



TE KĀRETI IRIIRI O CAREY

CAREY

BAPTIST COLLEGE

Postgraduate Research Student Guide

Introduction

Welcome to Carey Graduate School/Te Kāreti Iriiri o Carey and we welcome you to our community of learning. We are committed to providing you with the best postgraduate learning experience in applied theology you can get. Our staff are highly skilled at what they do, passionate about applied theology, and committed Christians.

Carey is committed to Christian scholarship of the highest order, is passionate about the Church and its mission, and is committed to nurture and equip Christians in diverse professions to further the values of God's Kingdom in his world. Carey's graduates can be found pastoring churches, leading missions organisations, and working in the marketplace in New Zealand and around the world.

Undertaking postgraduate study requires a significant sacrifice on your part. This may come in the form of family pressures, financial sacrifices, or career advancement. We appreciate the sacrifice you will be making and have designed postgraduate study programmes to best equip you for the vocation God has called you into. The gaining of a postgraduate qualification is clearly high on your agenda, but it should not be the only motivation for your study. There are many rewards to be found in higher education and we plan to expose you to some of these and help you discover many more for yourself. Your Carey Baptist College experience will bring many challenges and a great deal of personal fulfilment. We wish you God's blessing as you embark upon your studies.

This guide is a resource for students enrolled in postgraduate programmes and specifically undertaking postgraduate research at Carey Graduate School. It sits alongside the Carey Student Handbook (which can be accessed on CareyOnline). This guide outlines the key regulations, policies and procedures that relate to your postgraduate research study and gives you information about the services and facilities available to support you. It also contains guidelines to assist research students with the supervision process. The Postgraduate Student Guide is for use together with the Carey Baptist College Calendar and the AUT Doctoral Studies Handbook.

Throughout your studies your first point of contact is your course teacher (for all specific course related questions), after that it is the Head, Carey Graduate School (me! – for all programme related issues, conduct issues, or academic regulation issues), and then Neroli Hollis (for all Academic Registrar issues such as enrolment, payment, etc).

Graduate study is a great privilege and a great sacrifice and we wish you every success in your studies and we are here to help you along every step of the way.

Blessings,

Andrew Picard [andrew.picard@carey.ac.nz]

Director of Carey Graduate School
Carey Baptist College

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Postgraduate Programmes

Carey has two key postgraduate programmes on offer:

Postgraduate Diploma in Applied Theology

Master of Applied Theology

The PG Diploma Applied Theology is 120 credit (Level 8) qualification that can be completed in one year full time. It typically consists of four courses (30 credits each).

The Master of Applied Theology (Level 9) can be taken as a 240 credit qualification (2 years full-time), or for those with previous theological qualification and/or significant ministry experience there are options for special entry into 180 credit or 120 credit (one year full-time) options of the Masters.

For more detailed information please refer to the Carey Graduate Prospectus or the Academic Regulations available on the Carey website (www.carey.ac.nz).

If you are enrolled in a Research Essay, please refer to the section on Carey Guidelines for Students Enrolling in a Research Essay in this handbook. Please also refer to the Assessment Regulations, Research Ethics Policy and Code of Conduct sections.

If you are enrolled in a Thesis, please refer to the Thesis Regulations section. The Guidelines on Thesis Format and Presentation will also be helpful, along with the Assessment Regulations, Research Ethics Policy and Code of Conduct sections.

Please ensure you are familiar with all appropriate Regulations and feel free to contact the Head of the Graduate School if you have any queries.

Courses and Modes of Study

Postgraduate courses are normally full-year courses and run from March to November typically. Taught-courses are facilitated in a mixed-mode format combining block courses, online Zoom classes and online activities.

Attendance at block sessions is compulsory. We highly recommend that blocks are attended in person—if you are unable to attend for legitimate reasons please discuss with your teachers.

Research Essays and Theses are largely conducted by means of independent research under supervision and do not have regular timetabled classes.

Detailed information about how your courses are taught is outlined in the Carey Timetable (via CareyOnline – Academic Regulations and Guides). The Timetable also outlines which courses are being offered in any given year. Descriptions of the courses are also contained within the Academic Regulations (via CareyOnline) under the Course Descriptions section.

GRADUATE STUDENT COMMUNITY

Carey actively works to foster a supportive and collaborative graduate student community. You are invited to attend our regular Research Wānanga (on-site and Zoom), take advantage of the graduate student study space upstairs in the library building, take part in the annual Carey Research Conference and join in with our community lunches on Monday and Tuesdays during semester teaching weeks.

TAUGHT COURSES AT POSTGRADUATE LEVEL

Please refer to Carey Timetable (available on CareyOnline) for the full list of the other taught courses on offer.

Please refer to the section Research Essay and Thesis Descriptions below for detailed information about these research courses.

Postgraduate Diploma of Applied Theology Regulations

The following specific programme regulations apply to the Postgraduate Diploma of Applied Theology.

PROGRAMME DESCRIPTION

The Postgraduate Diploma of Applied Theology provides an advanced theological qualification for practitioners committed to career-long education. The academic programme aims to support professional development for pastors and other Christian ministry practitioners who have high levels of curriculum knowledge, research skills, and leadership capacity.

In addition, the academic programme aims to equip students interested in advancing academic scholarship, and research in the field of applied theology. It is thus intended as a pathway for those interested into doctoral studies, particularly through one of the established pathways Carey has with Auckland University of Technology, Otago University, or other tertiary institutions.

PROGRAMME OUTCOMES

The programme produces graduates who:

- ◇ Assess critically the most recent published research in applied theology
- ◇ Reflect critically on issues of society and contemporary life from advanced, appropriate, and soundly-based biblical and theological perspectives.
- ◇ Develop critical skills in the interpretation of biblical texts and theological evaluation.
- ◇ Analyse life contexts for contemporary ecclesial and missional practice in Aotearoa New Zealand and related contexts.
- ◇ Implement assessment skills – finding strengths, weaknesses, multiple options, as well as identifying obstacles.
- ◇ Evidence planning skills – the collaborative construction of preferred outcomes, finding ways around obstacles, ways to mobilize strengths and resources to achieve preferred outcomes with individuals, families, groups and organizations.

PROGRAMME STRUCTURE

The programme of study for each candidate will be designed as far as possible to meet the individual's needs and interests.

Each programme will total 120 credits, and must include 4 courses from those on offer at Level 8; including MA801 Research Methods in Applied Theology.

ADMISSION REQUIREMENTS

In order to gain admission all applicants must have completed one of the following:

- ◇ A recognised Undergraduate degree in Theology or Christian Ministry with a grade point average of B in courses at Level 6 and 7, or equivalent.
- ◇ A professional or other qualification which, in the judgement of the Academic Director, can be recognised as equivalent to an Undergraduate degree in Theology or Christian Ministry.

Applicants who do not meet the normal admission requirements but who have completed a recognised Undergraduate degree in a discipline other than Theology of Christian Ministry may be granted admission following the successful completion of a bridging programme of study as determined by the Academic Director.

PREREQUISITES AND CO-REQUISITES

Some courses specify prerequisite or co-requisite requirements. Prerequisites ensure that students have the skills necessary to succeed at higher levels. Co-requisites ensure the level of complementarity necessary for learning; see the Course Descriptions section of this Calendar for specific information on these requirements.

