. While LST staff and external examiners will be willing to consider expediting the process, there should not be any assumption or expectation that this will happen. Academic faculty in all universities and colleges inevitably experience heavy workloads through spring and early summer due to the amount of undergraduate work that must be marked at this time. So, submission during the autumn and winter willtend to result in a shorter time lag prior to the viva, since your examiners will be motivated to completebefore Easter. Later submission (i.e., after 1 April) is more likely to result in a viva date in July or later, and graduation the following year.

5.12.1   Contact with your Examiners

Under no circumstances may a student have direct contact with their external examiner[s] during the process of examination. As soon as the identity of the external examiner[s] has been agreed, a studentmust not contact them for any reason whatsoever. This includes the periods prior to submission, between submission and the viva, and between viva and resubmission. If a student needs clarificationof the requirements of minor corrections or revision for resubmission, this may be requested through the internal examiner, the supervisor, or the Director of Research.

On-site students at LST inevitably run the risk of encountering their internal examiner. We recognise that there is a huge difference between personal email correspondence about the thesis (which is forbidden), and a chat about films on current release around the sofas in the lobby (which is fine, of course). We remind students to be sensible about the amount of contact they have with the internal examiner, and to protect all concerned.

Any direct contact with the external examiner[s] of any sort, or inappropriate contact with an internal examiner, runs the risk of being viewed as academic misconduct, and may result in appropriate penalty.

5.12.2   Presentation

Theses must conform to British Standard BS4821: 1990, of which the essential points are:

1. the copy must be legible;
2. the size of character used in the main text, including displayed matter and notes, should be notless than 2.0 mm for capitals and 1.5 mm for x-height (height of lower-case x);
3. paper should be A4 size, white, acid-free, and within the range 70g/m2 to 100g/m2;
4. text should be single sided, right-hand pages only;
5. line spacing should be 1.5 (footnotes and quotations should be single-spaced), with a 40 mmmargin at the binding edge and other margins not less than 20 mm.

5.12.3   Binding and Submission

The order of introductory pages should be Title Page, Abstract, Acknowledgements [optional, but usual], List of Abbreviations, Contents. These pages are usually numbered in Roman numerals (i, ii, etc.) with the thesis itself starting on page 1.

The Abstract should be a maximum of 300 words and have the word 'Abstract' at the top of the page and then (on a new line) the student's name, the title, the degree, the university (Middlesex University/London School of Theology) and the year of submission. The abstract is a maximum of 300words (excluding this heading) and must fit on one page. It may be in single line spacing.

The list of abbreviations will often refer to a standard published list of abbreviations (e.g. SBL Handbook of Style) which the student has used, and then list other abbreviations used which are not covered by the standard list. For published books which are abbreviated, give full publication detailshere.

The table of contents should contain the main headings and sub-headings with pages, like any book. Most word processors will allow you to generate this automatically by using the styles feature for your headings.

For your examination, you need to submit two soft-bound copies, in the soft form of binding called 'perfect binding' without any information on the spine (for colours, see below.) Please submit your thesis in a PDF of the thesis. Normally students arrange the binding of their thesis directly with the binder, and this may be easier for students based outside the UK since the binder will print the thesis from a PDF and then bind it. The binder LST uses is Temple Bookbinders Ltd, Paternoster Farm, 107 Cassington Road, Yarnton, Oxford, OX5 1QB.

Website: http://www.templebookbinders.co.uk/ Email:thesis@templebookbinders.co.uk - Contact: Pauline Barnes.

For the oral examination/viva (which happens for MTh and MPhil as well as PhD) you will need a copy of your own, though this need not be bound.

When the thesis has been passed and all corrections have been made you must print two copies whichmust then be hard bound for the school at your expense: one is for the School Library and the other for your principal supervisor. (Your principal supervisor may choose to have no copy or a PDF copy instead of or as well as the bound copy: check with him/her about this.) In addition, PhD students are required to provide a PDF of the final copy, identical to the printed version, for the School Library electronic archive.

You will be asked at that point to fill out a Candidate Declaration form (*see section 6.13.4)* and a Repository Thesis Deposit Agreement form in which you can specify to make the thesis available to the public immediately, or to delay that release.

As with the soft-bound copies for the oral examination, students are free to arrange the binding directly with the binder, Temple Bookbinders, details as above. You may also order any additional copies you may wish to have.

The hard-bound copies should be bound to the following specifications:

1. Cloth-covered board (standard book cloth, BLACK for PhD; and BLUE, shade 544 for MTh andMPhil).
2. A short title of the degree, the year of the award and the name of the author printed on the spine, reading upwards (e.g., PhD 1967 A.N. Cutler).
3. The lettering in gold.
4. The title page should be set out as the image on pg. 33.

5.12.4   Middlesex University Research Degree - Candidate Declaration form

Student details

Student name:	
Student number:	
Thesis Title:	
Degree for which thesis is submitted	

Candidate Declaration

Research Integrity

I declare that the work presented is wholly my own unless clarified as part of the submission.

Material submitted for another Award.

Either: *I declare that no material contained in the thesis has been used in any other submission for an academic award
*I declare that the following material contained in the thesis formed part of a submission for the award
or
of ....(state awarding body and list the material below)

delete as appropriate

Research Ethics

I confirm that the research submitted has been subject to ethical review and has not deviated from the terms of ethical approval given by the Research Ethics Committee.
Ethics ID number: (this can be found in the MORE system or in your ethics approval letter)

Statement by the Student

Signature of Student	**Date:**

5.12.5   Preparing for an Oral Examination

Know the purposes of the oral examination:

1. to establish ownership: the examiners need to be confident that you wrote the thesis
2. to establish you know the wider field of knowledge within which the topic of the thesis fits
3. to clarify arguments and points, this could include:
4. points of English grammar, ambiguous statements, style, etc.
5. presentation points (footnotes, bibliography, etc.)
6. arguments with insufficient evidence
7. facets which seem inadequately argued (steps missing, etc.)
8. argumentation which seems to be of marginal or no relevance
9. 'Missing friends' — works that should have been engaged with, given your topic, but were not.

Know your thesis:

1. re-read the thesis carefully
2. be able to summarise
   a. its point: be able to state this in one sentence, one paragraph and one-page lengths
   b. its key arguments in defence of this point
   c. its 'original contribution to knowledge' (if it is a PhD)
3. be ready to defend what you have written
4. be aware of the weakest points of the argument
5. assess where you would criticise the thesis and how
6. think what questions you would ask were you examining it!
7. what are the consequences of your results?
8. think about how your work could be further developed in future.

Know your languages:

1. be able to translate any foreign language quotations (German, French, Latin, Greek, Hebrew, etc.) included in your thesis
2. be ready to show your abilities in the appropriate languages (in NT in Greek; in OT in Hebrew;in Calvin studies in Latin; etc.) – the examiners need to see evidence of these abilities.

Know your examiners:

1. look for published works to be aware of their interests/concerns/view
2. be ready to respond at points in your thesis where you interact with them, especially where youinteract critically with them
3. be prepared for examiners to press you hard — but don't assume that aggressive probing means a negative verdict on your thesis. Examiners may be rougher with what they regard asan excellent candidate than with a weak one.

