



LONDON^{SCHOOL}
OF THEOLOGY



Theology & Counselling Programme –
Module Narratives

The following programmes are validated by Middlesex University, London,

School of Health Social Care and Education:

BA (Hons) Theology & Counselling

Dip HE Theology & Counselling

Cert HE Theology & Counselling

Programme Leader: Ike Odina

Institutional Link Tutor: Dr Shivanthi Manickasingham

Middlesex Link Tutor: Dr Nicky Spawls

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Appendix 3: Marking Criteria **Error! Bookmark not defined.**

Appendix 1: Module Narratives

Level 4

TH4001 INTRODUCTION TO THE NEW TESTAMENT

1.	Module code:	TH4001
2.	Title:	Introduction to the New Testament
3.	Credit points:	10
4.	FHEQ level:	4
5.	Semester:	<i>Onsite:</i> Semester 1 <i>Distance:</i> Semester 1
6.	Module leader:	Cor Bennema
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<p>To immerse students in the world of the New Testament and begin the process of transforming their understanding of the Bible by demonstrating the importance of literary genre and historical context in the light of contemporary scholarship. To complement related study of Christian Scriptures and exegetical tools necessary for their interpretation at Level 4, and lay foundations for further study at Levels 5 and 6.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. identify key aspects of an academic reading of the New Testament with reference to literary genres and historical context (A1, A2, B6, B7) 2. address basic issues in New Testament scholarship and divergent/competing interpretative methods and approaches (A2, A3, B1, B2, B3) 3. consider basic exegetical, hermeneutical, theological and application issues, problems and possibilities (A1, A3, A4, B1, B2, B3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 4. analyse and interpret key aspects of the shape of the New Testament in with respect to literary genre, historical context and contemporary scholarship in an empathetic and reflective manner (A1, A2, A3, B1, B2, B4) 5. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (A2, A4, B1, B2, B4, B5) 6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (A3, A4, B2, B4, B7, B8)
11.	Syllabus:	<p>Introductions to selected New Testament books (e.g., Mark, Galatians, 1 Corinthians and Revelation) and passages in books in ways that illustrate the range of New Testament genres, recognize the importance of historical context, engage with contemporary scholarship, and address questions of exegesis, hermeneutics, theology and application. The selection of specific books and passages in books will be guided both by the expertise and research interests of module tutors and by key issues to contemporary debate in biblical studies.</p>
12.	Learning and teaching strategy:	<p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment</p>

	(VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.																
13.	Assessment scheme:																
	(a) Formative assessment scheme																
	Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.																
	(b) Summative assessment scheme																
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	<p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. 																
	Seen examination	%															
	Unseen examination	%															
	Coursework (no examination)	100%															
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>															
15.	Length of exam	N/A															
16.	Learning materials																
	Essential																
	<i>Assorted sections/articles from:</i>																
	*Green, J.B., et al. (eds.), <i>Dictionary of Jesus and the Gospels</i> . Leicester: IVP, 2013 ² .																
	*Hawthorne, G.F., et al. (eds.), <i>Dictionary of Paul and his Letters</i> , Leicester: IVP, 1993.																
	*Marshall, I.H., et al., <i>Exploring the New Testament, Volume 2</i> , London: SPCK, 2021.																
	*Wenham, D. & S. Walton, <i>Exploring the New Testament, Volume 1</i> , London: SPCK, 2021.																
	Recommended																
	Aland, K., <i>Synopsis of the Four Gospels</i> (Stuttgart: UBS, 1982)																
	*Evans, C.A., et al. (eds.), <i>Dictionary of New Testament Background</i> (Leicester: IVP, 2000)																
	*Martin, R.P., et al. (eds.), <i>Dictionary of the Later New Testament and its Developments</i> (Leicester: IVP, 1997).																
	*Stanton, G.N., <i>The Gospels and Jesus</i> (Oxford: OUP, 2002)																
	Witherington III, B., <i>Invitation to the New Testament: First Things</i> (Oxford: OUP, 2013).																
	Ziesler, J. <i>Pauline Christianity</i> (Oxford: OUP, 1990).																