DURATION OF STUDY

There is a limitation on the duration of time in which a student can complete their qualification. The total time from admission to the programme until the completion of the qualification should not normally exceed four years, unless special permission is granted by the Academic Director or delegate.

However, please note that students are able to defer their study should the need arise; see Enrolment and Programme Regulations for more information.

TRANSFER FROM OTHER PROGRAMMES

Students who have completed courses at other institutions may be eligible for cross-credits or recognition of current competency as specified in Carey Credit Regulations.

PROGRAMME SUMMARY	
National Qualifications Framework (NQF) Level	8
(NQF) Credits	120
Delivery	On-site, distance, block course
Mode	Full-time, part-time
Duration	One year full-time equivalence
Regular Intake	February, July

Master of Applied Theology Regulations

The following specific programme regulations apply to the Master of Applied Theology.

PROGRAMME DESCRIPTION

The Master of Applied Theology aims to equip students interested in advancing academic scholarship and research in the field of applied theology. It is therefore also intended as a pathway for those interested in continuing on to doctoral studies, particularly through one of the established pathways Carey has with Auckland University of Technology, Otago University, or other tertiary institutions.

There are three different entry points into the Master's programme depending on prior qualifications and experience:

- ◇ The 240 credit Masters is the normal starting point for those with an undergraduate theology qualification.
- ◇ The 180 credit entry point may be suitable for those with an undergraduate qualification AND with significant Christian ministry leadership experience, allowing a shorter pathway to the Masters.
- ◇ The 120 credit, thesis-only entry may be the best option for those with a postgraduate theology qualification (which must include an appropriate course in research methods).

PROGRAMME OUTCOMES

The programme produces graduates who demonstrate the following attributes:

- ◇ Assess critically the most recent published research in applied theology
- ◇ Reflect critically on issues of society and contemporary life from advanced, appropriate, and soundly-based biblical and theological perspectives.
- ◇ Develop critical skills in the interpretation of biblical texts and theological evaluation.
- ◇ Analyse life contexts for contemporary ecclesial and missional practice in Aotearoa New Zealand and related contexts.
- ◇ Implement assessment skills – finding strengths, weaknesses, multiple options, as well as identifying obstacles.
- ◇ Evidence planning skills – the collaborative construction of preferred outcomes, finding ways around obstacles, ways to mobilize strengths and resources to achieve preferred outcomes with individuals, families, groups and organizations.
- ◇ Practise interdisciplinary research skills.
- ◇ Display advanced, independent, critical research and writing skills that insightfully interact with existing scholarship in a chosen area of study.
- ◇ Practise self-discipline, and demonstrate the ability to plan and achieve goals.

PROGRAMME STRUCTURE

For the 180 and 240 credit options of the Master of Applied Theology, the programme comprises of:

- ◇ MA801 Research Methods in Applied Theology
- ◇ and courses from the Postgraduate Course selection

For the 180 credit option – at least one additional course from the L8 Postgraduate Course selection (two additional courses if doing a 90 credit thesis)

For the 240 credit option – at least three additional courses from the he L8 Postgraduate Course selection (four additional courses if doing a 90 credit thesis)

See the Carey Prospectus or website for additional information on course options offered.

ADMISSION REQUIREMENTS

MASTER OF APPLIED THEOLOGY

In order to gain admission to the Master of Applied Theology all applicants must have completed one of the following:

- ◇ A recognised Undergraduate degree in Theology or Christian Ministry with a grade point average of B in courses at Level 6 and 7, or equivalent.
- ◇ A professional or other qualification which, in the judgement of the Carey Academic Director, can be recognised as equivalent to an Undergraduate degree in Theology or **Christian Ministry**.

Applicants who do not meet the normal admission requirements but who **have completed a recognised** Undergraduate degree in a discipline other than Theology or Christian Ministry may be granted admission following the successful completion of a bridging **programme** of study as determined by the Academic Director.

DIRECT ADMISSION TO THE MASTERS OF APPLIED THEOLOGY THESIS

An applicant for candidature in the Masters of Applied Theology who has completed one of the following, may, at the discretion of the Academic Committee and on the recommendation of the Academic Director, be admitted directly into the Thesis.

- ◇ A recognised 3-year Undergraduate degree in Theology or Christian Ministry with a grade point average of B in courses at Level 6 and 7, or equivalent followed by 1 year of advanced study in a relevant discipline.
- ◇ A recognised 4-year Undergraduate degree in Theology or Christian Ministry with a grade point average of B in courses at Level 6 and 7, or equivalent.
- ◇ A recognised Postgraduate Diploma in a related discipline wherein the applicant is deemed by the Academic Director as having completed an equivalent to the MA801 Research Methods in Applied Theology course.
- ◇ The Postgraduate Diploma of Applied Theology awarded by Carey (with the application for candidature within 6 years of the completion of the Postgraduate Diploma). MA801 Research Methods in Applied Theology must be completed prior to applying or enrolled in concurrently with the permission of the Academic Director.

PREREQUISITES AND CO-REQUISITES

A number of courses have prerequisite or co-requisite requirements. Prerequisites ensure that students have the skills necessary to succeed at higher levels. Co-requisites ensure the level of complementarity necessary for learning; see the Course Descriptions section of this Calendar for specific information on these requirements.

LIMITATIONS ON DURATION OF STUDY

There is a limitation on the duration of time in which a student can complete their qualification. The total time from admission to the programme until the completion of the qualification should not normally exceed six years, unless special permission is granted by the Academic Director or delegate.

However, please note that students are able to defer their study should the need arise; see Enrolment and Programme Regulations and Thesis Regulations for more information.

TRANSFER FROM OTHER PROGRAMMES

Students who have completed courses at other institutions may be eligible for cross-credits or recognition of current competency as specified in Carey Credit Regulations.

PROGRAMME SUMMARY	
National Qualifications Framework (NQF) Level	9
(NQF) Credits	240
Delivery	On-site, distance, block course
Mode	Full-time, part-time
Duration	Two years full-time equivalence
Regular Intake	February, July

For information regarding the Master of Philosophy and the Doctor of Philosophy please refer to the Carey website, www.carey.ac.nz.

Research Essays and Thesis Descriptions

CGS offers the option of Research Essays (up to 10,000 words), a 90 credit thesis (up to 30,000 words), and a 120 credit thesis (up to 40,000 words). Formal Elements of Research

A Thesis, as a major piece of academic research, involves a number of formal elements, including:

- ◇ Approval of a proposal
- ◇ Ethics approval if required
- ◇ Supervision and Reporting
- ◇ Submission and Assessment

NB: The relevant forms are available on CareyOnline under the FORMS FOR STUDENTS section.

MA821 RESEARCH ESSAY

Level 8, 30 credits, 300 hours, 2 semesters, Mode 4
An Appointed Supervisor

The Research Essay provides students with an opportunity to study in-depth a defined aspect of applied theology not covered within the existing listing of courses. Special permission is required for entry into this course in consultation with the Head, Carey Graduate School and the Academic Director.

The Research Essay is a tool for enabling postgraduate students to extend their knowledge and skills in their chosen specialisation, while serving to demonstrate an ability to pursue higher research awards. Students should be able to show an in-depth knowledge of the topic chosen, demonstrate skills in researching that topic, expound the topic systematically employing the appropriate methodology, and appreciate the complexity and ramifications of the topic.