Know how to respond to questions:

1. do not look for hidden agendas in the examiners' questions: they are asking to make you talkabout the thesis
2. avoid monosyllabic answers
3. hit the balance between attack and defence: don't be over-aggressive or over-defensive
4. be prepared occasionally to concede, e.g., 'Yes, I agree that is an important consideration!'
5. show knowledge of the thesis
   a. do not be afraid to repeat material in the thesis: remember purpose (1) above
   b. show knowledge of your bibliography: make it clear in your answers which scholars you aredebating with or developing ideas from on the points you discuss.

Know yourself:

1. be aware of how anxious you feel about the viva: talk this over with friends or others
2. consider getting someone who knows the general field and has experience of examining theses to do a 'practice viva' with you
3. be at the venue of your viva in good time, so that you have space to relax and prepare
4. pray, and get others to pray, that God will enable you to produce your best.
5. if you are concerned about your viva, contact your supervisor(s) and/or Director of Studies.

In a postgraduate viva, students are not allowed to bring electronic devices without the approval of the examiner.

5.13 The Examination Process

5.13.1 Before the Viva

For MTh and MPhil theses, about four months before the thesis is due to be submitted, the principal supervisor will advise the Research Programmes Administrator with the names of those who will be asked to act as external and internal examiners. For a PhD thesis, this process occurs concurrently with a successful upgrade from MPhil to PhD. The supervisor will normally discuss the matter of an external examiner with the student and the Director of Studies (in cases where the supervisor is not the Director of Studies).

The student submits two soft bound copies and PDF copy of the thesis to the Research Programmes Administrator. At this stage copies are normally soft bound only. The thesis is not deemed to have been submitted until soft bound copies are received by the Research Programmes Administrator. The Research Programmes Administrator forwards these to the examiners.

With all research degrees there is a viva (oral examination). It is the duty of the internal examiner to arrange (within one month) the date of the viva in consultation with the student, the external examiner and the principal supervisor. The viva should normally take place not more than three months after submission. The viva will normally be chaired by the Director of the Research, or, if he/she is involved in the supervisory team, by an experienced member of the academic research staff who is independent of the process and does not see the thesis. The chair is responsible to return all the paperwork to the Research Programmes Administrator after the viva. The Research Programmes Administrator will be notified of the time of the viva and will normally arrange the venue and inform all parties (student, independent chair, examiners, principal supervisor and Director of Studies).

Each examiner is required to produce an independent preliminary written report on the thesis. They then discuss the thesis together. If they foresee a problem, they are free to consult the supervisor for further information.

Advice on preparing and revising is also available on UniHub – https://unihub.mdx.ac.uk/study/assessment

5.13.2 At the Viva

It is our normal practice for the supervisor to be present at the viva, unless the student requests otherwise or unless there are compelling reasons to prevent it — the student is free to say that they would prefer their supervisor not to be present for any reason. The supervisor may speak at the viva only if invited to do so by the examiners. In normal circumstances it is very much in the interests of the student to have their supervisor present. As well as moral support, the supervisor can often later interpret to the student what happened at the viva — supervisors are well positioned to do this because of their past experience, because they are not so emotionally involved and because they can take full notes while the student is fielding questions from two examiners. Their presence in the viva can also help them to better advise the student about what is required if the examiners ask for a resubmission.

After discussing the thesis with the candidate, the candidate will be asked to leave the room for a short time, while the examiners confer about their recommendation. The possibilities are listed here in descending order of desirability:

1. The award of the degree without the need to make corrections — an accolade awarded only to the most careful scholars!
2. The award of the degree with minor corrections, for which normally three months are allowed. Often this involves the correction of typos etc. and can be completed in a day or two of work; sometimes the corrections may be more substantial and involve rewriting one or two sections of the thesis. (In the case of the MTh only, the examiners also have an option of awarding the degree subject to 'major corrections)
3. Requiring resubmission of the thesis, within a period of normally up to twelve months. Sometimes the examiners may explain what needs improving, with the virtual guarantee of the degree if these instructions are followed. Other times this is a second

chance to raise the thesis to the required level, with no guarantee of a successful outcome — though the examiners will not take this option unless they see a realistic chance of success.

4. Allowing the thesis to be resubmitted for a lesser degree — e.g. allowing a PhD thesis to be submitted for an MPhil.
5. Outright failure — this is rare.

5.13.3   After the Viva

Where a resubmission is concerned, the examiners will inform the Research Programmes Administrator in writing exactly what is required, and he/she then informs Middlesex University. The supervisor will give whatever guidance is needed. With a resubmission or with a total reprint for minor corrections, the original copies should be resubmitted together with the revised version, to help the examiner(s) to see whether the corrections have been made. It is also helpful to provide a separate list of all the changes made giving the page numbers in the original thesis submission and the resubmitted thesis, to help the examiners find them quickly.

Note that if a re-submission and re-examination is required, this will incur additional examination fees.

Where minor corrections are required, it is the responsibility of Middlesex University to inform the student precisely what is required. It is normal for the student to deal directly with the Supervisor and Research Programmes Administrator unless more substantive corrections are involved. Where this involves alterations to the existing copies, the usual practice is to print out a new fully corrected copy. When they are completed, the Examiner(s) check the corrected copies to ensure that all is satisfactory and signs a statement (provided by the Research Programmes Administrator) that corrections have been made as required. Do note: the examiners are not allowed to be in touch with the candidate after the viva to work on corrections. All questions should be directed to the Supervisor.

When the internal examiner is satisfied that all required corrections have been made the Director of Research (or someone else if the Director of Research is supervisor or examiner) countersigns the examination report and the Research Programmes Administrator sends it to Middlesex University. Middlesex University writes to the student confirming that they have passed their degree and will receive their certificate at graduation.

Two copies for LST must be printed out at the very end, after all corrections have been made. Note that if you are using Microsoft Word, one cannot be sure that two copies will come out the same even if they are printed on the same day from the same printer. Students are strongly recommended, therefore, to make a PDF file of the final completed version and to print from this. They are also required to supply an electronic copy of this PDF file to the LST Library for the School's electronic archive, so that a further copy can be printed should the original be lost. Most word processors provide a facility to 'Save As' or 'Export' to PDF. The IT department can advise on the production of the PDF file if necessary.

The final copies of the thesis must be hard bound. See the Submission regulations above.

Please note that the decision of the internal and external examiners is only a recommendation to the University's Research Degrees Committee, which makes the final decision. The Research Programmes Administrator here at LST will inform the candidate of the recommendation once signed paperwork has been received from the examiners, and the university will inform the candidate of the final formal result — usually through the LST Research Programmes Administrator.

Part Two - Resources and Support Available

6. Resources

6.1 Library

One of your greatest assets in research will be the library, and LST's own excellent Librarian, Keith Lang who can be contacted at keith.lang@lst.ac.uk. LST's library is housed in a former chapel and holds around 50,000 volumes. There are around 400 hard copy periodical titles held with 50 of those current. The library is kept up to date through regular purchases, and the faculty provide recommendations for purchase as new books and journals appear. The library area of LST's website has a dedicated catalogue page so that students and staff can easily search library holdings from all internet-enabled devices. It is easy to discover the latest additions to the collection this way. The library provides seating for approximately 100 readers.

LST's Librarian provides an online library induction tailored to new students. This comprehensive induction includes both online and physical resources. Other major research libraries – the British library and SOAS in central London, the Bodleian in Oxford, and Tyndale House in Cambridge – are not far away for those who live locally. We will also provide an introductory letter for students who wish to use the libraries of their local university, seminary, or Bible College.

