



Non-Residential Module Tutor Handbook 2011/12



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Welcome

I would like to begin this handbook by thanking you for agreeing to join the teaching team on the non-residential course at St Michael's College Llandaff. As a module tutor, you will be a recognised teacher on the Cardiff University BTh course. Although you may not live near the university, you will have access to the teaching resources (including library) that are available to other teachers at the university. The course is an integral part of the teaching programme of the School for Religious and Theological Studies, although it differs from other courses in being delivered part-time and across three different teaching centres. You may well have already passed through the formal appointment procedures that the University requires of all its teachers and lecturers, but if you haven't, you are almost certainly presently going through the process.

This handbook is aimed at helping you, as a teacher on the part-time course, give of your best in your teaching of our students. We hope it will answer most of your questions and provide a one-stop-shop to finding out things that you need to know. However, you should also not hesitate to contact either me or Ruth Russell-Jones, the Course Administrator, if you have any questions.

Dr Paula Yates
Dean of Non-Residential Training
St Michael's College, Llandaff.

Contact Details:

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The Nuts and Bolts

Who is the Non-Residential Course For?

The Non-Residential Course is the principal course for training candidates for the non-stipendiary ordained ministry in the Church in Wales. It is also the principal course for training candidates for reader ministry (sometimes also known as licensed lay ministry or lay readers) in the Church in Wales. We also have a small number of Methodist candidates for the presbyteral ministry of that church. We also have occasional students who are training for other ministries in the Church in Wales (eg. Evangelists) and independently-funded students, studying for their own interests.

Most, though not all, students will never have studied theology in a formal setting before coming on the course, although there are exceptions. We sometimes have candidates for ordination who are pursuing special course routes designed to supplement prior theological study and they may take a selection of the modules of the course with the approval of the college and their bishop.

Most students studying on the course are either going to study to Certificate level (the equivalent of the first year of a degree course) or Diploma level (the equivalent of the first two years of a degree course). Candidates for reader ministry normally study to Certificate level, whereas non-stipendiary Ordinands study to Diploma level.

The Shape of the Course

The course the students take depends on whether they are heading for reader or ordained ministry, but in the case of many of the teaching modules, they sit side-by-side in the same class. If you teach a module in year 1 or year 2, you are likely to be teaching both Ordinands and readers. If you are teaching a module in year 3, you will only be teaching Ordinands.

The course the students follow is divided into three main components:

- Academic Modules
- The Core Skills for Ministry Programme
- Placement-based learning (normally in parish churches)
- Meetings with their Personal Tutors

As a module tutor, you will be involved principally in the first of these, but you should be aware of the other course components in the students' learning experience. The students may find it of help if, from time to time, you ask them to reflect on experiences or examples to do with your course material which they may have come across in their placements. The Core Skills for Ministry component is taught in a series of residential weekends over the course, dealing with Worship and Preaching, Pastoral Care and Mission. Personal Tutors have a key role in helping students integrate their academic learning with other aspects of their formation for ministry and also have a particular responsibility to help 1st Year students with study skills if necessary.

The order of teaching of the Academic Modules is indicated below – note that this list only contains the Academic Modules, whereas students will also be learning on placement and may be completing Core Skills tasks at the same time. The course is, therefore, a demanding one.

Certificate in Practical Theology

Yr 1

Believing and Belonging	Summer School
The Bible in the Contemporary World	Semester 1a
The Christian Story	Semester 1b

Yr 2

Introduction to Christian Beliefs	Summer School
Theology and Practice	Semester 1a
Introduction to Spirituality	Semester 2

Diploma in Practical Theology

Yr 1

Believing and Belonging	Summer School
The Bible in the Contemporary World	Semester 1a
The Christian Story	Semester 1b
Introduction to Spirituality	Semester 2

Yr 2

Introduction to Christian Beliefs	Summer School
Theology and Practice	Semester 1a
Understanding Christian Worship	Semester 1b
Pastoral Studies Placement	Semester 2

Yr 3

Christian Social Ethics	Summer School
Denomination, Dialogue & Distinctiveness	Semester 1a
Employing the Bible	Semester 1b
The Contemporary Church	Semester 2

Although most of the part-time course students will finish with either a Certificate in Practical Theology or a Diploma in Practical Theology, a small number may continue to study for a further two years to complete the Degree. This is because they are either Methodist presbyteral ministry candidates (the Methodist Church requires all its presbyteral ministry candidates to be trained to Degree level) or because the student has elected to do further study.

As you can see, Cardiff University operates a semester system. Semester 1 runs from the start of the autumn term (mid-September) to the assignment deadline in mid-January. Semester 2 runs from late January to the end of the term, but on the non-res course our teaching finishes by the Easter vacation. Assignment deadlines are, of course, very important to students, so it is important you know which deadline affects your module.

- If your module is taught on the Summer School or in Semester 1a (Sept-Oct), your assignment deadline will be in JANUARY.
- If your module is taught in Semester 1b (Nov-Dec) or in Semester 2 (Jan-Mar) your assignment deadline will be in MAY.