	[*available as library ebook]	
Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):		
17.	UNISTATS – assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22 <i>Distance:</i> N/A
	The proposed number of scheduled teaching hours:	
	Assessment	<i>Onsite:</i> 20 <i>Distance:</i> 20
	Proposed number of hours for the assessments.	
	Placement Activity (e.g., placement, work-based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	Independent Study (Time students will be required to complete independent study).	<i>Onsite:</i> 58
	The proposed number of hours a student should complete independent / guided study:	<i>Distance:</i> 80

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
600V631	Cert HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V772	Cert HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V669	Cert HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core
600V774	Dip HE Theology & Worship Studies – new programme	core
600V775	Cert HE Theology & Worship Studies – new programme	core

TH4002 INTRODUCTION TO THE OLD TESTAMENT

1.	Module code:	TH4002
2.	Title:	Introduction to the Old Testament
3.	Credit points:	10
4.	FHEQ level:	4
5.	Semester:	<i>Onsite:</i> Semester 1 <i>Distance:</i> Semester 1
6.	Module leader:	Rory Balfour
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<p>To immerse students in the world of the Old Testament as Christian Scripture and begin the process of transforming their understanding of the Bible by demonstrating a range of approaches to the Old Testament in contemporary scholarship. To complement related study of Christian Scriptures and hermeneutical tools necessary for their interpretation at Level 4, and lay foundations for further study at Levels 5 and 6.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> demonstrate a familiarity with key Old Testament texts (A1, A2) identify key aspects of the Old Testament with reference to literary genres, historical and cultural contexts, and major theories and ideas in contemporary scholarship (A2) understand approaches to Old Testament interpretation and divergent/competing interpretative methods and approaches (A2) consider exegetical, hermeneutical, theological and application issues, problems and possibilities (A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> interpret key aspects of the shape of the Old Testament with respect to literary genre, historical context and contemporary scholarship (B1, B2) engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3) organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)
11.	Syllabus:	<p>Introductions to a range of Old Testament literature including the Pentateuch, History books, Prophets, and Wisdom and Psalms; with example passages to illustrate the range of Old Testament genres, key themes and methods, recognize the importance of historical and cultural contexts, engage with contemporary scholarship, and address questions of exegesis, hermeneutics, theology and application. The selection of specific books and passages in books will be guided both by the expertise and research interests of module tutors and by key issues of theological debate in scholarly contexts.</p>
12.	Learning and teaching strategy:	<p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice,</p>

	<p>collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																					
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15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>Collins, J.J., <i>Introduction to the Hebrew Bible</i> (Minneapolis, MN: Fortress, 2014², ebook) Richter, S., <i>The Epic of Eden: A Christian Entry into the Old Testament</i> (Downers Grove: IVP, 2008; ebook)</p> <p><i>Plus, one of:</i></p> <p>Clines, D.J. A., <i>The Theme of the Pentateuch</i> (Sheffield: JSOT Press, 1982; ebook) Dever, W.G., <i>Who Were the Early Israelites and Where did they Come From?</i> (Grand Rapids: Eerdmans, 2003) Dunbar, E.S., <i>Trafficking Hadassah: Collective Trauma, Cultural Memory, and Identity in the Book of Esther and in the African Diaspora</i> (London: Routledge, 2022) Trible, P., <i>Texts of Terror</i> (Philadelphia: Fortress, 1984)</p>																					

Recommended

Alexander, T.D. & Baker, D.W. (eds.), *Dictionary of the Old Testament: Pentateuch* (Downers Grove: IVP, 2003; ebook)

Arnold, B.T. & Williamson, H.G.M. (eds.), *Dictionary of the Old Testament: Historical Books* (Downers Grove: IVP, 2006; ebook)

Barton, J. (ed.), *The Cambridge Companion to Biblical Interpretation* (Cambridge: Cambridge University Press, 1998)

Boda, M.J., & McConville, J.G. (eds.), *Dictionary of the Old Testament: Prophets* (Downers Grove: IVP, 2012; ebook)

Hays, C. *Hidden Riches: A Sourcebook for the Comparative Study of the Old Testament and the Ancient Near* (Louisville: Westminster John Knox, 2014; ebook)

Keck, L.E. (ed.), *The New Interpreter's Bible (12 Vols.)* (Nashville, TN: Abingdon, 1994-2004).