In terms of electronic resources, LST provides access to the many online resources including the Atla religion and Atla serials database. You can access the online library by using the username and password sent to you at the commencement of this programme. Around 30,000 e-books focussed on theology and religion from multiple suppliers can be searched simultaneously via the EBSCO Discovery Service (EDS) and this includes the physical resources. The ATLA (American Theological Library Association) religion database will enable you to access more than 400 journal titles as well as specialist databases. Among those databases is Old and New Testament Abstracts. The eBooks also include the entire Loeb Classical library online. The EDS will also pick up on many free databases including open access theses directory, and several key theological publishers' free offerings.

Other Links for Accessing Material

There is a large volume of material on the web which can be accessed (free) and some helpful websites are:

Open Access Journal articles

Find articles for free https://doaj.org/ is the home page of the Open Access Journals. Try it with a key word like 'Pentecostal' or 'Johannine' or Pneumatology etc.

Global Ethics

Global Ethics Articles access: https://repository.globethics.net/

How to access freebie web resources

Video Link to instructions on web resources for theology/ religious studies https://youtu.be/10A5nROrAnw

Freebie Journal websites

Full list of Theology on the Web sites, hosting over 40,000 articles and hundreds of books:

https://biblicalarchaeology.org.uk/
https://biblicalstudies.org.uk/
https://theologicalstudies.org.uk/

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https://missiology.org.uk/
https://earlychurch.org.uk/
https://medievalchurch.org.uk/
https://reformationchurch.org.uk/

A video Introduction to BiblicalStudies.org.uk - how to find your way around the website:

https://www.youtube.com/watch?v=HZImWs6ex9A

Digital Commentary sets:

https://biblicalstudies.org.uk/commentaries_series.php

Other commentaries available on individual Biblical books pages, e.g. https://biblicalstudies.org.uk/1corinthians.php

List of theological journals available online in whole or in part for free (see table of contents of each for more information):

https://theologyontheweb.org.uk/journals.html

Bibliography of the works of FF Bruce with other 500 online articles:

https://theologicalstudies.org.uk/theo_bruce.php

Practical Theology sites

For Practical and leadership issues see http://www.etsjets.org/JETS and click the JETS link for all their articles- free!

https://theologyontheweb.org.uk many for theology or Pentecostalism and mission So have a look around www.brierleyconsultancy.com for statistics on church, growth, UK, global, on marriage, on old age.... Practical Theology For leadership, ethics,.... see www.wciujournal.org and investigate its articles from the William Carey Library Pasadena California USA.

For church statistics - www.brierleyconsultancy.com
For purchasing books apart from Amazon.co.uk, use www.christianbookshops.org.uk the CLC

Pentecostal sites

For Asian Pentecostal Journal [from APTS Philippines] https://www.aptspress.org/asian-journal-of-pentecostal-studies/ All accessible apparently for free.

Old Testament Websites

OT websites see http://denverseminary.edu/resources/news-and-articles/annotated-old-testament-bibliography-2017/

web sources

https://archive.org/index.php https://archive.org/index.php Sign up and Log in with your own details.

This is an archive of 1001 subjects but there are OT / NT / Ecclesiological and Theological academic resources.

EQ online

Please refer to this for many biblical & academic articles: https://biblicalstudies.org.uk/articles_evangelical_quarterly.php

Articles on Mission

-INTERNATIONAL JOURNAL FOR FRONTIER MISSION is also available FREE online for years. www.ijfm.org

6.2 IT services

LST students are given an email address at enrolment which you will be expected to check at least once a day as you will receive important information from the institution either via email or via the VLE. Your LST email address is of the form username@student.lst.ac.uk where your username is allocated to you on registration (usually firstname.surname). This is the only email address that the school will use to contact you. If you need to update your personal contact details or have concerns about safety in respect of your email address, please contact your Programme Administrator - Sandra Khalil (sandra.khalil@lst.ac.uk). To set up your computer to access your email account, there are in instructions available on the LST VLE.

There are e-mail addresses that go to groups of people, such as particular course groups, prayer groups, all resident students, all students, and all staff. The addresses to use are listed on the website in the Directory Section. You will automatically be included in the all.students@student.lst.ac.uk group and your own specific course group. If you find you are not in the right group, please email LST's IT student support helpline on student.help@lst.ac.uk. Please do not e-mail 'all.staff' except for an absolute emergency. You are also strongly urged to be considerate about sending mail to 'all.students'. This e-mail group includes all full-time and part-time students. Be aware that of the 350+ students who will get the mail, perhaps only a few may be interested. Only use e-mail groups if it is important to reach everyone.

All LST students get free access to Microsoft Office 365 as well as a free downloadable copy of Microsoft Office to be used while still a student. Our IT Team is able to provide limited support for student's personal devices, to help with logging in and using LST's IT services. If you have any issues with IT, then you can contact the IT Department through the Helpdesk (IT Support) or on 01923 456180. You can also book appointments outside its office.

Given the nature of this programme, it is essential that you have regular access to the following communication tools:

1. A computer.
2. Internet access. Although a broadband connection is not required, it is recommended.
3. Microsoft Word or similar word processing software (note that access to MS Office is included with your student registration).

You will not need to have a high level of proficiency in using the computer, but you should at least be familiar with sending and receiving email (with attachments) and navigation of the Internet.

6.3 Access to Middlesex University Resources

6.3.1 Library

Students on collaborative research courses with Middlesex University are entitled to make full use of all the facilities within the Library and IT Support which include electronic resources (where permitted by the publisher), postal loans and borrowing from other libraries. You will need your University ID card to access to the library's physical resource.

Please make yourself aware of the following:

1. Research students have access to MU's ELibrary (which includes JSTOR) as well as our own;
2. Document supply is remote and electronic via MU, and not LST;
3. Inter-library loans are only available via pick-up at LST or MU campus and are not sent;

4. The facilities offered to our joint institutional students are very good and offer LST Research students the best of both worlds in the form of a multi-layered provision.

The **University Library** is your gateway to high quality information relevant to your research. Using iteffectively contributes directly to your success. The library provides you with:

- access to a huge range of specialist information resources
- help in finding and using information – online, face-to-face, and by telephone
- individual and group workspaces
- PCs, netbooks, and wireless networking for your laptop
- services for distance learning research students

Once you have enrolled you are automatically registered as a member of the library. Opening hours can be found online.

- **Liaison Librarians**: are responsible for managing the University's collections of resources and can help you search for useful material and assess its relevance for your work. There are useful Library Guides available, offering guidance for students. You can access supportvia email, Study Hub or by booking an appointment.
- **Inter-Library Loans**: If you need books and journal articles which are not in the librarycollections, they can be requested by Inter-Library Loans.

Most theses can be viewed online via the British Library Ethos service:

- **Access to other University libraries**: Research students may use all other academic libraries across the UK and Ireland by joining Sconul Access. This is a free scheme andincludes libraries such as the LSE and Imperial College London.
- **Distance Learning Library Support**: The Distance Learning Library Support page contains details about the specific support for students studying off campus. Information can be found here about using this service, including how you register and how materials can be requestedand sent to you.
- **Library Subject Guide for Researchers**: This Library Subject Guide will provide you with avariety of information, so please ensure you have time to explore this page. It will give you information about Open Access, Inter-library loans, Middlesex University Research Repository, how to contact the Research Support team in the library, how to find specific resources for your subject, Study Skills for Research and much more.
- **Referencing - Cite them Right**: This website will guide you in creating your references.
- **Access to Electronic Resources**: This page will take you through the process of accessinge-resources via MyUniHub. You can only follow these instructions if you are enrolled as a student.
- **UniHub: How to Access Online Learning Materials and Library Resources**: This link willtake you to a YouTube playlist with MyUniHub Tutorials.
- **Library Search**: If you have logged in to MyUniHub, this link will take you directly to thelibrary catalogue where you can search for and directly access electronic resources.