A module earns 20 credits in the university's standard accreditation system. Bachelor degrees are awarded on successful completion of 360 credits, diplomas for 240 credits and certificates for 120 credits. This is fairly standard practice across all British universities. Candidates for reader ministry study for a Certificate in Practical Theology; non-stipendiary Ordinands study for a Diploma in Practical Theology. Therefore reader candidates need to complete 120 credits across the two years of their training and Ordinands need to complete 240 credits across the three years of their training. Readers complete three modules in each of their years of study: in year 1 they take modules taught on the Summer School, in Semester 1a and Semester 1b. In their second year they take modules taught on the Summer School, in Semester 1a and Semester 2. Ordinands have more extensive teaching load, taking four modules in each of their three years, making a total of 240 credits.

The Shape of a Student's Year

It is also helpful for module tutors to be aware of the student's experience of passing through a year of teaching on the course. During term-time, in addition to studying on your module, the students will be expected to attend a variety of services in their placement churches on Sunday, they will be asked to prepare up to four sermons during the year, they will be completing placement-based tasks for the Core Skills for Ministry teaching programme and will also be – in most cases – holding down a full-time job and trying to keep family, life and limb together! It is important for all teachers to work together to ensure students' workload is kept under control and within manageable bounds. One key area where you can help is by getting course information to students before your teaching begins.

The Relationship with Cardiff University

The module which you teach is part of the BTh course in the School of History, Archaeology & Religion (this is shortened to SHARE). This makes it no different from a module which is being taught on the university campus; indeed, nearly all the modules which we teach on the part-time course are ones which are also taught to full-time students at the university. The content and standards of the modules are governed by the university's own internal processes and all tutors, including those on the part-time course, are appointed and approved by the University of Cardiff. The university also supervises the assessment and marking of assignments and requires that all modules are subject to its own module evaluation processes to ensure that teaching and learning quality matches the university's own standards. As a result, the part-time course forms part of the teaching of the University of Cardiff, which, as a member of the Russell Group, is one of the most prestigious universities in the United Kingdom.

The university affects you and your teaching in a number of important ways:

- a. **You are appointed by the university itself.** Following your nomination – normally by the Dean of Non-residential Training - your appointment needs to be approved by two members of the School of Religion and Theological Studies, one of whom is normally the Head of School. University teachers must usually hold a higher degree at master's level or above.
- b. The content and subject of your module is governed by a **Module Descriptor** which has been approved by the School's BTh Management Group. The module descriptor is a short document which lays out the learning outcomes, content, standard (teaching level and number of credits), assessment demand and illustrative bibliography for the module. You should work and teach within the bounds of this module descriptor, although you are at liberty to draft your own bibliography and shape the assessment within the limits provided. You will be provided with a copy of the module descriptor when you are appointed.
- c. The final **Summative Assessments** are submitted by the students using the university's usual processes and are sent directly to the administration staff at SHARE. You liaise directly with SHARE in receiving and returning marked assignments. At level 2 and above (ie. those modules graded as suitable for 2nd year of a degree or above) your marking will be second marked by another member of SHARE.
- d. At the end of each module, you should circulate the university's **Module Evaluation** forms. Once you have received these back from the students (normally as the last teaching session ends), you should write your own assessment of how the module teaching has gone, respond to any trends in the evaluation forms, suggest how you might improve on teaching next year and raise any further points which you think could improve the learning experience. The forms and your report are then sent to Ruth Russell-Jones. After the Dean of Non-residential Training has seen them, they are passed through to SHARE.

- e. All university teachers are required to participate in **in-service training**. On the part-time course, we aim to hold one day per year at St Michael's plus two half-days at the local teaching centres which provide this training for all teachers on our modules. This should be regarded as a requirement for teaching on the part-time course (rather than an option) and is vital in ensuring even, high quality across all our teaching. It is also important in allowing us to update you on changes in the course which will bear either upon your teaching or your students' experience of the course.
- f. All university teaching should be subject to **Peer Review of Learning and Teaching** (PRLT). This involves colleagues occasionally observing and commenting on the teaching and class styles of their peers. Given the constraints of the part-time course, this takes place when the Dean of Non-residential Training joins classes in the various teaching centres. This has a double aim: in ensuring the Dean periodically joins a cohort for their learning experience whilst also allowing him the opportunity for observation and feedback on module tutors' teaching. This is not because the Dean is somehow a 'better' teacher: it is peer review, rather than supervision. However, when a new module tutor is appointed, it is important for us to ensure that he or she is operating the procedures and within the range of competencies expected by the university, so most new tutors can expect the Dean to observe their classes at an early stage of their teaching on the course, offering feedback and help where appropriate.

The Shape of a Module

Module length

A module is to be taught in 30 hours of 'class contact time'. In practice, the full-time timetable at Cardiff assigns 50 minutes as a 'class contact hour'. It is therefore possible to teach 2 class contact hours in an evening and also have time for a coffee break and some preliminary worship.

Before you begin teaching

You will need to ensure that you have submitted Bibliographies to our library (via the information officer, Anna Williams) in time for us to stock up with course books. You will also need to produce advance handouts (bibliographies, sessions outline and assignment tasks) in advance to get these printed and distributed to the students. These need to be sent to Ruth Russell-Jones no less than six weeks before a module begins.

Anatomy of an evening's teaching

A typical evening's timetable might look like this:

At Trinity Carmarthen:

- 6.00pm – Worship (student-led)
- 6.30pm – First teaching session
- 7.45pm – Coffee (may not take place to achieve an earlier finish)
- 8.00pm – Second teaching session
- 8.45pm – Formative Assessment and other student queries.
- 9.00pm – Depart

At the Glyndŵr teaching centre, St Asaph students meet from 5.30pm onwards at the *Scholar's Rest* Refectory if they are able, and we strongly encourage tutors to attend if they possibly can.