Kim, U.Y., Yang, S.A. (eds.), *The T&T Clark Handbook to Asian American Biblical Hermeneutics* (London: Bloomsbury T&T Clark, 2019)

Longman, T. & Enns, P. (eds.), *Dictionary of the Old Testament: Wisdom, Poetry and Writings* (Downers Grove: IVP, 2008; ebook)

Mburu, E.W., *African Hermeneutics* (Carlisle Hippo Books, 2019)

McCaulley, E., *Reading while Black: African American Biblical Interpretation as an Exercise in Hope* (Downers Grove: IVP Academic, 2020)

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	EXAM%
18.	UNISTATS – learning and teaching	
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	The proposed number of scheduled teaching hours:	
	Assessment	<i>Onsite:</i> 20 <i>Distance:</i> 20
	Proposed number of hours for the assessments.	
Placement Activity (e.g., placement, work based learning or year abroad).		
Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):		
Independent Study (Time students will be required to complete independent study).		<i>Onsite:</i> 58
The proposed number of hours a student should complete independent study:		<i>Distance:</i> 80

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core

600V631	Cert HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V772	Cert HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V669	Cert HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core
600V774	Dip HE Theology & Worship Studies – new programme	core
600V775	Cert HE Theology & Worship Studies – new programme	core

TH4005 INTRODUCTION TO DOCTRINE

1.	Module code:	TH4005
2.	Title:	Introduction to Doctrine
3.	Credit points:	10
4.	FHEQ level:	4
5.	Semester:	<i>Onsite:</i> Semester 2 <i>Distance:</i> Semester 2
6.	Module leader:	Tony Lane
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<p>To establish a basic overview of the key contours of Christian doctrine, and thereby deepen students' existing knowledge, by enabling them to engage with key historical texts, recognize that doctrines have developed historically and need to be understood contextually, understand the interconnections between various doctrines, and explore how and why different groups differ over particular doctrines. To complement related study of Christian thought, mission, heritage, tradition and theology, and of contemporary culture within an evangelical context at Level 4, and lay foundations for further study at Levels 5 and 6.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> recall and succinctly give an account of basic Christian doctrines (A1) represent the basic historical and contextual character of Christian doctrine (A1) explain the interconnectedness of key doctrines (A2) identify and evaluate differing doctrinal positions (A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> analyse and interpret historic Christian texts (B1) give an account of basic Christian doctrines and their interconnections with respect to historical contexts and divergent understandings (B2, B3) engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B6) organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)
11.	Syllabus:	<p>A survey of Christian doctrine covering the full range at an introductory level, under such headings as Introduction, Creation, Sin and Evil, Redemption: God's Work, Redemption: Individual, Redemption: Corporate, Future Glory. This will provide a basic account of Christian beliefs for the benefit especially of those who come with little prior knowledge; point to the interconnections between different doctrines, such as the person and work of Christ; give, as appropriate, a very brief account of the history of doctrines — such as when a particular doctrine developed and how different groups differ over particular doctrines; illustrate each doctrine with key historical texts, especially creedal statements; and show how each doctrine relates to the contemporary scene. There will also be a number of brief set texts, taken from key thinkers of the past, of which students will need to study any one.</p>

12.	<p>Learning and teaching strategy:</p> <p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																						
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p>																						
	<p>2. Summative assessment scheme</p> <table border="1" data-bbox="199 840 1348 1131"> <tr> <td colspan="5" data-bbox="199 840 1348 907">Task:</td> </tr> <tr> <td data-bbox="199 907 359 996">Weighting</td> <td data-bbox="359 907 646 996">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="646 907 813 996">LO mapped to</td> <td data-bbox="813 907 1029 996">Anonymously marked</td> <td data-bbox="1029 907 1348 996">Ethics approval required</td> </tr> <tr> <td data-bbox="199 996 359 1131">100%</td> <td data-bbox="359 996 646 1131">Exam</td> <td data-bbox="646 996 813 1131">All LOs</td> <td data-bbox="813 996 1029 1131"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1029 996 1348 1131"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table border="1" data-bbox="199 1523 1544 1653"> <tr> <td data-bbox="199 1523 486 1556">Seen examination</td> <td data-bbox="486 1523 1544 1556">%</td> </tr> <tr> <td data-bbox="199 1556 486 1590">Unseen examination</td> <td data-bbox="486 1556 1544 1590">100%</td> </tr> <tr> <td data-bbox="199 1590 486 1653">Coursework (no examination)</td> <td data-bbox="486 1590 1544 1653">%</td> </tr> </table>		Task:					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Exam	All LOs	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	100%	Coursework (no examination)	%
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100%	Exam	All LOs	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																			
Seen examination	%																						
Unseen examination	100%																						
Coursework (no examination)	%																						
14.	Timetabled examination required	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																					
15.	Length of exam	1.5 hours																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>Lane, T., <i>Exploring Christian Doctrine</i> (London: SPCK, 2013) [Library + ebook] <i>Any one of:</i> Augustine, <i>City of God (Book 14)</i> (any edition) [Library + ebook] Calvin, <i>Institutes of the Christian Religion (Book 2, Chapter 16)</i> (any edition) [Library + ebook] Cyril of Jerusalem, <i>Catechetical Lectures (3 & 20)</i> (any edition) [Library + ebook] Thomas à Kempis, <i>Imitation of Christ (Book 1)</i> (any edition) [Library + ebook]</p>																						