A list of the services provided by the University's Libraries can be found at: http://unihub.mdx.ac.uk/study/library/

Students and staff may use the SCONUL Access scheme via Middlesex University: https://www.sconul.ac.uk/sconul-access

6.3.2 Sports Facilities

UK students can access all the University's sports facilities, including a modern fitness centre with group exercise programme, a real tennis court, outdoor multi-use games areas and 3G Astroturf pitches, and a sports ground at Worlds End Lane in Winchmore Hill. More information, including fees and subscription rates, can be found at: https://www.mdx.ac.uk/student-life/sport-and-fitness or by calling +44 (0) 20 8411 6343.

6.3.3   Accommodation

Students enrolled on a Joint collaborative programme and who are studying in London may use the University's Accommodation Services in their search for somewhere to live. Information on the full range of services available can be found at: http://www.mdx.ac.uk/accommodation.

7.   Student Support

7.1   Academic Support

Although students are responsible for their own academic and personal lives, personal and spiritual formation are important at LST. Each student is allocated to a supervision team. This team consists of a Director of Studies (DoS), a primary supervisor (S1) and a support supervisor (S2). Normally, the DOS will also be the primary supervisor who is a specialist in their field. However, if the main supervisor has not supervised a student through to completion, or is a Visiting Supervisor, then the DoS will be the S2. Whilst the S2 will normally be less involved in the actual supervision the role of the S2 is more supportive, especially should any difficulty arise within the main supervisor/student relationship.

Peer-Peer Support

The more solitary nature of this programme means that it is possible to feel, at times, as though you are the only student studying this programme and, potentially, the only student struggling with the requirement to juggle study, work, family as you do so. However, experience has demonstrated that these struggles are common to the majority of students on the programme, at least at some point in the programme. As a result, it may be that contact with another more experienced student will be helpful and, for this reason, the peer-peer support system has been put into place.

At the commencement of your time as a student, you will be required to attend the Research Student Induction, held in the week prior to the start of the academic year. Here you will meet fellow research students who are also beginning their research journey and when long-term friendships can be birthed. In addition, each new cohort of students is given the opportunity to join a PGR tutor group run by an experienced research supervisor.

It is important to realise that this is not another tutoring opportunity and, although it may be that academic issues might be discussed (e.g. what resources were found to be particularly helpful), the primary purpose is to provide support and the knowledge that you 'are not alone'.

7.2   Pastoral support

The vision of LST is to build a caring Christian community in which all are given the support they need to make the most of their time studying, whether this is On-campus or by Distance Education / Online. Having somewhere you can go when you need to talk is an important part of that.

All students come to LST amid different personal circumstances: maybe you have come to study from another country; maybe you have left work to pursue your studies at LST; maybe you are juggling work or other commitments with your studies. Maybe you feel alone in your online studies. Whatever your circumstances, the pastoral support team are available to help you get the most out of your time at LST. Contact the Pastoral Team at: pastoral.team@lst.ac.uk.

LST's Wellbeing Policy may also be found on the Student Hub in the Key Documents folder.

7.3   Equality, diversity, and disability support

Students with disabilities and learning differences are welcome at LST. If you have any physical difficulty, long-term medical condition, sensory impairment or specific learning difference (e.g., dyslexia) and would like information about special educational provision, please contact the School's Disability, Inclusion & Learning Support Manager: c.badu-amoah@lst.ac.uk who provides the following support to students with a disability and / or learning difference:

- A personal invitation to an Inclusion Briefing in Freshers' Week.
- A referral for a diagnostic assessment if a student does not have a formal diagnosis of their disability. This only applies to Dyslexia, Dyspraxia and ADHD (for educational purposes).
- The preparation of an Educational Notification for each student which is sent to Programme Leaders and key personnel at the beginning of term; this document sets out the student's needs to be met in the classroom through learning activities.
- The preparation of a Disability Statement for the student to attach to their assessments prior to submission; this document describes the student's disability or learning difference to consider when marking.
- Facilitating reasonable adjustments including examination access arrangements.
- All lectures are recorded, and students registered for those modules are given access to those recordings for a period of time.
- Tailored support for students with severe medical conditions as necessary.

LST has implemented a few policies and processes to support students with disabilities and learning differences including:
- Awarding two (2) seven-day automatic extension per academic year which students can choose to apply to any essay deadlines they wish. o (this also applies to students who are carers).
- Offering ongoing financial support (in addition to scholarships and bursaries).
- Subsidising the cost of dyslexia assessments for eligible students and providing reasonable adjustments for students with suspected dyslexia diagnosis.

Students with specific medical conditions and support needs are encouraged to notify inclusion@lst.ac.uk and the Pastoral Team by emailing pastoral.team@lst.ac.uk.

7.4 Research Committee Dates

Dates of Research Committees, Research Progression Boards, Registration of PhD Transfer Interviews, Graduation and more can be found in the academic calendar.

7.5 Employability information

LST has a Vocational Services Department which supports students who wish to find placements and employment opportunities. Due to the diverse nature of LST students, and the size of the institution, support is tailored to meet the individual needs of the student. Support with finding a placement, putting together a CV, or writing a job application is available from LST's Vocational Services Department who may be contacted by email: emily.smuts@lst.ac.uk.

7.6 Transfer of Study

Students who would like to apply for recognition and award of academic credit, recognition and award of credit for learning based on prior experience (e.g. from professional, ministry, community or volunteer experience), internal student credit transfer, or continuing student credit transfer from the Accreditation of Prior Learning and Credit Transfer Committee, must complete this form before their study commences.

7.7 Financial Support

London School of Theology offers a range of annual scholarships and bursaries to students able to demonstrate financial need, exceptional academic ability / potential, or both. London School of Theology also offers bursaries for students in financial need, but these are only available for students once they have commenced their studies with us.

More information is available on the LST website, or if you have any queries or concerns, please contact the Accounts Department at accounts@lst.ac.uk.

The NUS Totum card is available to all UK BASED students (not just as a result of MDXSU membership) and is normally made direct to NUS, however students may make their application on-line via MDXSU administration. MDXSU are required to confirm to NUS that the student is enrolled as a student with MDX. However non-UK based students cannot get an NUS Totum card, which only has discounts for the UK anyway. Most students at all institutions can apply for an ISIC or International Youth travel card.

7.8   International Students

LST welcomes students from all over the world at all levels, including France, Germany, Malaysia, Singapore, Ghana, Italy, USA, and Nigeria (to name just a few)! An international group meets on-campus regularly to chat, watch films, and enjoy great food. They also regularly pray and worship together. Many of our international students have left their families in their home countries to study at LST and these students provide support for one another. The group is open to any international student so if you would like to join, please contact student.secretary@lst.ac.uk. Throughout the year, LST holds several international evenings that enable international students to share their culture with the rest of the student body, and to celebrate the diversity of our students.

International students requiring visa support should contact clara.badu-amoah@lst.ac.uk.