At St Michael's College, students arrive to attend the college Eucharist at 5pm if they are able. A meal follows at 6pm and teaching usually begins at 7pm, finishing at around 9.15pm.

Following this amount of teaching on Wednesday evenings across six weeks means that 18 class contact hours of teaching will remain which need to be covered over the residential weekend.

Worship

Worshipping together is an important part of the students' ministerial formation, so although it is not the module tutors' responsibility to lead or plan it, we ask module tutors to encourage the regular practice and attendance at worship by all students. In some circumstances, it may be necessary with some groups to negotiate a later or earlier start to the above evening timetable to enable travel to the centre after work, but worship should not get squeezed-out. Ending the evening with compline may be another option. Formative assessment is dealt with later in this handbook, but it is important to give time in the evening schedule to deal with student's questions which arise in the learning process. This may be to deal with their formative assessment work, issues in getting hold of books or other questions. Hence, it is important to set time aside for this kind of work with the group or with individuals. The group may opt not to have coffee in the interests of getting home earlier, but a session lasting more than 50 minutes needs to be very well crafted if it is not to lead to dulled learning. (Most have already done a day's work, after all.) A coffee break is therefore normally necessary, but it should be kept to time.

Keeping a record of attendance

Please keep a register of student attendance at every session on the form which Ruth will send you. This is vital in spotting academic or formation problems a student may be having with a course. If a student is missing for a particular evening, you should be given a reasonable reason for the absence, which should normally be unavoidable. If you have any concerns about a student's absence, please contact The Dean without delay. If a student fails to initial the register, this will be regarded as an absence for university purposes – the students are informed of this at the start of the course.

If you are ill or unavoidably delayed

Given that students sometimes travel considerable distances to attend classes, it is always a disappointment if a tutor is absent. If you find yourself unable to attend through sickness or some other unforeseen circumstance, it is important that you contact the students as early as possible. If you know this more than 24 hours beforehand, please contact Ruth Russell-Jones or The Dean at St Michael's and we will attempt to contact the students. If a last-minute illness or crisis occurs, it is wise to hold a list of students' mobile phone numbers to which you can text the cancellation or delayed start of the class.

Running the Residential Weekend

St Michael's books the residential weekend's accommodation for you, so from the accommodation point of view, all you should need to be concerned with is being there. At the moment, we normally use the following venues for Module Teaching Weekends:

- Classes based at St Michael's have their residential weekends at the college.
- Classes based at Trinity Carmarthen tend to use Lampeter University.
- Classes based at Glyndŵr tend to use Gladstone's Library, Hawarden.

If we discover that these venues are unavailable for a particular weekend, we obviously have to change venue. If you have not used the venue to teach before, it is wise to check with St Michaels what facilities are available and which have been booked. If you do this in good time (at least a fortnight beforehand) we should be able to give you a clear idea what you can expect and arrange what facilities you need, if they are available.

The module weekend runs from Friday evening until Sunday evening. However, you may be able to end teaching on Sunday afternoon if the following timetable is kept to:

Friday

18.00 – 18.45	Evening Meal
19.00 – 21.00	<u>Teaching Session</u>
21.10 – 21.30	Night Prayer

Saturday

08.00 – 08.25	Morning Prayer
08.30 – 09.00	Breakfast
09.15 – 11.00	<u>Teaching Session</u>
11.00 – 11.30	Coffee Break
11.30 – 13.00	<u>Teaching Session</u>
13.00 – 14.00	Lunch
14.00 – 15.00	<u>Teaching Session</u>
15.00 – 15.30	Tea Break
15.30 – 17.00	<u>Teaching Session</u>
17.15 – 17.45	Evening Prayer
18.00 – 18.45	Evening Meal

19.00 – 21.00 Teaching Session
21.10 – 21.30 Night Prayer

Sunday

08.30 – 09.00 Breakfast
09.15 – 09.50 Eucharist (if an ordained priest or minister is available)
10.00 – 11.00 Teaching Session
11.00 – 11.30 Coffee
11.30 – 13.00 Teaching Session
13.00 – 14.00 Lunch
14.00 – 16.00 Teaching Session (including Module Evaluation)
16.00 Tea and Depart

NB. At St Asaph, when staying at Gladstone's Library, the weekend timetable is somewhat different to fit in with their meal-times:

Friday (St Asaph)

18.00 - 18.30 Evening Prayer
18.45 – 19.15 Evening Meal
19.30 – 21.30 Teaching Session

Saturday (St Asaph)

08.00 – 08.25 Morning Prayer
08.30 – 09.00 Breakfast
09.15 – 11.00 Teaching Session
11.00 – 11.30 Coffee Break
11.30 – 13.00 Teaching Session
13.00 – 14.00 Lunch
14.00 – 15.30 Teaching Session
15.30 – 16.00 Tea Break
16.00 – 18.00 Teaching Session
18.00 – 18.30 Evening Prayer
18.45 – 19.15 Evening Meal
19.30 – 21.30 Teaching Session

Sunday (St Asaph)

08.30 – 09.00 Breakfast
10.00 – 11.00 Eucharist at St Deiniol's Church
11.30 – 13.00 Teaching Session
13.00 – 14.00 Lunch
14.00 – 16.00 Teaching Session (including Module Evaluation)
16.00 Tea and Depart

In terms of strict 'class contact hours' (ie. 50 minutes) this timetable constitutes 19 class contact hours. It is probably wise to timetable for the extra hour, in case any unforeseen circumstances delay or limit the teaching time available.