Note: An average of B in two taught courses is normally required for entry.

MA902 THESIS

Level 9, 90 credits, 900 hours, 2 semesters, Mode 4
An Appointed Supervisor

The thesis is a scholarly piece of written work that reports on the findings of theoretical, practical, or empirical investigation into a defined area of applied theology conducted by the student under supervision.

Undertaking a thesis provides students with an opportunity to do original in-depth research at masters level. Students will engage in a supervised investigation of a topic of their interest. Students are expected to be self-directed in their studies and to produce an account of their research which equates to internationally recognized standards.

Note: An average of B over 3 taught courses is normally required for entry.

MA903 THESIS

Level 9, 120 credits, 1200 hours, 2 semesters, Mode 4 An Appointed Supervisor

The thesis is a scholarly piece of written work that reports on the findings of theoretical, practical, or empirical investigation into a defined area of applied theology conducted by the student under supervision.

Undertaking a thesis provides students with an opportunity to do original in-depth research at masters level. Students will engage in a supervised investigation of a topic of their interest. Students are expected to be self-directed in their studies and to produce an account of their research which equates to internationally recognized standards.

Note: An average of B over three taught courses is normally required for entry.

NOTE ON RESEARCH ESSAYS AND THESES

For all research essays and theses a suitable supervisor will be appointed from the CGS faculty, monthly progress reports are required for the Academic Committee, and monthly progress checks are mandatory between the student and supervisor. Research Essays and Theses are required to be submitted within 1 full-time academic year of study if full-time, or within 2 full-time academic years of study if part-time. One extension of up to 6 months can be granted by the Academic Committee if the candidate meets the conditions as stated in the Academic Regulations.

From our experience teaching this programme we highly recommend that students who are not full-time discuss with their leadership teams and/or employers early on how they will both fund the thesis component of their study and how they will manage the time commitments this requires. This may mean negotiating research sabbaticals or some such with your church or employer.

Thesis Regulations

The Thesis Regulations apply to those enrolled in the Masters of Applied Theology Thesis and should be read in conjunction with all other Regulations.

1. THESIS DEFINITION

- 1.1 A thesis is a scholarly piece of written work carried out under supervision. It should demonstrate advanced research skills and critical interaction with existing academic publications in the topic area.
- 1.2 The work need not present original findings, but it must demonstrate independent research and show a full understanding of the complexity of debate surrounding the topic and be a significant contribution to evaluating the strengths and weaknesses of the existing approaches.

1.3 THESIS LEVEL AND LENGTH

In the Carey Master of Applied Theology programme there are two forms of research based theses both at Level 9 on the NZQA Framework, undertaken in the final part of a student's candidature:

- Thesis (90 credits) – 25,000-30,000 words including footnotes but excluding Bibliography.
- Thesis (120 credits) – 35,000-40,000 words including footnotes but excluding Bibliography.

1.4 RESEARCH PROPOSAL APPROVAL

Before commencing work on a thesis, a student is required to:

- Negotiate a topic with a potential Supervisor, in order to construct a research proposal.
- Submit the research proposal along with all appropriate information to the Academic Committee for approval.
- Obtain ethics approval, where appropriate, from the Carey Ethics Committee.
- If students wish to engage in in-depth biblical exegesis in their Thesis they will be required to have the appropriate language skills in either Hebrew or Greek in order for the Thesis proposal to be approved.
- The Academic Committee will only grant approval when satisfied that all the required information has been supplied and the project is in order.

1.5 ETHICAL AND RESPONSIBLE RESEARCH PRACTICE

- 1.5.1 All research undertaken while at Carey that involves human participation is required to comply with the highest ethical standards. Therefore, before conducting research approval must be obtained from the Carey Ethics Committee. See the Research Ethics Policy and Guidelines for more information.
- 1.5.2 All research undertaken while at Carey must also adhere to the Code of Conduct for Responsible Practice in Research.

2. THE APPOINTMENT OF SUPERVISORS

- 2.1 The Academic Committee will assess the suitability and approve the appointment of supervisors for all theses.
- 2.2 If more than one supervisor is approved for a thesis, the Primary Supervisor will normally be a member of faculty at Carey.
- 2.3 When a supervisor is approved, who is not a member of faculty at Carey, before that supervisor is appointed they will be invited to enter into a formal Supervision Agreement with the students as a party to this agreement.
- 2.4 The Supervision Agreement will outline and clarify the obligations and responsibilities of the parties named in the agreement in relation to the supervision of the thesis; please refer to the Code of Practice for Supervisors of Research for more information.
- 2.5 Normally at least one Supervisor will have previous experience in the supervision of students whom have successfully completed a Postgraduate thesis.

3. ALTERNATIVE SUPERVISION

- 3.1 An appropriately qualified substitute supervisor will be appointed by the Academic Committee
- 3.2 If an appointed Supervisor is absent for an extended period on account of illness, leave, or for any other reason. This will be for the duration of the original Supervisor's absence.
- 3.3 If a student's work is not proceeding satisfactorily for reasons beyond the student's control which are deemed to be due to an ineffective working relationship between the student and their Supervisor.

4. ACADEMIC PROGRESS

- 4.1 Where a student's progress on a thesis is deemed to be unsatisfactory by the Academic Committee, upon written notification by the Supervisor, the Academic Director will notify the student of this in writing and request a written response from the student within a specified timeframe.
- 4.2 If on receipt of the written notification specified above the student does not respond to the Academic Director within the time specified, the Academic Committee will terminate the student's enrolment in the thesis and the student will be deemed to have withdrawn from the programme.
- 4.3 A student whose enrolment has been terminated may appeal against the decision of the Academic Committee in writing to the Academic Director within 14 days of the time the decision was made available to the student, provided that the student is able to show that additional information has become available which was not available, and could not reasonably have been available, to the Academic Committee at the time of the decision to terminate the enrolment.

5. LEAVE OF ABSENCE/SUSPENSION OF CANDIDATURE

- 5.1 Where a student is unable to undertake work on the thesis for an extended period due to illness or other unforeseen circumstances, the Academic Committee may suspend the student's candidature and grant leave of absence for a maximum period of 12 months.
- 5.2 An application for leave of absence/suspension of candidature must be made in writing and submitted with appropriate supporting evidence to the Academic Registrar for consideration by the Academic Committee.
- 5.3 A student who has been granted leave of absence under this section will not normally have access to Carey resources or receive any assistance on the thesis from the Supervisor during the period of absence designated.
- 5.4 Where a student to whom leave of absence has been granted under this section is unable to resume candidature at the end of the specified period and it cannot be anticipated when the candidature would be resumed, the student must give written notice of withdrawal from their candidature to the Academic Registrar. The period of approved leave of absence will not be counted in determining the grade.

6. REQUESTS FOR EXTENSIONS

6.1 SHORT EXTENSION

6.1.1 A student may be permitted a short extension to a Thesis submission date at the discretion of the Academic Director. This will be an extension until 31 January of the following year for a Thesis due at the end of Semester 2, or 31 July for a Thesis due at the end of Semester 1. A short extension is not subject to any additional fee.