International students with questions of a collaborative nature which cannot be resolved by the staff within LST, or the University Link Tutor, can contact the Middlesex University Partnerships Operations Team at PartnerOps@mdx.ac.uk.

7.9   Health, safety, and welfare

Although some students on this programme will never physically attend the college, under the terms of the Health & Safety at Work Act 1974, while in the School buildings or grounds, students have a duty to take reasonable care for the health and safety of themselves and any other people who might be affected by their acts or omissions.

Therefore, please be aware of your environment and report any hazards (actual or potential) to the Facilities Department by emailing facilities.help@lst.ac.uk. LST asks students to neither recklessly nor wilfully interfere with safety appliances and equipment and asks students to co-operate with LST staff in the performance of its responsibilities as an employer and provider of higher education.

Students with specific medical conditions and support needs are encouraged to contact inclusion@lst.ac.uk.

7.10   Access to Middlesex University Support

Student Support Services

Middlesex University makes reasonable adjustments to support disabled students, in accordance with the Equality Act 2010. The level of additional support you receive will depend on your eligibility to the Disabled Student Allowance. You will also have access to advice and guidance on welfare issues. More information can be found at: http://unihub.mdx.ac.uk/support/ or on +44 (0) 20 8411 2502.

Financial Support

All UK students who meet the eligibility criteria for statutory student financial support and who are fully enrolled and studying sufficient credits may apply to the University's StudentSupport Fund. UK students on joint courses may also be entitled to a scholarship from Middlesex University providing eligibility criteria are met. Further information or advice can be found at myUniHub.

Student Records

The details of students on collaborative research programmes are held on the University's central student management system. These include your personal contact details, programme, and module choices (if relevant) and formal grades. Students will be able to change several of their own records, within certain parameters, using MyUniHub and full information will be available to you when you log on.

Part Three - University Policies You Should Know

The MTh, MPhil, and PhD programmes delivered by LST abide by the Middlesex University regulations, which are available online here. Although it is not necessary to read the Regulations in their entirety you should know where you can find them. Please note that LST uses its own regulations for the following:

8.1   Academic appeals

LST uses its own regulations for handling student appeals. Students may appeal to Middlesex University only after exhausting LST's own regulations. Please see: Student Academic Appeal Policy & Procedure.

8.2   Academic integrity and misconduct

Plagiarism is any form of unacknowledged dependence on another writer. This includes:

- unacknowledged use of an author's ideas or arguments (or failure to recognise the extent of dependence);
- any use of an author's actual words without quotation marks, even if a reference to the source is given;
- any unacknowledged close 'shadowing', or paraphrase, of an author's words;
- any citation, whether in footnotes or in bibliography, of a work (ancient or modern) that has not been consulted unless there is clear acknowledgment of that fact. E.g. it is acceptable to cite someone else's list of ancient sources so long as it is acknowledged that this is being done.

In cases of minor and soft plagiarism in submitted work a simple oral and written warning should be given by the supervisor.

In cases of repeated minor and soft plagiarism or of more serious plagiarism the student should be summoned by the supervisor and one other tutor to explain. The student should be issued with a formal warning in writing that in future any plagiarism will be treated as 'intent to deceive' and will be brought to a plagiarism hearing, chaired by the Principal or Academic Dean. A copy of this warning should be put in the student's file, and another copy sent to the Director of Research.

On any subsequent occasion the student should be notified that a Plagiarism hearing will be set up, and that the relevant documents have been passed to the Academic Secretary, currently the ASDAS.

Students are warned that any plagiarism in the final thesis can lead (and has led) to outright failure.

8.3   Programme Regulations

As a student at Middlesex University there are regulations and policies that you should make yourself aware of before you commence with your studies. These regulations detail the rules around assessment, how grades are awarded, and how assessment is conducted. This includes details on unforeseen circumstances (Force Majeure), academic integrity and misconduct and what you should do if circumstances mean you cannot complete an assessment. Full details of the regulations for all learners at Middlesex can be found here.

If you require further information regarding programme regulations, please contact your Programme Administrator, whose contact details are listed on page 5.

8.4   Research Ethics

If a student is undertaking any research involving human participants (e.g. surveys, interviews, case studies, ethnography etc, rather than library research alone), you will be required to adhere to the LST's Research Ethics Code of Practice. This means that before beginning any research involving human participants you must submit an Ethics Application Form to the Research Ethics Committee; **research can only begin once formal approval has been granted**. Your supervisor will provide support in this process.

An ethical approach to the undertaking of teaching, learning, assessments, and research activities is of central importance to Middlesex University and LST. Due consideration should be given to ethics in all aspects of your programme. Ethical process should be followed and/or ethical approval sought, before you carry out any work involving human participants, human data, animals, materials, or systems. This applies to students at all levels. Research ethics approval seeks to ensure all work is designed and undertaken according to certain principles of ethical research. These include:

- Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment, and the wider community.
- Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved – i.e. human participants or animal subjects, colleagues, the environment, and the wider community, as well as actual or potential risks to those directly or indirectly affected by the research.
- Respect for the **privacy, confidentiality, and anonymity** of participants.
- Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate.
- Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided.
- Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.
- Research should **not involve any illegal activity**, and researchers must comply with all relevant laws.
- Data MUST NOT be collected without first obtaining ethics approval for your research. If you submit work that includes data gathered from or about people without ethical approval this may be treated as academic misconduct and could lead to a fail grade being awarded.

8.5   Award certificate

When you graduate your final qualification certificate is issued by Middlesex University and will contain details of your qualification. In addition, it will include 'London School of Theology' along with the words 'in collaboration with Middlesex University'. Your certificate will be sent to LST by Middlesex, normally within four months of the date your qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address LST holds for you. It is therefore very important that you keep LST updated of your address details and so if they change at any point please email sandra.khalil@lst.ac.uk.

8.6   Complaints

LST has two complaints policies and procedures; the one you use will depend on the nature of the complaint. Therefore, if you are in any doubt as to which policy and procedure to use then please contact the ASDAS for further advice if needed:

Student Academic Complaints Policy and Procedure

Non-academic Complaints Policy and Procedure

However, LST always seeks to resolve any concerns informally and so students are encouraged, in the first instance, to approach the teacher or other person concerned to express concerns. Students may wish at this stage to consult a Student Representative if the matter of concern affects the class.

Please note that LST's complaints policies and procedures must be followed and have been fully exhausted before you can follow the Middlesex University Student Complaints and Grievance Procedures.

8.7   Student Disciplinary

LST uses its own policy for dealing with student disciplinary matters. A copy of the procedure can be found here.

8.8   Data protection and privacy

The information that you provide at the application and enrolment stages, and any subsequent information you provide, or data relating to you, is held on a computerised database, and maintained in accordance with the Data Protection Act 2018. LST ensures that data is held securely and not disclosed to third parties without your consent unless we are obliged to do so. Please note two such obligations:

4. LST is obliged to submit annual student data to the Higher Education Statistics Agency. For information regarding the submission of such data see the Collection Notices
5. Under Middlesex University Contingency Planning, if a situation arises in which LST is unable to support students through to completion of their award, LST will make available to Middlesex University student contact information, academic progress, and assessment records.

LST's GDPR Policy may be found on the Student Hub.

LST's Data Protection Officer is Jonathan Mead who may be contacted by email: jonathan.mead@lst.ac.uk.