Students should take responsibility for arranging the worship. You will probably have to give them some time in the sessions in the weeks leading up to the residential to work out a worship rota for the weekend. In the case of St Michael's, Lampeter and Hawarden, a chapel is available with books. In the case of other venues, students may need to provide worship texts or photocopied services and vessels and elements for the Holy Communion. Again, this is not directly your responsibility, but it is helpful if you could ensure that it is being arranged properly. An Anglican communion is only possible if there is an ordained priest on-hand. Hawarden has its own chaplains and there is not normally a problem at St Michael's, but again, other venues could present problems if the module tutor is not ordained. In such a case, Morning Prayer or a Methodist-style preaching service substitute for Holy Communion on the Sunday morning.

Marking Work

Student Submission Deadlines

Students have two deadlines for submission of work each year: the modules taught at Summer School and in Semester 1a are submitted for a date in mid-January; work for all subsequent modules is submitted for a deadline in early May. Therefore students can wait a long time before receiving back assignments, which can be unhelpful for their own assessment of their progress and whether they are 'on track' with the learning process.

Tutor marking deadlines

As a tutor, you are asked to turn around your marking by a particular deadline after receiving them from SHARE. If you are teaching a level 2 or level 3 module, this is particularly important as your scripts need to be passed to a second marker. For modules taught in Summer School and Semester 1a your marking time is four weeks, unless it is at level 1, in which case it is six weeks. For modules taught in Semester 1b & 2, your marking time is just two weeks, unless it is level 1, in which case it is three weeks. *It is essential you keep to these deadlines, as a delay can cause chaos to the assessment process for the whole of the University department.* Once you have finished your marking, you need to return the scripts by recorded delivery to SHARE.

Given that there is a time-delay for students between submission of marked work and receiving an interim mark, the university provides a formative assessment in each module in order to help students evaluate their own learning mid-module. These are informal, shorter assessment tasks, which normally act as preparatory to the final (summative) assessment task itself. You have a fair degree of flexibility as to how you set formative assessment tasks, but it is very important that you do set one and encourage the students to 'have a go' at it *whilst the module is being taught*. This will enable you and them to monitor how they are learning and what their final mark is likely to be. The ideal formative assessment for the part-time course would involve work which can later be pressed into service for the summative assessment. Some module tutors ask students to provide outlines of the summative assessment and a sample subsection of the assignment. This would give the module tutor enough time to help a student do the best they can in the summative assessment and also acts as a tool to

effective learning whilst the teaching is in progress. You should be prepared with your formative assessment tasks as soon as you begin the teaching of your module and introduce your approach to formative assessment to the students early in the teaching. Set deadlines to receive the work well before the end of the teaching, so you and the students will have a chance to take remedial action if this is necessary.

The problem with formative assessment is that it is not strictly necessary for the award, so many students (and, occasionally, tutors!) allow it to 'drop'. It is our regular observation that the most able students tend to make use of formative assessment whereas the weakest tend to be least likely to use it. In fact it is the weaker students who stand to gain more from the level of supervision of their work which formative assessment affords. We often get feedback from the students that the delay between the teaching and 'getting our marks back' is too long to provide them with a guide to what level they are achieving. The answer is that this is the reason why we have formative assessment tasks, but by the time the module has been fully taught, the opportunity to get help from the module tutor has been missed. So it is important for the module tutor to encourage participation in formative assessment by all the students, not just the most motivated ones.

The Examinations Board

When a summative assessment is marked it is returned to the student with an interim mark. This can be changed by the examinations board through external moderation so students are warned that this may not be the final mark the piece of work receives. Scripts are also second-marked for modules at level 2 or above. The main Exam board meets in the University towards the end of June. All module tutors are invited to attend, although this is not mandatory. However, if a tutor is absent, they may find that their marks have been altered, either across the board or on a case-by-case basis following the recommendation of a second marker or an external examiner. It is not possible to defend one's marks after the examinations board.

Bibliography and Library Resources

Choosing a bibliography which is real

Bibliography is one of the key tools for teaching at Higher Education level. It is the main resource a student will use to guide his or her self-directed learning and to complete the assessment. However, as we may all have experienced, there is 'good' bibliography and 'bad' bibliography!

'Good' bibliography is regularly revised. 'Bad' bibliography is allowed to get out of date, not reflecting either the availability of books (those long out-of-print) or up-to-date scholarship. 'Bad' bibliography gives the impression that it is thrown together for the whole module, rather than sub-divided by the different components of the module. 'Bad' bibliography also bears little resemblance to the level of study at which the module operates, giving texts which are either too advanced or too simple to be useful.

Types of text

Importantly, we encourage tutors to subdivide bibliography into the following categories:

- 'If you buy one book for the module, this is it'
- 'These are the key handful of books which cover all the module' – this is useful to the library in buying multiple copies for student use
- 'These are other books, which are useful at various points but are more specialist in focus' – here we would ensure we had one or two copies available in the library, but not multiple copies

This helps the students prioritize their reading and helps the college ensure it has a cost-effective purchasing strategy for relevant books.