6.2 FORMAL EXTENSION

6.2.1 In exceptional circumstances the Academic Committee may grant a formal extension to a Thesis submission date.

6.2.2 An application for a formal extension must be approved by the student's Supervisor and include appropriate evidence of satisfactory academic progress to date, as well as ability to submit the thesis within the requested time frame.

6.2.3 An application for a formal extension must be submitted at least two months before the original due date of the thesis.

6.2.4 If a formal extension is granted their Supervisor will devise a supervision schedule, clearly outlining deadlines for draft chapters and other important milestones. This schedule must be signed by both the Supervisor and student and will be submitted to the Academic Committee for monitoring.

6.2.5 If a student fails to meet a deadline or milestone as approved in the supervision schedule, their progress may be deemed to be unsatisfactory, which is grounds for dismissal.

6.2.6 Formal extensions can only be granted once and are granted in one month periods up to a maximum of six months.

6.2.7 A thesis extension fee will apply, see Fees Regulations and Schedule for further information.

7. SUBMISSION PROCEDURE

7.1 Two soft bound copies of the thesis must be submitted to the Academic Registrar (with the appropriate Coversheet available on CareyOnline), and an electronic copy uploaded to CareyOnline on the due date.

8. EXAMINATION & FINAL GRADES

8.1 The Academic Committee will appoint a minimum of two examiners for each thesis, with at least one being an independent External Examiner who is not a member of staff at Carey and who has not acted previously as the student's Supervisor or Advisor.

8.2 In cases where there has been a change in Supervisor due to an ineffective working relationship between the student and the Supervisor, the former Supervisor shall not be appointed as an Examiner.

8.3 The External Examiner shall be appointed on the basis of experience in research or independent scholarship and practice in the general area of the thesis.

8.4 Each Examiner shall read and examine the thesis and present an independent written report to the Academic Committee. In completing their report each Examiner will consider whether the work satisfies requirements of the degree and make an appropriate recommendation, including a recommended grade, in accordance with the Grading System in the Assessment Regulations.

8.5 Where appropriate the Examiners may recommend:

- That the thesis be passed with a recommended grade.
- That the thesis be passed with a recommended grade provided that the editorial corrections in the Examiners' Reports are completed to the satisfaction of the student's supervisor.

- That the thesis NOT be passed but the student be given opportunity for the thesis to be rewritten and resubmitted for examination on a pass/fail basis.
 - That the thesis be failed with no opportunity for resubmission.
- 8.6 The Academic Committee will determine the final grade for a Thesis based on the recommendations of the Thesis Sub-Committee.
- 8.7 If the recommendations of the Examiners are not unanimous the Academic Committee will consult with the students Supervisor(s) and may:
- 8.8 Seek to negotiate consensus, if the difference between recommended grades is two points or less.
- 8.9 Accept the recommendation of the External Examiner, except in instances when the difference between recommended grades includes a failing grade.
- 8.10 Recommend the appointment of an additional External Examiner to act as moderator.

9. RESUBMISSION

- 9.1 If a student's thesis should receive a failing grade the student may, at the recommendation of the Examiners and the discretion of the Academic Committee, revise and resubmit the thesis. However, please note that theses may only be submitted for re-examination once.
- 9.2 Further a resubmitted thesis may only be awarded a C, D, or E Grade.
- 9.3 A resubmission fee will apply, see Fees Regulations and Schedule for further information.

10. EXAMINATION APPEAL

- 10.1 A student may appeal against the first examination of their thesis and request a review of the examiner's recommendations. Please note that this appeal must be submitted in writing to the Academic Registrar within one month of the date that the student received notification of their results.
- 10.2 The Academic Registrar will then refer the appeal to the Academic Committee normally within one month of its receipt. The Academic Committee will then establish a Special Review Committee, comprising of at least two members whom have previous experience in supervising and examining Theses and who have had no prior involvement with the lodging of the student's appeal.
- 10.3 If the Special Review Committee determines that the student has appropriate grounds for the appeal, they may recommend either that the examiners be asked to review their decision or that new examiners be appointed.

For further information, see the Student Complaints & Appeals Policy and Procedure.

11. PRIVACY PROVISIONS FOR PSEUDONYMOUS STATUS

- 11.1 Where, for reasons of sensitivity, a student needs to have a level of anonymity in relation to the public dissemination of their Thesis or research essay, a formal application should be made in writing to the Academic Director for Pseudonymous Status prior to the submission of the Thesis or research essay; please refer to the Privacy and Data Collection Policy for more information.

12. AWARD

- 12.1 The Master of Applied Theology may be awarded with a Merit where a GPA of B+ is achieved, or with Distinction where a GPA of A- or better is achieved.

THESIS TIMELINES: MA901 / MA902 THESIS

DATE	(NB: Dates are only indicative. Actual dates will be confirmed by your supervisor)
By early December of the preceding year	<ul style="list-style-type: none"> • Preliminary discussion with Carey (Head of Graduate School, Academic Director or Academic Registrar) signalling an intention to enrol in a Thesis in the following academic year, and indicating a likely topic area.
December of the preceding year	<ul style="list-style-type: none"> • Allocation of potential supervisor (Carey) • Initiate preliminary contact and discussion with potential supervisor (Student)
Late February/early March	<ul style="list-style-type: none"> • Submit Thesis proposal (MA1) to Academic Registrar along with: • MA3 Supervision Agreement • RE1 Research Ethics Application (if appropriate)
March / April	<ul style="list-style-type: none"> • Address any concerns / requirements in the Thesis Proposal from the Thesis Approvals Committee
End April	<ul style="list-style-type: none"> • Last date for approval of Thesis Proposal
End June (and) End November	<ul style="list-style-type: none"> • Six monthly Progress Report MA4 due
Mid November	<ul style="list-style-type: none"> • Thesis Submission target date • NB Formal Extensions can only granted by the Academic Committee upon application by the student with the support of the Supervisor at least 2 months before the Due Date.

Policies, Procedures and Guidelines

Assessment Regulations

1. RESEARCH ETHICS

- 1.1 Any assessment or research project undertaken by a student involving, or directly affecting living persons must be conducted with due regard to ethical issues and comply with the requirements of the Research Ethics Policy.

2. USE OF TE REO MĀORI IN ASSESSMENTS

- 2.1 Carey recognises Māori as an official language of New Zealand and as a tāonga for all New Zealanders protected under the articles of the Treaty of Waitangi. Therefore, Carey upholds the right of students to use Te Reo Māori as the language of assessment in its academic programmes. If a student wishes to use Te Reo Māori in their assessment they must contact the Academic Director within two weeks of the commencement of the semester in which the assessment is due. Please note that a longer period of notice or a limitation on the use of Te Reo Māori may be necessary when oral work involves interaction with other students; see the Policy and Procedure for use of Te Reo Māori in Assessments for more information.

3. PROCEDURE FOR MODERATING AND ADJUDICATING FINAL GRADE FOR THESIS

If the final grades from external examiners vary by more than two grade points, the thesis may be sent for adjudication by a third party. This will be overseen by the Thesis committee, and the process will be guided by these steps:

- 3.1 Examiners send in their reports with recommended grades
- 3.2 The Thesis Committee will read the examiner reports

3.3 Where there is a significant difference between recommended grades, the Thesis Committee will

3.3.1 Ask the external examiners to read the report of the other examiner.

On the basis of that other report they will be asked if they deem it appropriate to revise their grade recommendation. If the outcome of this step is that they are willing to agree closely on a grade, that grade is recommended to the academic committee.