8.9   Guidelines regarding Graduate Teaching Assistants

There are, in effect, three different situations where a research student may be involved in teaching at LST:

1. A lecturer is on sabbatical and the school may employ a research student to teach one of his/her modules. In this situation the student is helping the school out and should have the benefits given to any other visiting lecturer and be paid at an appropriate rate for Graduate Teaching Assistants (GTAs).
2. A research student has expertise in a narrow area that the school might wish to draw upon at a specific point in a module. In this situation the benefit is mutual. The school has the benefit of some varied input into a course and the student gets valuable experience. The student is not saving any staff time and should not normally be paid for this.
3. The school is concerned to give some teaching experience to a PhD student and may make room for the students to take some lectures as part of one of our modules. This has happened with several students. In this situation the school is helping the student. The lecturer will almost certainly spend significant extra time on this, having (on a best-case scenario) to brief the student, attend the class and later debrief the student. The student should certainly not be paid for this.

The Interests of the Students Being Taught

In all situations the interests of the students being taught should be paramount. As much care should be taken in the appointment of research students to take modules during sabbaticals as would be taken in the provision of any other part-time

teaching. This need not mean that the research student will be as qualified or as efficient as the normal lecturer since this does not usually happen where part-timers fill in in this way. Any regulations regarding induction of part-time lecturers should apply as normal where the teacher is a school research student. In the second situation the research student is being brought in because they have something distinctive to offer to the class. In the third situation there could be a danger of the students being disadvantaged. The lecture/seminar needs to be attended by the regular tutor who needs to ensure that the teaching is adequate. Because of the dangers it is probably not appropriate for more than a few lectures in a module to be covered this way.

The Interests of the Graduate Teaching Assistant

There are significant benefits to research students in acting as GTAs. It is beneficial for them to have the experience of giving out as well as just taking in. It may be a helpful addition to their c.v. On the other hand, first-time teaching can be very time consuming and may seriously detract from the progress of the research project. No research student should ever be placed under pressure to act as a GTA if it is not in their interests or if they do not wish to do so. Nor should any research student ever be asked to act as a GTA without the express permission of their principal supervisor. The interests of the research student should always be a greater priority than the teaching requirements of the school.

Induction

In the first situation above, the GTA will need to be inducted in the same way as any other visiting lecturer, considering the extent of any previous teaching experience. In the second and third situations above, there will not normally be any formal process, but the lecturer involved will provide whatever informal guidance and support is needed.

Marking

If a GTA teaches an entire module it would normally be appropriate for them also to mark the assessment. As with any new lecturer, the assessment would be internally second-marked in a more rigorous fashion than normal. If the GTA taught a significant part of a module (e.g. one term out of three) it may be appropriate for them to share in creating the assessment, covering their own material, with the same safeguards.

9 Programme Regulations

9.1 Programme Regulations - Master of Theology (MTh)

For more information, see here.

1.   The standard of the Master of Theology (MTh) is that expected of a candidate who has undertaken a research programme, demonstrated knowledge and understood existing scholarship or research in the field specified by the thesis title, and presented the material with clarity. The candidate must have demonstrated competence in the relevant methods of research and presented and defended a thesis by oral examination to the satisfaction of the examiners.

2.   Candidates for this degree follow a programme of study approved by the Director of Research and submit a thesis on an approved topic. The research is conducted under a supervisor (or supervisors) appointed by the school, and it should lead to the submission of a thesis of no more than **30,000** words, including footnotes, but excluding front matter, bibliography, etc.

3.   **All full-time students must meet a minimum two-week residency requirement each year. Part-time students are expected to meet a one-week residency requirement**. This is to include attendance at the first available Induction Seminars after the student has registered. February registrations may attend the preceding October Induction Seminars, at the Director of Research's discretion.

4.   For full-time students the thesis should normally be submitted within twelve months of initial registration. The maximum permitted period of registration is normally twenty-four months. Students are not normally permitted to submit a thesis in less than ten months from initial registration.

        For part-time students the thesis should normally be submitted within twenty-four months of initial registration. Submission is not normally permitted in less than eighteen months from initial registration.

        Students with good cause (e.g. problems of health or other commitments) may be permitted to suspend their registration for a period or periods, which means that they receive no supervision, pay no fees, and lose student privileges. The length of suspension may not exceed 3 months at a time, and the total period of suspensions may not exceed 12 months (full-time) or (part-time). See the fee sheet for the charge for applying for suspension of registration. **Students must inform their supervisors of the planned interruption.**

        In exceptional circumstances, the supervisory team may recommend an extension of a candidate's period of registration to Middlesex University's Research Degrees Board. Any extension request would be for a maximum of one year. A candidate seeking such an extension shall apply on the appropriate form and any extension granted shall be notified to the candidate in writing.

5.   Writing-Up period

        a. Full-time and part time MTh and MPhil/PhD students admitted before 1 September 2018 are entitled to a three-months writing up period for which students will not be charged or receive any supervision.

        b. The writing up period is additional to any continuation periods taken.

        c. Full-time and part-time MTh/MPhil/PhD students admitted after 1 September 2018 will not be entitled to a three-months writing up period.

        d. Students requiring additional time will need to apply for a continuation period.

6.   In the thesis candidates are required to show:

a. independence of mind & critical judgement, including the ability to test ideas and a sense of proportion in evaluating evidence and scholarly interpretations;

b. a broad knowledge of their specific topic and of the primary and secondary sources;

c. an appropriate knowledge and understanding of the wider discipline and appropriate cognate subjects;

d. knowledge of the research techniques relevant to their disciplines and successful application of these.

7.   An MTh thesis must be well argued and be written in accurate English. Particularly, it must demonstrate:

a. appropriate ability in orderly arrangement and scholarly presentation of material;

b. clarity and conciseness of expression and appropriate literary style.

8.   In reaching a decision as to whether the candidate has achieved the required standard, the examiners should take into consideration what may reasonably be expected of a capable and diligent student after one year of supervised full-time postgraduate study and research (or its part-time equivalent).

9.   The approved programme of study may include such advanced lectures, seminars, language classes and directed reading as the supervisor and the Director of Research deem necessary for successful completion of the project, and adequate training of the candidate (at this level) in the broader issues of research pertinent to the field of study. Such additional studies will not count towards the formal assessment of the degree.

10.   Transfer from the MTh to a related taught master's programme may be requested by a candidate, or recommended by the candidate's Director of Studies, at any time prior to submission.

11.   The MTh has an integrity of its own. It is not possible to transfer to an MPhil programme. If an MTh student wishes to continue in research to a higher programme (on the recommendation of the supervision team) the required procedure is that the student will alert the supervision team of this decision, submit an application to the MPhil/PhD programmes, undergo an interview and, on successful acceptance to the higher research degree programme, deregister from the MTh.

12.   The MTh is awarded with classification with one of the following grades: Pass, Merit and Distinction. MTh awards re the mark not being given until any corrections are submitted.

9.2   Programme Regulations - Master of Philosophy (MPhil)

For more information, see here.

1.   The standard of the MPhil is that expected of a candidate who has investigated critically and evaluated an approved topic and contributed to knowledge of this topic. The candidate must have demonstrated an understanding of research methods appropriate to the chosen field, and presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

2.   Candidates for this degree follow a programme of study approved by the Director of Research and submit a thesis on an approved topic. The research is conducted under a supervisor (or supervisors) appointed by the School, and it should lead to the submission of a thesis of the following length: for those enrolling up to January 2014, no more than 65,000 words, including footnotes, but excluding front matter, bibliography, etc.; for those enrolling from September 2014 onwards, **50,000** words, with the same inclusions and exclusions.