Helping librarians to help students

Bibliographies need to be submitted each year to the library. There is a deadline for this, depending on when you teach your module:

- For modules taught at the Summer School: 1st March
- For modules taught in Semester 1 (Sept-Dec): 1st August
- For modules taught in Semester 2 (Jan – May): 1st November

We know that the Summer School date is 4 months ahead and that all tutors would choose to finalise this early, however the reason behind this is, that if we did make an exception and waited until May the likelihood is that the remaining budgets funds would be much lower and this would mean we would be constrained as to what we could buy, which would disadvantage these modules.

You should submit your bibliography to The Dean who will then collate and pass onto Anna Williams (Information Officer) at the college. When drafting your bibliography for submission, please ensure that you have correctly cited book titles and spelt authors' names correctly.

Tutor Training and Development

We provide our module tutors with regular opportunities for training. We offer this at two points in the year: in the Summer Term, we have a full day's module tutor training at Llandaff - **Monday 27th June 2011** and at two other points during the year, we offer regionally-based training for tutors at the different teaching centres. You should regard

these events as a learning commitment which goes alongside your teaching commitment: we are under obligation to Cardiff University to provide regular opportunities for good quality tutor training which, we hope, will lead to the continuous improvement of each one of us as educators. This, in turn, will keep the standard of teaching and learning on the non-residential course high.

Your immediate colleagues

The Dean of Non-residential Training

Paula is Dean of Non-Residential Training and is responsible for the running of the course. She runs the Core Skills Mission module and teaches *The Christian Story and Denomination, Dialogue and Distinctiveness*.

Before coming to St Michael's in September 2010, Paula had been Postgraduate Manager at the University of Wales, Lampeter for eight years and later a lecturer in church history, with a particular interest in religion, education and politics in the nineteenth century. She has also had a background in political life, and was Leader of Maidstone District Council from 1985-1992. She has four grown up children, one of whom lives in Sweden with his family while the rest are based in England. Her contact details are: paula.yates@stmichaels.ac.uk; telephone 029 2083 8006.

The Course Administrator

Ruth is the administrator for non-residential training and so is the first point of contact for most students. Ruth is available most weekdays between 9.00am and 4.30pm to help with any questions you may have to do with the running of the course, the progress and welfare of the students or the arrangements you need for your teaching. She is the person who books the teaching facilities at the various weekday and residential teaching centres. Her contact details are: email – ruth.russell-jones@stmichaels.ac.uk; telephone 029 2083 8077.

The St Asaph Tutor

Manon Ceridwen Parry has a part-time responsibility to ensure the smooth running of the course delivery in the North East of Wales including the Glyndŵr teaching. This involves liaising closely with students, personal tutors and placement supervisors in that area of the country. She also teaches Theology and Practice, Core Skills in Worship, Preaching and Adult Education and combines her St Michael's role with parish ministry. Her contact details are: email – mp@stmichaels.ac.uk; telephone 01492 516728.

Deputy Director of Non-Residential Training

Luke Curran helps run the non-residential course alongside Paula Yates and has a particular responsibility for Methodist candidates for the presbyteral ministry. He is a specialist in adult education and also teaches the Pastoral Placement sessions. His contact details are: email – lc@stmichaels.ac.uk; telephone 029 2083 8072.

Information Officer

Anna Williams manages the library service and works with all College staff, tutors and students. Module tutors are entitled to membership of St Michael's College library and to all its facilities (including enquiry service and online resources); please contact Anna for further details. Anna is available from 9.00 to 4.30 on weekdays and also on Saturdays whenever there is a Non-Residential course based at St Michael's College. Her contact details are: email - aw@stmichaels.ac.uk; telephone 029 2083 8074.

Other tutors teaching the same module elsewhere

Alongside the St Michael's staff, you will have colleagues who are teaching the same module in the other sites in Wales. This means you will have two colleagues, each based at one of the other two sites. (The exception to this is teachers of third year modules, where we occasionally run teaching at just two sites where variable levels of enrolment to the diploma course can result in low class sizes in Year 3 of the course.)

Other tutors teaching the module on the residential course

In addition, all the modules on the non-residential course are taught in a full-time format on the residential course based at the University. So the full-time course teachers are your colleagues too: they may be based at St Michael's or may be teachers at the South Wales Baptist College.

Payment, Copying and Expenses

Tutors are paid £900 to teach a module. Besides attendance at the classes and residential weekend, this also includes a commitment to a number of other things:

- Setting and marking assignments and abiding by marking deadlines
- Attendance at the module tutors' training events
- Attendance at the regional student review day (or part thereof)
- Participation in the module teaching evaluation exercise

At the end of your module teaching commitment, you may submit your expenses and attendance form. You will be paid and reimbursed by the college.

The college pays copying expenses and reasonable travel expenses for non-teaching events (such as the module tutors' training day in Cardiff).

We are able to do copying before a module has begun to be taught (such as initial course material, module handbooks etc.), but cannot do copying on a week-by-week basis. You should arrange for this to be done, or do it yourself, and claim it on your expense form.