	<p><i>Recommended</i></p> <p>Boyd, G.A. & Eddy, P.R., <i>Across the Spectrum</i> (Grand Rapids, MI: Baker, 2009²) [Library + ebook] Bray, G., <i>God is Love</i> (Wheaton, IL: Crossway, 2012) [Library] Erickson, M.J., <i>Christian Theology</i> (Grand Rapids, MI: Baker, 2013³) [Library] Ford, D., <i>Theology: A Very Short Introduction</i>, (Oxford: OUP, 2000) [Library] Lane, T., <i>A Concise History of Christian Thought</i>, (London: T. & T. Clark, 2006) [Library] Leith, J.H., <i>Creeds of the Churches</i> (Louisville, KY: Westminster John Knox, 1982³) [Library] McGrath, A.E., <i>Christian Theology: An Introduction</i> (Oxford: Wiley-Blackwell, 2011⁵) [Library + ebook] McGrath, A.E., <i>Theology: The Basics</i> (Oxford: Blackwell, 2004) [Library] Stott, J.R.W., <i>Evangelical Truth</i> (Leicester: IVP, 1999) [Library]</p>
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Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS – assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK%
	EXAM	100%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 12 <i>Distance:</i> N/A
	The proposed number of scheduled teaching hours:	
	Assessment	<i>Onsite:</i> 20 <i>Distance:</i> 20
	Proposed number of hours for the assessments.	
	Placement Activity (e.g., placement, work-based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	Independent Study (Time students will be required to complete independent study).	<i>Onsite:</i> 68 <i>Distance:</i> 80
	The proposed number of hours a student should complete independent study:	

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
600V631	Cert HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V772	Cert HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V669	Cert HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core

600V774	Dip HE Theology & Worship Studies – new programme	core
600V775	Cert HE Theology & Worship Studies – new programme	core

TH4006 INTRODUCTION TO THEOLOGY

1.	Module code:	TH4006
2.	Title:	Introduction to Theology
3.	Credit points:	10
4.	FHEQ level:	4
5.	Semester:	<i>Onsite:</i> Semester 1 <i>Distance:</i> Semester 2
6.	Module leader:	Graham McFarlane
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<p>To understand key theological elements that constitute an Evangelical Theology, and equip students with a set of theological tools necessary both to undertake the task of Evangelical Theology, and to articulate a coherent personal understanding of what constitutes an Evangelical Theological Method, namely, the priority of Scripture, the place of Tradition and how it operates, the use of Reason, the contribution of Experience, and the dual role of Community in terms of doing theology <i>coram Deo</i> as well as an expression of <i>missio Dei</i>. To complement related study of Christian thought, mission, heritage, tradition and theology, and of its significance for personal growth and spiritual self-understanding at Level 4, and lay foundations for further study at Levels 5 and 6.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. identify and explain key challenges in constructing an Evangelical Theology (A2, A3) 2. handle standard methodological resources and tools that constitute the task of Evangelical Theology (A1, A2, A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 3. identify key elements to the discipline of Theology, articulate a theological method with which to engage in the task of Theology, and formulate evaluative judgements regarding their own approach to Theology (B1, B2, B3) 4. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7)
11.	Syllabus:	<p>Introduction to Theology will focus on aspects of theological method, specifically identifying the content, the form and the context within which the student's theology will be formed and practiced.</p>
12.	Learning and teaching strategy:	<p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>