3.   For full-time students the thesis should normally be submitted within twenty-four months of initial registration. The maximum permitted period of registration is normally thirty-six months. Students are not normally permitted to submit a thesis in less than eighteen months from initial registration.

        For part-time students the thesis should normally be submitted within thirty-six months of initial registration. The maximum permitted period of registration is normally forty-eight months. Submission is not normally permitted in less than thirty months from initial registration.

        See the fee sheet for details of the Continuation Fee charged when the thesis is not submitted within the normal period.

        Students with good cause (e.g. problems of health or other commitments) may be permitted to suspend their registration for a period or periods, which means that they receive no supervision, pay no fees, and lose student privileges. The length of suspension may not exceed 12 months at a time, and the total period of suspensions may not exceed 24 months (full-time and part-time). See the fee sheet for the charge for applying for suspension of registration. **Students must inform their supervisors of the planned interruption.**

        In exceptional circumstances, the supervisory team may recommend an extension of a candidate's period of registration to Middlesex University's Research Degrees Board. Any extension request would be for a maximum of one year. A candidate seeking such an extension shall apply on the appropriate form and any extension granted shall be notified to the candidate in writing.

4.   **All full-time students must meet a minimum two-week residency requirement each year. Part-time students are expected to meet a one-week residency requirement**. This is to include attendance at the first available Induction Seminars after the student has registered. February registrations may attend the preceding October Induction Seminars, at the Director of Research's discretion.

5.   In the thesis candidates are required to show:

        a. independence of mind and critical judgement, including the ability to test ideas and a sense of proportion in evaluating evidence and scholarly interpretations;

        b. a good knowledge of their specific topic and of the primary and secondary sources;

        c. a broad knowledge and understanding of the wider discipline and appropriate cognate subjects;

        d. knowledge of the research techniques relevant to their disciplines and successful application of these;

e. competence in the languages necessary for the primary sources.

6.   The thesis must be well argued and be written in accurate English. In particular it must demonstrate:

       a. appropriate ability in orderly arrangement and scholarly presentation of material;

       b. clarity and conciseness of expression and appropriate literary style.

7.   In reaching a decision as to whether the candidate has achieved the required standard, the examiners should take into consideration what may reasonably be expected of a capable and diligent student after two years of supervised full-time postgraduate study and research (or its part-time equivalent).

8.   The approved programme of study may include such advanced lectures, seminars, language classes and directed reading as the supervisor(s) and the Director of Research deem necessary for successful completion of the project, and adequate training of the candidate (at this level) in the broader issues of research pertinent to the field of study.

9.   Candidates registered for MPhil whose work proves to be of the appropriate standard may (with the agreement of the Director of Research and following a panel interview) transfer to PhD registration.

10.   The MPhil degree may (at the discretion of the examiners) be awarded to a candidate who has submitted a thesis for the PhD degree, but whose thesis, in the view of the examiners, does not meet the requirements for that degree.

9.3   Programme Regulations - Doctor of Philosophy (PhD)

For more information, see [here](#).

1.   The standard of the PhD is that expected of a candidate who has investigated critically and evaluated an approved topic resulting in an independent and original contribution to scholarship which is worthy of publication in whole or part(s). The candidate must have shown evidence of ability to undertake further research without supervision and have presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

2.   Candidates for this degree follow a programme of study approved by the Director of Research and submit a thesis on an approved topic. The research is conducted under a supervisor (or supervisors) appointed by the School, and it should lead to the submission of a thesis of the following length: for those enrolling up to January 2014, no more than 100,000 words, including footnotes, but excluding front matter, bibliography, etc.; for those enrolling from September 2014 onwards, **80,000** words, with the same inclusions and exclusions.

3.   For full-time students the thesis should normally be submitted within thirty-six months of initial registration. The maximum permitted period of registration is normally sixty months. Students are not normally permitted to submit a thesis in less than thirty-three months from initial registration.

        For part-time students the thesis should normally be submitted within fifty-four months of initial registration. The maximum permitted period of registration is normally eighty-four months. Submission is not normally permitted in less than forty-five months from initial registration.

        See the fee sheet for details of the Continuation Fee charged when the thesis is not submitted within the normal period.

Students with good cause (e.g. problems of health or other commitments) may be permitted to suspend their registration for a period or periods, which means that they receive no supervision, pay no fees, and lose student privileges. The length of suspension may not exceed 12 months at a time, and the total period of suspensions may not exceed 24 months (full-time and part-time). See the fee sheet for the charge for applying for suspension of registration. **Students must inform their supervisors of the planned interruption.**

        In exceptional circumstances, the supervisory team may recommend an extension of a candidate's period of registration to Middlesex University's Research Degrees Board. Any extension request would be for a maximum of one year. A candidate seeking such an extension shall apply on the appropriate form and any extension granted shall be notified to the candidate in writing.

4.   **All full-time students must meet a minimum two-week residency requirement each year. Part-time students are expected to meet a one-week residency requirement.** This is to include attendance at the first available Induction Seminars after the student has registered. February registrations may attend the preceding October Induction Seminars, at the Director of Research's discretion.

5.   In the thesis candidates are required to show:

        a. originality of mind and critical judgement, including the ability to test ideas and a sense of proportion in evaluating evidence and scholarly interpretations;

        b. a thorough knowledge of their specific topic and of the primary and secondary sources;

        c. a broad knowledge and understanding of the wider discipline and appropriate cognate subjects;

        d. knowledge of the research techniques relevant to their disciplines and successful application of these;

        e. competence in the languages relevant for both primary and secondary literature.

6.   The thesis must make an independent and original contribution to knowledge, by the discovery of new facts or the exercise of critical power, which is in principle worthy of publication in whole or part(s). It must be well argued and be written in accurate English. In particular, it must demonstrate:

a. appropriate ability in orderly arrangement and scholarly presentation of material;

b. clarity and conciseness of expression and appropriate literary style.

7.   In reaching a decision as to whether the candidate has achieved the required standard, the examiners should take into consideration what may reasonably be expected of a capable and diligent student after three years of supervised full-time postgraduate study and research (or its part-time equivalent).

8.   The approved programme of study may include such advanced lectures, seminars, language classes and directed reading as the supervisor(s) and the Director of Research deem necessary for successful completion of the project, and adequate training of the candidate (at this level) in the broader issues of research pertinent to the field of study.

9.   Candidates registered for PhD may be required (by the Director of Research in consultation with the candidate's supervisor[s]) to transfer to MPhil registration if their work does not meet the standards required for PhD submission. The MPhil degree may (at the discretion of the examiners) be awarded to a candidate who has submitted a thesis for the PhD degree, but whose thesis, in the view of the examiners, does not meet the requirements for that degree.

Appendix 1: MTh Marking Criteria

The MTh Marking Criteria can be found [here](#).

Appendix 2: General Research Resources

There are several general books on research that we recommend using alongside this handbook. All have gone through a few editions and printings — details below are of the latest editions or printings, but it is often worth looking for older editions second-hand on the internet.

On Research and Theses

Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams, *The Craft of Research* (3rd edn; Chicago: University of Chicago Press, 2008) — a useful introduction to research, written for arts and humanities.