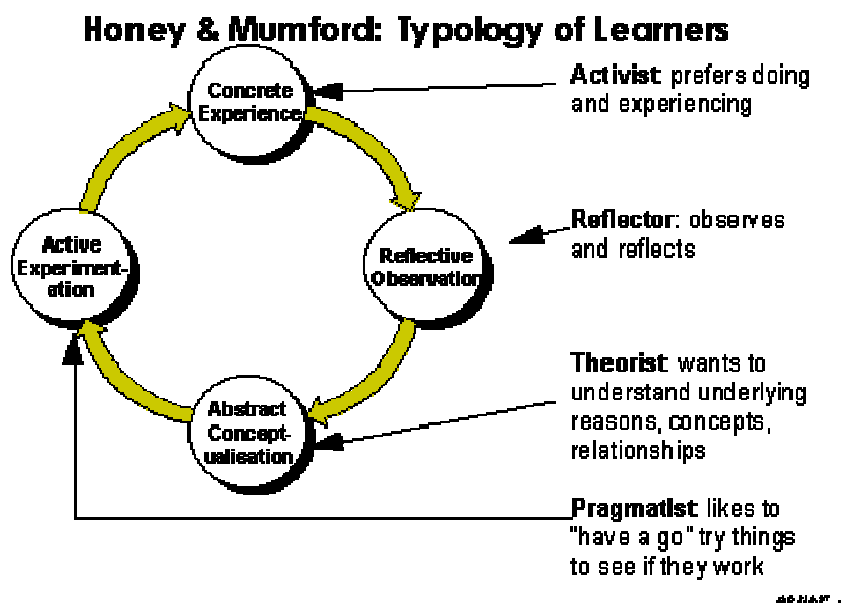
Teaching Methods

Class Size

Module classes vary considerably in size from about fifteen to two! The largest classes tend to be those held at St Michaels. You will need to be prepared to adjust your material and style if you find you are teaching a small group. The intimacy of a small group size can be exploited by a gentle, collaborative style and the judicious use of discussion. There would be nothing worse than a tutor whose style with a class of three or four students was exactly the same as when teaching a lecture theatre full of about 150 students!

Types of adult learner

Modern adult education theory acknowledges that adult learners (and other kinds of learner) have various preferred 'learning styles' which suit them best. A judicious and varying use of styles of teaching which traverse these various learning styles will help *all* students in a group learn more effectively. It is a good idea to plan out the kind of activity which students will be engaged in during a class session, as well as across the whole module and then ask to what extent the different learning styles will be engaged by your teaching. For example, Honey and Mumford's learning styles model (1982) seeks to integrate how adults learn with each individuals learning style preference:



You can find more information on learning styles at:
<http://www.learningandteaching.info/learning/experience.htm>

Mixed ability teaching

The student groups of the non-residential course are mixed-ability due to the fact that we do not insist on any particular educational background or prior qualification. Although most of our students achieve their particular level by the end of the course, some find this more of a struggle than others. It is important that the module tutor takes steps to monitor different students' abilities from an early stage. Often the weakest students are the slowest to come forward to ask for help, whereas the strongest students are very proactive learners. In your classes, it is good practice to monitor students' engagement with team tasks, their contributions to small group conversations (allowing for extraversion/introversion differences) and, most importantly, their performance in formative assessment (see below) to spot a potential additional learning need before it gets too late. It is also good to timetable-in a period of general questions and help with assessment and reading during the teaching period each week. This helps you, the teacher, to provide points when one-to-one help can be offered and individual questions asked. It is particularly important, if it becomes clear that a student has a particular educational need (eg. suspected or diagnosed dyslexia), that you refer the student to the Dean of Non-residential Training so that the University can respond appropriately and appropriate support offered.

Fulfilling Learning Outcomes

The 'learning outcomes' of a module are defined by the Module Descriptor (see above). These should be transcribed into a 'Module Handbook', which you should circulate to all students at the start of your teaching. We can supply you with the version of the Module Handbook currently on-file, but it is important that you personalize it to your course by including the list of class topics and dates, your updated bibliography. The most important task a module tutor has is to ensure that they have provided every opportunity for students to learn in ways determined by the Learning Outcomes. The module descriptor provides clear guidance as to content, stipulates modes of assessing whether this learning has taken place and describes the ways learning shall take place. Module tutors have both the control and discretion as to how to best to teach the material, but the 'bottom line' of your task is whether you have done all that you can to ensure that the learning outcomes have been achieved for all students in the group. If you can say that, you will have fulfilled your task. This is evaluated both by the students' assessment marks and by the students' evaluation of the teaching at the end of the module. (See below.)

Assessment

Modes of Assessment

The type of assessment your module uses is set up in advance by the Module Descriptor. Assessment usually takes two forms: formative assessment and summative assessment.

Formative Assessment

How formative assessment works

The main purpose of this is for the tutor to work with the student in the production of a draft form of the final assessment to monitor the student's learning mid-course and to help the students work towards their final assessment.

Why formative assessment is important

From the teaching/learning perspective, formative assessment is probably more important than summative assessment, as it has a key role in helping in the teaching and learning process whilst it happens. By contrast, summative assessment only monitors the end-result (after the module has finished being taught). It is essential that module tutors set and monitor formative assessment work whilst the module is being taught and in good time to provide feedback before the module ends.