3.3.2 If the examiners still do not agree, an independent moderator may be appointed.

The role of the moderator is not to re-examine the thesis but to read the two reports and give an opinion on an appropriate grade, based on the examiners' reports (evaluating whether the grade each recommends corresponds to their assessment of the thesis in their written report; considering whether the weighting given by examiners to particular criteria is fair, and accords with the criteria the student was working to).

3.3.3 If the moderator's report does not resolve the issue to the satisfaction of the Thesis Committee, a further option available is to appoint a third examiner who is not moderating the previous examiner's' reports but is examining a "clean" copy independently. The Thesis Committee will use all three reports and recommendations from which to determine a grade.

3.4 Once the Thesis Committee has agreed on a final grade, that is recommended to the Academic Committee for approval.

3.5 The Academic Committee will discuss and approve, or ask the Thesis Committee for further clarification before approving a final grade

Carey Gender-Neutral Language in Academic Writing Policy

INTRODUCTION

It is expected that all student work submitted for assessment at Carey Baptist College, “Carey” will pay attention to the need for gender-neutral language, and avoid terms and pronouns that are non-inclusive, unless the context so requires.

APPLICATION

All Carey staff and students.

PURPOSE

Language constantly changes over time and one of the changes that academic (and also non-academic) English has gone through in recent years is a shift to the use of ‘gender-neutral’ language. Today writers make an effort to be gender-neutral, non-sexist and thereby inclusive in their writing.

POLICY & PROCEDURE

As careful writers, at Carey we avoid language that would universalise one part of humanity to the exclusion of others: for example, avoiding the use of “man” or “men” when we mean “human being(s),” “humankind,” or “people”. In all such cases, as a matter of courtesy, we will search for alternative words that are inclusive or gender neutral. There are no simple formulae for inclusive language, but a basic ‘rule of thumb’ suggests that it is wise to avoid distracting our readers with either a gender specific term that may be offensive or an awkward inclusive phrase such as “him or her” or “she/he”.

We recognize that some Bible translations, such as the NASB, ESV, for example, follow more closely the source languages (Hebrew, Aramaic, Greek) and therefore do not reflect gender-neutral language as we expect it today. Nevertheless, these translations are valuable for close textual study and are acceptable to use and cite in academic writing.

However, when students use their own words explaining the biblical text in academic writing, we expect gender inclusive language to be used when the context implies the inclusion of both men and women. For example, unless directly citing the translation, students are expected to use “humankind” or similar even if the translation specifies “mankind.” (This does not mean that we expect changes to be made when a “man” or “woman”, “husband” or “wife” is actually specified in the text.) With reference to God, the language of “Father” and “Son” is acceptable and so are personal pronouns “he,” “him,” and “his.”

Use of non-inclusive language in any assessment item will be highlighted and taken into account in the allocation of marks for presentation and style. In instances of serious and frequent use of non-inclusive language, the assessment item will be returned to the student for the language to be addressed and then re-submitted for marking.

GENERAL EXAMPLES

Avoiding the use of “he or she” or “s/he”

Use ‘they’ instead of ‘he’ or ‘she’ (if the use of the plural would work in the context), e.g. “Each student was asked whether s/he would take part in the survey.” This could be rephrased as: “Students were asked whether they would take part in the survey.”

Change the sentence around to avoid the need to state a gender, e.g. “Each student should be given an opportunity to decide for him/herself”. This could be rewritten as: “Opportunity should be given to each student to make that decision.”

Where it becomes complicated or artificial to do this, it is acceptable to alternate the use of genders, for example throughout a list, or chapter by chapter.

Gendered Nouns

Gender is implicit in many nouns – for example “mankind”, “chairman”. There are always alternative words or expressions that can be used. Some simple examples are given below. More extensive lists of suggestions are available.

Examples:

man in the street	people in general, people
manpower	workforce, labour force, employees
cameraman	camera operator
forefathers	ancestors
man-made	artificial, synthetic

DEFINITIONS

The following definitions apply to this policy:

Staff means Carey staff

Student means Carey students

Carey means Carey Baptist College

KEY RELEVANT DOCUMENTS

Include the following: UNESCO Guidelines on Gender-Neutral Language, Third Edition 1999 (pages 7–15).

Review Date: June 2021

Carey Responsible Practice in Research Code of Conduct

INTRODUCTION

This Code of Conduct is to ensure that the highest standards of professional conduct are maintained when undertaking research associated with Carey.

APPLICATION

This policy applies to all research staff and research students.

PURPOSE

This Code of Conduct is designed to ensure that researchers associated with Carey Baptist College, whether as staff or students, maintain the highest standards of professional conduct when undertaking any form of research through adherence to key principles and responsibilities.

POLICY & PROCEDURE

It is expected that all research associated with Carey Baptist College will be undertaken:

- ◇ with commitment to the highest standards of professional conduct
- ◇ with honesty and integrity
- ◇ employing appropriate research methodology
- ◇ in accordance with ethical guidelines
- ◇ with appropriate records being maintained.

Anyone associated with Carey Baptist College undertaking research (whether as an enrolled student or as a member of Carey staff) will adhere to the following:

Integrity. Researchers will take full responsibility for the integrity of their research including:

- obtaining and presenting facts and interpretations in an objective and open manner
- being fair and unbiased in all aspects of their research and application
- honestly representing their goals and intentions to any participant in the research process
- fairly and fully presenting their results without falsification
- not plagiarising, or condoning the plagiarism of, the works of others
- correctly acknowledging the work of others
- complying with all legal requirements

Policies and Guidelines. Researchers will adhere to all policies and guidelines of Carey in relation to research, including the Research Ethics Policy.

Research Methodology. All research undertaken must employ appropriate research methods, and findings must be fully and objectively reported, with conclusions based on critical analysis of the findings.

Research Records. Researchers will maintain clear and accurate records of the research undertaken to enable verification of their work by others and support claims for protection of intellectual property.

- Original research data should be kept for a minimum of six years from completion of the research and should be stored in a safe and secure location (whether stored physically or electronically).
- The risks and issues associated with retention of data in “the Cloud” must be specifically addressed where issues of confidentiality in relation to participants arises
- Any data to be destroyed must be destroyed securely.
- All data collected by staff in the course of their employment remain the property of Carey Baptist College, except where a specific contract provides otherwise
- Any data of a confidential nature obtained in the process of research must not be used for the researcher’s personal advantage, or the advantage of any third party.
- The provisions of the Privacy Act 1993, and in particular the twelve privacy principles, must be observed in relation to the gathering of any personal information.

Peer Review. Researchers will participate in peer review processes where these are deemed appropriate by Carey, including contributing to the peer review of the work of others.

Conflict of Interest. Any potential conflict of interest that could compromise the trustworthiness of the research must be disclosed as soon as that conflict of interest is recognised. In cases where a conflict of interest arises, researchers will cooperate in the management of any such conflict.