Eco, U, *How to Write a Thesis*, Cambridge MA: MIT Press, 2015 (23rd edn) - a renowned classic for humanities.

Hart, C., *Doing a Literature Review: Releasing the Social Science Research Imagination* (London: SAGE, 1998) — a very useful book in the early stages of research.

Murray, R., *How to Write a thesis* (2nd edn; Maidenhead: Open University, 2006) — a good guide, with much useful advice.

Phillips, E. M. & D. S. Pugh, *How to Get a PhD: A Handbook for Students and their Supervisors* (4th edn; Buckingham: Open University, 2005) — a very useful brief guide; the chapters on 'How not to get a PhD' and 'How to manage your supervisor' are particularly good.

Watson, G., *Writing a thesis: A Guide to Long Essays and Dissertations* (London: Longman, 1987) —an excellent short guide, full of useful advice.

Weston, A., *A Rulebook for Arguments* (3rd edn; Cambridge: Hackett, 2000) — very useful short guide on the right and the wrong ways to argue a case.

On the Use of English

Burchfield, R. W., *Fowler's Modern English Usage* (re-revised 3rd edn; Oxford: Oxford University Press, 2004) — the standard reference work for queries about how to use specific words; previous editions are by the original author, H. W. Fowler.

The New Oxford Dictionary for Writers and Editors (Oxford: Oxford University Press, 2005) — worth having to settle issues of spelling, hyphenation, italicisation, etc. Previous editions have the title The Oxford Dictionary for Writers and Editors, and there are other similar dictionaries.

Quiller-Couch, A., *On the Art of Writing* (Cambridge: Cambridge University Press, reprinted 2008) — a very old book (his 1913-14 lectures) but an excellent read, especially the chapter on Jargon.

Tredinnick, Mark, *Writing Well: The Essential Guide* (Cambridge: Cambridge University Press, 2008) — a very useful book with practical exercises to help you work on improving your writing.

Appendix 3: MPhil/PhD Student Journey Overview

MPhil/PhD Student Lifecycle (Full time students, page 1 of 1)

Year 1			Year 2		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Enrolment	Supervisor meeting 3	Supervisor meeting 5	Enrolment	Supervisor meeting 3	Supervisor meeting 5
Attend Induction Week	Supervisor meeting 4	Supervisor meeting 6	Supervisor meeting 1	Supervisor meeting 4	Supervisor meeting 6
Supervisor meeting 1	**Residency (2 weeks) ***	**Annual Progression Review (July – September)**	Supervisor meeting 2	**Residency (2 weeks) ***	**MPhil/PhD Transfer***
Training needs analysis	Stage 1 Review (at 6 months)		**Attend Laing Lecture****		**Annual Progression Review (July – September)**
Supervisor meeting 2					
Attend Laing Lecture**					

Year 3			Year 4		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Enrolment	Supervisor meeting 3	Supervisor meeting 5	Enrolment	Supervisor meeting 3	Supervisor meeting 5
Attend Induction Week	Supervisor meeting 4	Supervisor meeting 6	Supervisor meeting 1	Supervisor meeting 4	Supervisor meeting 6
Supervisor meeting 1	**Residency (2 weeks) ***	**Annual Progression Review (July – September)**	Supervisor meeting 2	**Residency (2 weeks) ***	**Finalise Thesis**
Supervisor meeting 2			**Attend Laing Lecture****		**Submission of Thesis** (Within 4-year deadline)
Attend Laing Lecture**					

*anytime during the year   **or watch remotely/recording

MPhil/PhD Student Lifecycle (Part time students, page 1 of 2)

Year 1			Year 2		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Enrolment	Supervisor meeting 2	Supervisor meeting 3	Enrolment	Supervisor meeting 2	Supervisor meeting 3
Attend Induction Week	**Residency (1 week) ***	Stage 1 review (at 9 months)	Supervisor meeting 1	**Residency (1 week) ***	**Annual Progression Review (July – September)**
Supervisor meeting 1			**Attend Laing Lecture****		
Training needs analysis					
Attend Laing Lecture**					

Year 3		Year 4	

Autumn	Spring	Summer	Autumn	Spring	Summer
Enrolment	Supervisor meeting 2	Supervisor meeting 3	Enrolment	Supervisor meeting 2	Supervisor meeting 3
Supervisor meeting 1	**Residency (1 week) ***	MPhil/PhD Transfer[$]	Supervisor meeting 1	**Residency (1 week) ***	**MPhil/PhD Transfer** [$]
Attend Laing Lecture**		**Annual Progression Review (July – September)**	**Attend Laing Lecture****		**Annual Progression Review (July – September)**
[$] anytime during year 3-4 **or watch remotely/recording *anytime during the year					

MPhil/PhD Student Lifecycle (Part time students, page 2 of 2)

Year 5			Year 6		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Enrolment	Supervisor meeting 2	Supervisor meeting 3	Enrolment	Supervisor meeting 2	Supervisor meeting 3
Supervisor meeting 1	**Residency (1 week) ***	**Annual Progression Review (July – September)**	Supervisor meeting 1	**Residency (1 week) ***	**Annual Progression Review (July – September)**
Attend Laing Lecture**			**Attend Laing Lecture****		

Year 7			Year 8		
Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Enrolment	Supervisor meeting 2	Supervisor meeting 3	Enrolment	Supervisor meeting 2	Supervisor meeting 3
Supervisor meeting 1	**Residency (1 week) ***	**Annual Progression Review (July – September)**	Supervisor meeting 1	**Residency (1 week) ***	**Finalise Thesis**
Attend Laing Lecture**			**Attend Laing Lecture****		**Submission of Thesis** (Within 8-year deadline)
*Anytime during the year **or watch remotely/recording					

Appendix 4: Review 1 Form

Stage 1 Review	Student Number –

For the degree of -
Submitted by (School) London School of Theology

1   Student details

Surname	
Forenames	
Start date	
Review date	

2   Title of the Research

3.   **The Review is intended to determine the student's progress in the following four categories. Please comment as Director of Studies on each category, and indicate with a tick or a cross in the right-hand column in each case whether the student is making sufficient headway to continue without Referral adding such comments as might be appropriate:**

a. Whether the student is demonstrating the necessary skills and abilities to undertake the research programme. **Comments:**	

b. In the case of MPhil/PhD degrees, the viability of the student's proposed research project. **Comments:**	
c. The adequacy and sustainability of the supervision arrangements proposed for the student. **Comments:**	
d. The appropriateness of the facilities available to them for their research, whether at the University or with a partner institution, and that the resourcing requirements of their research project can be met. **Comments:**	

If appropriate, Student please comment on any of the above.

4 Supervision of Programme of Work

Supervisor (S1)	
Supervisor (S2)	
Director of Studies	

5 Outcome of the Review (Director of Studies should tick the relevant right-hand box):

5a. Confirmation of the student's registration status as a postgraduate researcher, and agreement of their registration plan	
5b. Referral back for further work and reassessment, with resubmission to take place within two months. Date of resubmission:	

If you do not pass the review on referral, your registration will end and you will no longer be able to complete your postgraduate research.

6 Recommendation by the Supervisors

We support this and believe that _____ currently has the potential to complete successfully the programme of work proposed and is currently on track to complete the degree of _____ at Middlesex University.	
Signed (Supervisor)	Date
Signed (Supervisor)	Date
Signed (DoS)	Date

7   The Review Panel

Chair	
Reviewer(s)	
Date of panel	