Giving feedback which helps

Given that you have the opportunity to provide feedback through formative assessment during the module, it is important to provide something which the student will find useful. Normally, the best way to do this is to think about the process the student is going through in the learning activity. For example:

- i. Are they understanding what is taking place in the lectures? (You may need to talk through some basic difficulties here.)
- ii. Are they using bibliography correctly and understanding the reading? (You may need to suggest other books, or better books to read in the bibliography.)
- iii. Are they able to structure an argument properly? (You may need to sketch-out with them a better way of saying what they want to say.)
- iv. Can they see the 'wood for the trees' – ie. have they differentiated major and minor factors and themes? (In your feedback on their formative work, you may need to work verbally or visually with particular students, then transcribe the result to notes. This can be an issue of learning style.)

- v. What about the presentation of their work? Are they following the appropriate style sheet for the module? Are they referencing correctly? Are they referencing at all? (There is a constant danger that unreferenced work will be taken as plagiarism in summative marking.) *It is tempting not to expect correctly-presented work at the formative stage, but often students come unstuck at this point in the summative assessment, including some very able students. So please be a stickler for presentation from the word 'go'.*

Normally, the best way of providing feedback from formative assessment is to provide written feedback, which you can then work through verbally with the student one-to-one. Remember that spending time on the formative assessment feedback is a valid use of class-contact time.

Summative Assessment

As the title implies, this provides a moderated, benchmarked assessment of the student's performance against established quality criteria that make up the award. Although it can indicate to a student overall trends and issues in their learning and work pattern, it provides nothing that can affect their performance in the modules that have already been assessed. Summative assessment is the passing of a judgment on academic performance, rather than a tool to aid learning whilst it is taking place.

Students are able to get feedback on any comments provided by the marker, but this is never passed on directly from the mark-sheet to the student. (Sometimes, the marker's comments are terse, marker-to-marker comments, rather than marker-to-student comments, which explains why students do not receive the comments verbatim or directly.)

Marking Criteria

Marking covers three main areas:

Knowledge – Analysis – Argumentation – Presentation (known by the acronym *KAAP*)
This is assessed differently at different levels of study, as follows:

Year 1/Level 1

Knowledge	Analysis	Argumentation	Presentation
Demonstrates knowledge and understanding of subject matter of course, able to demonstrate appropriate use and understanding of main technical terms,	Quotes appropriately from books and other sources in support of argument, summarises data and arguments accurately without plagiarising, shows	Organises a clear argument with introduction, evidence discussion and conclusion.	Uses appropriate study skills and resources, demonstrates competent use of relevant IT (e.g. typing essays), can use a dictionary, grammar, paragraphing,

describes main ideas and components of course accurately, shows assimilation of lectures and other course materials, demonstrates capacity to identify and use appropriate, mostly secondary, sources (e.g. textbooks).	awareness of some debates and contested ideas, demonstrates some awareness of limitations of sources and evidence.		demonstrates accurate and appropriate referencing, can construct an accurate, orderly bibliography, demonstrates clarity and precision of language and expression, fully attributes ideas and sources.
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Level 2 & 3/Years 2 & 3

Knowledge	Analysis	Argumentation	Presentation
Demonstrates wide knowledge of subject area and course, can describe and discuss the main principals, theories, terms and concepts that underlie and pertain to the subject, can distinguish, select and use appropriately primary and secondary sources, demonstrates confident grasp of different types of relevant information, uses relevant supporting examples, can independently identify and pursue some kinds of relevant sources and knowledge, has some knowledge of boundaries and potential relevance of research findings in subject area.	Demonstrates ability to compare and contrast, shows critical awareness of consonance and dissonance in both sources and subject area, critically aware of key debates and controversies, recognises key issues of methodology and viewpoint in the creation of knowledge in a particular subject area, demonstrates an evaluative approach to methods, assumptions and types of evidence, relates arguments to relevant body of evidence (some of which might be primary), demonstrates knowledge of a range of approaches and opinions, reflects on own value system and limits of theory and research, can synthesise an argument using a variety of different sources, can explain the broader implications and relevance of the subject, can arrive at own conclusion about contested issues within subject.	Can construct clear, sustained argument using a variety of complex materials and different types of evidence and examples.	Demonstrates all the competencies and skills specified for level 1, also uses journal and web materials where appropriate, documents different kinds of sources appropriately, demonstrates good use of presentational skills.

KAAP Weighting

The mark students receive for written work depends very much on the extent to which they demonstrate the above skills *and* their year of study (since it is the latter that determines how we weight the four requirements given above).

In Level 1, we are particularly keen to ensure that students acquire the basic study skills and abilities that they need to write a competent essay. This is reflected in the marking scheme that we use on all Year 1 coursework essays:

Knowledge 25%

Analysis 25%

Argumentation 25%

Presentation 25%

You will notice that half the marks are given for argumentation and presentation. Later on, in Level 2, the precise weighting of marks can be found in the relevant Module Handbook.

Plagiarism

Understandably, the University has strict rules governing plagiarism, which are repeated in every module handbook. If you suspect plagiarism in any work you mark, you should raise it with the Dean of Non-residential Training immediately.