Collaboration. Where any research involves collaboration with other individuals or institutions in the conduct of that research, researchers must specifically consider and agree on any issues raised by the collaboration, in particular in relation to intellectual property, confidentiality, and managing data, findings and conflicts of interest.

Te Tiriti o Waitangi. All research will be conducted acknowledging, and in accordance with the principles of Te Tiriti o Waitangi.

DEFINITIONS

The following definitions apply to this policy:

Staff means Carey staff

Student means Carey students

Carey means Carey Baptist College

KEY RELEVANT DOCUMENTS

Include the following: Carey Supervisors of Research Code of Practice

Carey Research Ethics Policy & Guidelines

INTRODUCTION

Research is integral to Carey in its role as a degree awarding institution. Research informs the practice of faculty members, as well as forming a focus for student learning through research based assessment. Carey wants to promote research excellence, and recognises that so it must also ensure the protection of the privacy, safety, and welfare of human participants.

APPLICATION

The below conduct regulations and their associated policies apply to all students and members of staff.

PURPOSE

Carey is committed to ensuring a high level of ethical research, and uses the below principles in its decision making in order to enable this to happen.

POLICY

KEY PRINCIPLES

- ◇ Informed and voluntary consent
- ◇ Respect for rights of privacy and confidentiality
- ◇ Minimisation of risk
- ◇ Truthfulness, including limitation of deception
- ◇ Social and cultural sensitivity, including commitment to the principles of the Treaty of Waitangi
- ◇ Research adequacy
- ◇ Avoidance of conflict of interest

OTHER RELEVANT PRINCIPLES

- ◇ Respect for potential vulnerability of participants
- ◇ Respect for property (including Carey property and intellectual property rights)

INFORMED AND VOLUNTARY CONSENT

The participation of any person in any research project undertaken must be voluntary, and must be based on a clear understanding of what their participation will involve. All information that is provided to intended participants must be written using clear and appropriate language. In particular, intended participants must be advised of:

- ◇ the names of all the people undertaking the research project
- ◇ the procedures they will be asked to agree to participate in, (e.g. interviews, focus groups)
- ◇ the purpose of the research project and how the eventual information will be used (e.g. thesis, publication)
- ◇ their rights to withdraw from the process, and specifying at what point in the research process it is no longer possible to withdraw participation (for example, once data analysis has started)
- ◇ confidentiality, and how confidentiality will be maintained and their anonymity protected

- ◇ what will happen to the data once the research is completed

Where research involves Māori participation, the consent of collective groups may also be necessary.

RESPECT FOR RIGHTS OF PRIVACY AND CONFIDENTIALITY

Preservation of the privacy and confidentiality of participants is paramount. Applications for ethics approval must identify:

- ◇ Procedures for the protection of the identity of participants where appropriate
- ◇ Procedures for keeping information relating to the research confidential
- ◇ Procedures for the storage of consent forms from participants
- ◇ Procedures for ensuring the confidentiality of private or personal information in respect of participants which is not directly related to the research but which may emerge in the course of the research
- ◇ (where Māori are involved) the collective ownership of information must be acknowledged.

MINIMISATION OF RISK

In order to minimise any risks (e.g. psychological, physical or social) that may impact participants, researchers must ensure that all such risks are identified and disclosed.

TRUTHFULNESS, INCLUDING LIMITATION OF DECEPTION

The principle of informed consent must prevail; however, in very limited circumstances a researcher may seek to justify a less than full disclosure (where, for example, it is felt that full information about the nature or purpose of the research should be withheld from a participant). In these circumstances, full disclosure must be made in the application for ethics approval.

SOCIAL AND CULTURAL SENSITIVITY

All research must be carried out:

- ◇ ensuring that culturally appropriate consultation and research processes are followed.
- ◇ in a way that is sensitive to the participants. Researchers will ensure that they acknowledge and respect all cultural beliefs and practices of participants, in conducting the research.
- ◇ demonstrating commitment to the Treaty of Waitangi as outlined below.

TREATY OF WAITANGI

Researchers must consider carefully their research protocol where Māori are involved as participants, or where the project is relevant to Māori, taking full account of the principles of protection, participation and partnership embedded in the Treaty of Waitangi, through:

- ◇ working together with iwi, hapu, whānau and Māori communities to ensure Māori individual and collective rights are respected and protected.
- ◇ Involving Māori in the design, governance, management, implementation and analysis of research, especially research involving Māori.
- ◇ protecting Māori individual and collective rights, Māori data, Māori culture, cultural concepts, values, norms, practices and language in the research process.

Research participants must be offered the choice of responding in either Māori or English. Where researchers are not fluent in Te reo Māori, appropriate arrangements should be made to enable participants to communicate in Māori.

Researchers must respect Māori cultural concepts, including Māori perspectives of health and well-being (e.g. te taha tinana - the physical element, te taha wairua - the spiritual element, te taha hinengaro - the emotional and psychological elements, and te taha whānau - the family and community elements).

Consideration will be given in the ethical approval process to whether Māori ethical perspectives need to be taken into account in order to ensure Māori participants, tikanga, and cultural concepts are protected (for example when the proposed research would normally require observance of tikanga Māori).

RESEARCH ADEQUACY

In order to ensure research adequacy, each project must have clearly defined goals, must be designed in such a way that it can meet those goals, and must have the potential to contribute to the advancement of knowledge. In addition, where appropriate, kaupapa Māori and Māori-focused methodologies must be acknowledged.

CONFLICT OF INTEREST

It is the responsibility of the researcher to identify and address any potential conflict of interest that may arise for them in relation to the proposed research and to any participant.

GUIDELINES

All research by faculty and students which will involve gaining non-public information about live human subjects, or which is likely to affect living persons through its findings, must be approved by the Research Ethics Committee before the research is commenced.

Applications for ethical approval must be on the prescribed form, obtained from the Academic Registrar, and be submitted to the Academic Director at least 2 weeks before the proposed date of commencement of the research.

The Research Ethics Committee, a sub-committee of the Academic Committee, will scrutinise the Application for Ethical Approval and reach a decision to grant or decline ethical approval. The Research Ethics Committee may request such further information from the applicant as it deems appropriate to enable a decision to be made. Approval will normally be for a period of three years.

The Research Ethics Committee will comprise three members, including the Vice Principal (Academic), the Academic Director and at least one other faculty member with research experience selected by the Academic Committee. Where the Application for Ethical Approval is for research involving engagement with Māori, additional members will be co-opted onto the Research Ethics Committee to ensure that all appropriate aspects of the application are addressed.

Where any changes are made to any previously approved research project, which will in any way affect the nature of the information supplied with the original Application for Ethical Approval, an application for variation must be lodged with the Academic Director for approval by the Research Ethics Committee. Until the variation is approved, no further research involving live human subjects is to continue.

COURSE RESEARCH PROJECTS

In any course where a research based assignment is included as part of the assessment, which may involve students in undertaking research activities involving live human subjects, the course lecturer must make Application for Ethical Approval using the appropriate form before the start of the semester in which the course is being offered.

The application must include details of the nature of the proposed research activities, and include copies of the information and guidelines on research and research ethics to be given to students as well as the proposed information sheets and consent forms to be used by the students.

The Research Ethics Committee may approve a course research project for up to three years, provided that the requirements for assessment in that course do not change during that period.