Teaching Evaluation

Why we evaluate teaching

Teaching evaluation is less a matter of evaluating a particular teacher as to ensure that our overall delivery of learning is of a particular stated quality. In our case, this quality is set by the University. It has particular standards it expects in its teaching staff, including prior qualification (Masters level or higher), participation in ongoing module tutor training and 'peer review of learning and teaching'. The university expects the standards of our teaching to at least match those delivered on-campus. In addition, St Michael's prides itself in the standard of teaching it offers to the Church in Wales, the Methodist Church and other partners. We ensure this is maintained by monitoring ourselves, as well as student performance.

How we evaluate teaching

Peer review of learning and teaching

In the university context, this involves colleagues sitting in on one another's lectures and providing informal feedback. In our case, it involves the Dean of Non-residential Training periodically visiting teaching centres to review the teaching (as well as to meet the teaching staff and student cohorts which are also purposes of the visit). This is an informal, peer-to-peer review, by one colleague for another.

End of Module Evaluation

The university provides standard forms, which are supplied to you by the college. *All module tutors should hand these out to students in the final teaching session of a module & collecting them in.* The students complete the forms towards the end of the class session. It is good practice to have a verbal evaluation as well, since this can help interpret comments on the form which otherwise may be hard to interpret. The tutor collects up the forms and collates the results, then sends the forms, the collated result and his or her own comments on the result attached to the collated result to Ruth Russell-Jones. The module evaluation forms are discussed at end-of-year review meetings in SHARE. However, if you as a tutor wish to discuss the feedback with the

Dean of Non-residential Training, you are very welcome to get in contact at any point during the year.

Rolling Evaluation

This is particularly useful for a new tutor, or when teaching a new module. The tutor can schedule in a 'half-way-through' informal evaluation exercise with the students, either using some kind of form of their own devising, or by having an informal discussion with the students. Mature student groups are very pro-active in their approach to learning so you can be sure that they will want to help you in your development of the new teaching.

The tutor's summary of the end of module evaluation

(enclosed with student evaluation forms and your collation of the results)

This is your chance to comment on the feedback that has been given you. It will give you a chance to comment on any issues which arose in teaching the module, what was particularly well-received and on any things which you would try to change for next time. This provides evidence of teaching which is responsive to students' feedback.

Module Teaching in the Formation of Ministry

Your role in ministry formation

Although the non-residential course at St Michael's contains a strong commitment to academic learning, its overall context is the formation of a person in ministry. Your primary responsibility is to help students learn by reference to the learning outcomes of your module. However, you also form a link in a chain of formation. The teaching links in to the other components of ministerial formation: placement-based experiential learning and the core skills teaching programme. Students particularly appreciate approaches in class which integrate with the experience of church-based ministry, through using case-studies, contextual questions and group tasks, for example.

Contact with Personal Tutors – the Portfolio

You should be aware that each student has a personal tutor who is responsible for their overall formation throughout the course. They meet with the student at least twice a term to discuss the formation process as a whole. Students keep a personal formation 'portfolio' which they build up with evidence of learning and their growing formation. A portfolio may contain a wide range of evidential material, including assignments, sermons, personal reflections on critical incidents, liturgical material which they found personally helpful, and so on. They use their portfolio as a help in building up a picture of their ministerial formation as a whole. You may, if you wish, suggest exercises for the portfolio in class teaching. (Although, normally, these will be unassessed by you.) The portfolio is used in setting the agenda for discussions between the Personal Tutor and their student.

If you feel there are key formation, personal welfare or relationship issues which you have seen surface in any of your class teaching, you should take an opportunity to discuss this matter with the Dean of Non-residential Training sooner rather than later.

Contact details for a student's personal tutor are available from Ruth Russell-Jones at St Michael's. Often module tutors are the first to see issues emerge in group contexts,

so raising the matter with the tutor is an important response, key to the student's overall formation.

As each academic year approaches its end, we invite all the module tutors to participate in a regional review, together with the personal tutors, when we discuss each student in the group. Your presence and contribution at these events is very much appreciated by the college and by the personal tutors who are responsible for drafting the college's report on each student.

Contact with the Dean of Non-residential Training

The Dean is also available for you to consult if you think there are any issues concerning a particular student (or group) of which we should be aware. Please do not hesitate to contact him with any concern, issue or observation you may have. In particular, if you notice a student has been missing for more than one week, it should be investigated. Please alert The Dean if a student misses more than one evening's teaching or if they miss just one evening's teaching without good reason.

Contact with the St Asaph Tutor

For modules taught in St Asaph, your first port of call should be Manon Parry rather than The Dean. She is best placed to intervene in cases discussed above.

'Critical Incidents'

Very occasionally, an incident may occur with a group or particular student which raises concerns which need further exploration by the Personal Tutor and/or the college. One example may be where a student gets upset, either by the teaching material or by the class interaction. Another may be where one student appears to act in an objectionable way to another student or the tutor. Although these kind of incidents are rare, when they occur they need to be followed-up, normally by the Personal Tutor.

The college has a zero-tolerance policy to racism, sexism, homophobia and bullying. If you see evidence of any such behaviour, you should report the matter to the Dean of Non-residential Training (or, in St Asaph, Manon Parry) without delay.

And finally...

Thank you for taking your part in the delivery of the non-residential course of St Michael's College. Our module tutors are crucial to our ability to offer this form of training and we appreciate you, your commitment, dedication and theological skill which you offer to us.

Paula Yates
Dean of Non-residential Training
St Michael's College, Llandaff.