At the end of each semester, the course lecturer will advise the Research Ethics Committee of any issues that arose in relation to the students undertaking the research specified.

Lecturers are responsible for presenting the ethical standards of conducting research on human beings to all their students in any course where a research project is required.

REPORTING REQUIREMENTS

The Academic Committee will normally require a report on progress at the end of each completed six months of a research project subject to ethical approval, including particular reference to the ethical component of the research.

In any situation where any unanticipated events occur in the course of research being undertaken, especially where that event relates directly to Carey's research principles, the researcher must submit a report to the Academic Committee.

ETHICAL STANDARDS

The following ethical standards will be applied for all research at Carey:

- ◇ No matter how young the subject, a child/person has rights of well-being that supersede the rights of the researcher. In the conduct of their research, researchers must measure each operation they propose against this principle and must be prepared to justify their decision.
- ◇ In the conduct of research it is unacceptable to expose subjects to unnecessary risks. Risks include such things as pain, stress, emotional distress, fatigue, embarrassment, cultural dissonance and exploitation. The researcher must make every attempt to identify and minimise any risks - physical, psychological, spiritual, social or cultural - attendant on participation by individuals or groups in a research project.
- ◇ When dealing with a child (for the purposes of this Policy a child is any person aged 15 or under), the informed consent of parents or of those legally designated to act in loco parentis must be obtained in writing. Informed consent requires that the parent be given accurate information on the professional and institutional affiliation of the researcher, and on the purpose and operations of the research, albeit in layperson's terms. The consent of parents is not to be solicited by any claim of benefit to the child. Researchers must not only give parents the opportunity to refuse consent, but must also respect their exercise of the right to refuse such consent.
- ◇ The researcher must not coerce any person into participating in a study. All people have the right, and will be given the opportunity, to refuse to participate in a study.
- ◇ The subjects' identity must be concealed in written and verbal reports of the results, as well as in informal discussions with faculty, students and colleagues, except in situations where participants are figures of public record (including senior leaders of churches).
- ◇ Researchers must not assume the role of diagnostician or counsellor in reporting their observations to parents or those in loco parentis. They also do not report test scores or information given by a child in confidence, although they recognize a duty to report general findings to parents and others.

Postgraduate Research Student Guide

- ◇ Researchers must respect the ethical standards of those who act in loco parentis (e.g. teachers, superintendents of institutions).
- ◇ Research procedures should be appropriate to the subjects involved in the study. The researchers have a responsibility to inform themselves of, and take steps necessary to respect, the religious, spiritual, social and cultural sensitivity of all participants. Meeting the language preferences of subjects in the provision of information is especially important.
- ◇ While it is not envisaged that payment in money (or kind) will/should ever be part of securing a person(s) involvement in research, payment in money, gifts, or services for a person's participation does not annul any of the above principles.
- ◇ Researchers must obtain permission in writing from all subjects before interview research is conducted. This permission and the handling of any information is to be in accordance with the provisions of the Privacy Act, 1993.

DEFINITIONS

The following definitions apply to this policy:

Staff means Carey staff

Student means Carey students

Carey means Carey Baptist College

KEY RELEVANT DOCUMENTS

Include the following:

Sample Participant Consent Form

Suggested Course Instructions

Relating to Research Ethics

SAMPLE PARTICIPANT CONSENT FORM

Research Project Title/Class or Course Name:

I have had the project explained to me and I have read and understand the information sheet given to me.

I understand that I don't have to be part of this project if I don't want to and that I may withdraw at any time prior to [Insert Date].

I understand that everything I say is confidential and that none of the information I give will identify me, and that the only persons who will know what I have said will be the researcher and the supervisor.

I have had time to consider everything and I give my consent to be a part of this project.

Participant Signature: _____

Date: _____

Carey Baptist College

SUGGESTED COURSE INSTRUCTIONS REGARDING RESEARCH ETHICS

(For inclusion in the Course Outline of any undergraduate course where an assignment may require/involve students undertaking research involving human subjects. Adapt as appropriate for the context of the course.)

As part of one of the assignments for this course you are asked to, or may wish to, interview people within the church or the wider community. Whenever you gather information from people for an assignment or research project through interviews or questionnaires, issues of confidentiality, privacy and informed consent are raised. All of these are important aspects of research ethics.

It is essential that all research carried out while you are a student at Carey Baptist College is carried out in an ethical way. You may like to have a look at Carey's Research Ethics Policy and Guidelines (available on CareyOnline). The Policy and Guidelines address the following key issues in conducting research: the informed and voluntary consent of participants; respect for participants' rights of privacy and confidentiality; the minimisation of risk; truthfulness; social and cultural sensitivity (including commitment to the principles of the Treaty of Waitangi); research adequacy; the avoidance of any conflict of interest.

The assignments for this course have been set up in a way that complies with Carey's Policy and Guidelines and have been approved by Carey's Research Ethics Committee.

For the purposes of your assignment for this course, you must:

- ensure that each potential participant you approach is given a copy of the Information Sheet that has been prepared by your course lecturer
- ensure that each participant is also asked to sign the Consent Form (which must also be signed by a parent or guardian of any participant who is aged under 18)
- retain the signed Consent Forms
- give consideration to how you will securely store any paper information that you gather, and ensure that all information stored on a computer is password-protected (to avoid breaches of privacy and confidentiality)
- use the information you gather ONLY for the purposes of the assignment, and maintain all participants' rights to privacy and confidentiality
- destroy records traceable to any identifiable individual at the conclusion of this course.

Carey Guidelines for Students Enrolling in a Research Essay

Enrolling in a Research Essay is an opportunity for able students to study a specific topic or issue. Your task is to explore an aspect, problem or question posed by contemporary theological study and to use the methods of scholarship to resolve, critically examine or to elucidate the topic. Your essay needs to be theological, well structured, limited in scope and disciplined in methodology.

A research essay can be a testing experience in that you are solely responsible for organising your progress and will be without the supportive atmosphere of fellow students in a class. You will have a supervisor appointed who will guide you through the process of research, critical reflection and writing.

ENTRY REQUIREMENTS

Students must meet the entry requirements outlined in the Course Descriptions (contained in the Academic Regulations and Calendar) to enrol in advanced research courses.

NOTE TO STUDENTS

It is critical that students understand that this is an advanced research course that requires students to do independent research. Students will need to have access to appropriate resources. Distance students should expect to travel to Auckland to access the Carey Baptist College, Ayson Clifford Library or have access to another suitable academic library.

WORD COUNT

MM790 RESEARCH ESSAY

Level 7, 15 credits, maximum of 6000 words (including footnotes, excluding bibliography)

MM821 RESEARCH ESSAY

Level 8, 30 credits, maximum of 12,000 words (including footnotes, excluding bibliography)

STEP ONE: GENERAL RESEARCH TOPIC

Decide on the general area you wish to research and submit a brief overview of your proposed topic to the Academic Director. The Academic Director will assist you in finding a supervisor for your research.

STEP TWO: REFINE YOUR RESEARCH TOPIC

With the supervisor's guidance select a research topic, appropriate to a 6000 word research essay for Level 7, and a 15,000 word research essay for Level 8, within the area of your interest. Keep your topic as specific as possible so that your research is purposeful and focused. Discuss with your supervisor the rationale, objectives, strategies, and methods of theological reflection for your study.

Check library and other resources that there are written sources readily available for your research.

Check with your supervisor as to any ethical issues around your proposed research.

STEP THREE: PREPARE A RESEARCH PROPOSAL

The proposal needs to be on the appropriate form and include the following information:

- Research Topic (primary research and 3-5 subsidiary questions)
- Reason for and outline of topic of research (no more than 1500 words)
- Outline of structure of essay
- Approximately 12–20 bibliographical items indicating resources to be used
- Proposed timeline to complete the research essay.

Level 7 Research Essay: duration of a single semester, but under some circumstances a student will be permitted to complete the course over two semesters.

Level 8 Research Essay: duration of two semesters with a due date 15 November.

**STEP FOUR:
SUBMIT YOUR RESEARCH PROPOSAL**

Submit your research proposal to the Academic Director. Your enrolment will not be approved until the Academic Director (or Thesis Sub-Committee for a Level 8 essay) has accepted your proposal and formally appointed your supervisor. The Academic Director or your supervisor will notify you of the approval of your proposal.

STEP FIVE: CONTACT YOUR SUPERVISOR

Contact your supervisor to discuss the proposal and also plan a programme of writing deadlines for the semester ahead. Maintaining those deadlines will keep you on track to complete by the due date.

STEP SIX: COMPLETE YOUR ENROLMENT

Now that you have been accepted you can formally enrol for this course.

STEP SEVEN: KEEP TRACK OF STYLE AND BIBLIOGRAPHICAL RESOURCES

You will need to have individual chapters and subheadings within each individual chapter. The appropriate style guide to use should be discussed with your supervisor.

STEP EIGHT: START WRITING

Initially, ignore the Introduction and Conclusion to your essay. Begin writing the draft of each individual section of your outline, meeting the deadlines as agreed with your supervisor. Your work should exhibit your grasp of the relevant literature by direction citation (but without plagiarism), balanced with your own independent creative thinking. You need to keep the theological content of your essay explicit. You may want to ask your supervisor to read sections of your essay so that you have feedback on the content and style.

During the course of your writing and research, you will be expected to be in contact with your supervisor on a monthly basis. This may be a face to face meeting, or by phone and/or email. Regular progression reports will be provided to Academic Committee through the supervisor. A 6-monthly progress report is required for those undertaking a Level 8 Research Essay.

STEP NINE: COMPLETE FINAL DRAFT

When you have completed your individual sections, weave them together to make your essay read fluently throughout. Finally, write your 'Introduction' and 'Conclusion'. They are intended to preview the structure of the whole work, and to review the conclusions drawn from the research. Ensure that you take account of the marking criteria in the Research Essay Grade Sheet (available from the Academic Director).

STEP TEN: POLISH YOUR ESSAY

Read your completed document at least twice, taking care over the details: formatting, spelling, punctuation, footnotes and bibliographic information. It will certainly help if you ask someone else to proof-read your essay to catch any errors you may have missed.

STEP ELEVEN: ASK YOUR SUPERVISOR TO READ YOUR FINAL ESSAY

When your essay is nearing completion, submit it to your supervisor for final comments and corrections.

STEP TWELVE: SUBMIT YOUR FINAL ESSAY

Once your supervisor is satisfied, submit two copies of your essay to the Academic Director for distribution to examiners. Your essay will be graded and returned to you with the examiner's comments. The Academic Director will determine the examiners of your essay. Please note that the marking process will normally take 4-6 weeks.

Carey Guidelines on Thesis Format, Presentation and Binding

A thesis submitted for the Master of Applied Theology Degree must be a work of acceptable literary style, use non-discriminatory language, and contain acknowledgement of all sources and materials quoted. The style must represent a good standard of prose, as used in published academic theological works.

THESIS PRESENTATION GUIDELINES

It is the student's responsibility to ensure their Thesis conforms to the SBL Style conventions.

The Thesis should be in 11 or 12 point script (preferably Arial or Times New Roman), have 1.5 spacing with left justified text, and a 30mm left hand margin for binding.

The title page of the thesis should state the title, author's name, institution, year and include the wording:

"A Thesis submitted in partial fulfilment of the requirements of the Master of Applied Theology".

The back of the title page should include the following statement followed by the author's signature and date:

"I have read and understood Carey Baptist College's regulations on plagiarism. I hereby declare that this Thesis is the result of my own independent scholarly work, and that in all cases material from the work of others (in books, articles, essays, dissertations, and on the internet) is acknowledged, and quotations and paragraphs are clearly indicated. No material other than that listed has been used. This written work has not previously been used as examination at this or any other tertiary institution. This written work has not yet been published."

The second page (first page after the title page) should contain an Abstract, not exceeding 500 words, in a form suitable for separate publication.

Any acknowledgments in relation to the Thesis should be included after the Abstract, and before the Contents page.

BINDING REQUIREMENTS

Two soft bound copies accompanied by a Thesis Submission Form (available on CareyOnline or from the Academic Registrar) and an electronic copy (through CareyOnline) should be submitted for examination. Presentation should conform to the above guidelines.

Once the Thesis has been examined and passed (with any minor editorial changes made), a hardbound copy of the Thesis and an electronic copy must be submitted to Carey for inclusion in the Library collection with the appropriate Library Consent Form.

The hardbound copy should include the following in gold-blocked lettering on the front cover:

title, author's name, the institution (Carey Graduate School), year of submission, award (Master of Applied Theology).

The same should appear on the spine in abbreviated format, for example:

Name of student, "Thesis Abbreviated Title", MAppTheol, CGS, 2019.

Examples of soft bound and hard bound theses can be obtained from the Library.

Graduating from Carey

Every year Carey hosts a graduation ceremony in Auckland for graduands from the current or previous year. Graduation is a time to celebrate with your peers, the faculty, and your friends and family. Students must apply to graduate at the ceremony on the appropriate form.

Certificates & Transcripts

If a student has successfully completed their programme of study at Carey they will be eligible to graduate. Graduates will receive a certificate, in appropriate form, under the common seal of Carey. The certificate will state that their qualification has been conferred.

Students will also receive a final transcript which is an official certification of their grades for their entire of programme of study. If a student requires additional copies of their final transcript they can apply to the Academic Registrar, however please note that a fee will apply.

The Graduation Ceremony

Students must apply to graduate in the ceremony and pay for the hire of appropriate academic dress. Arrangements for hire are made by Carey.

Postgraduate students need to allow 3-6 months for the examination and final grading of their Thesis. Normally Masters students will apply for the graduation ceremony in the year following their submission.

ACADEMIC DRESS

Academic dress comprises of a gown, hood, and mortarboard (hat) worn with formal attire. Certificate and Diploma students wear a gown over formal attire.

Each Carey qualification has its own hood as follows:

- ◇ Master of Theology (MTh) – aqua marine blue, with black inside.
- ◇ Postgraduate Diploma in Theology (PGDipTheol) – aqua marine blue on the outside, lined along the edge with white, and black inside.
- ◇ Bachelor of Applied Theology (BAppTheol) – aqua marine blue lined along the edge with white and black on the outside.



TE KĀRETI IRIIRI O CAREY

CAREY

BAPTIST COLLEGE