13.	Assessment scheme:																
	1. Formative assessment scheme																
	Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.																
	2. Summative assessment scheme																
	<table border="1"> <tr> <td colspan="5">Task:</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>100%</td> <td>Portfolio (2000 words)</td> <td>All LOs</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table>		Task:					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Portfolio (2000 words)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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	Seen examination	%															
	Unseen examination	%															
	Coursework (no examination)	100%															
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>															
15.	Length of exam																
16.	<p>Learning materials <i>Essential</i></p> <p>Astley, J, <i>Studying God: Doing Theology</i>, London: SCM Press, 2014 Franke J.R., <i>The Character of Theology</i> (Grand Rapids, MI: Baker Academic, 2005) McFarlane, G.W.P., <i>A Model For Evangelical Theology</i>, Grand Rapids: Baker Academic, 2020 McIntosh M.A., <i>Divine Teaching</i> (Oxford: Blackwell, 2008) Migliore D.L., <i>Faith Seeking Understanding</i> (Grand Rapids, MI: Eerdmans, 2014³) Neder, A., <i>Theology as a Way of Life: On Teaching and Learning the Christian Faith</i>, Grand Rapids: Baker Academic, 2019</p> <p><i>Recommended</i></p> <p>Chan S., <i>Grassroots Asian Theology</i> (Downers Grove, IL: IVP Academic, 2014) Gunton C.E. (ed.), <i>The Cambridge Companion to Christian Doctrine</i> (Cambridge: Cambridge University Press, 1997) Jenson RW, Eitel, A, <i>A Theology in Outline. Can These Bones Live?</i>, Oxford: Oxford University Press, 2016 McGrath, A.E., <i>Theology: The Basics</i> (Oxford: Blackwell, 2004) Thorsen D., <i>The Wesleyan Quadrilateral</i> (Lexington, KY: Emeth Press, 2005)</p>																

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):		
17.	UNISTATS – assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22 <i>Distance:</i> N/A
	The proposed number of scheduled teaching hours:	
	Assessment	<i>Onsite:</i> 20 <i>Distance:</i> 20
	Proposed number of hours for the assessments.	
Placement Activity (e.g., placement, work-based learning or year abroad).		
Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):		
Independent Study (Time students will be required to complete independent study).	<i>Onsite:</i> 58 <i>Distance:</i> 80	
The proposed number of hours a student should complete independent study:		

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
600V631	Cert HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V772	Cert HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V669	Cert HE Theology & Creative Musicianship – formerly Theology & Worship	core

TC4750 RELATIONAL THEORY 1

1.	Module code:	TC4750
2.	Title:	Relational Theory 1
3.	Credit points:	30
4.	FHEQ level:	4
5.	Semester:	Semesters 1 & 2
6.	Module leader:	Dr Christopher Steed
7.	Accredited by:	MDX
8.	Module restrictions:	None
9.	Aims:	<p>To provide an introduction to a relational therapy that integrates Christian faith and developing theological thinking with key attitudes, values, ideas and skills from a range of therapeutic modalities built around a psychodynamic core.</p> <p>The module will provide an overview of theories of human growth and development, relational neurobiology and clinical issues. It seeks to facilitate the students' personal position regarding how we pay attention to unconscious processes as well as what is going on in the present. The module aims at providing insight into the relational and developmental needs of people, theorising how the value and worth of people functions as both a theological principle and psycho-social construct. We aim to enable students to understand the theoretical rationale of what counselling is and to give insight into and understanding of its ethical foundations, as they relate especially to issues of difference and equality. To provide an introduction to a relational therapy built around a psychodynamic core that integrates Christian faith and centuries of theological reflection with awareness of various therapeutic modalities such as Cognitive Behavioural Therapy, Gestalt and Person-centred work. In this way, our integrating framework seeks to equip students to work in the 'here and the now' as well as with client history.</p>
10.	On successful completion of this module, the student will be able to:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Articulate a clear rationale and philosophy that is an integrating framework for the whole programme by which students can account for their practice. 2. Make explicit sufficient theory, drawing upon relevant social science disciplines to enable students to make explicit and critically appraise the philosophical assumptions that underpin counselling and psychotherapy and its historical development 3. Describe the social systems in which we live and the ways these affect client development and counselling practice. 4. Articulate the assumptions made about the nature and development of human beings. <p>Skills</p> <ol style="list-style-type: none"> 5. Summarise how psychological problems develop and the implications for practice with regard to therapeutic interventions that align within our rationale and philosophy. 6. Be positioned for further work offering comparisons with other therapeutic approaches that can work with where clients are in their personal journeys and what they bring to the room. 7. Use relevant IT and computer skills to present written material that shows analytical ability, appropriate use of primary and secondary sources, clarity of expression, citation of relevant evidence and accurate referencing.
11.	Syllabus:	<p>This module provides a comprehensive introductory study of the approach to relational therapy in dialogue with theology that has been developed by LST. The module thus lays an essential Christian theological and theoretical foundation for the whole programme by presenting a theologically rooted model of personhood, drawing upon developmental theories and attachment, and fundamental themes in theology and psychotherapy. It seeks to provide students with an understanding of issues foundational to human being, in particular Relationality, Embodied Personhood, Meaning-making and Agency</p>
12.	Learning and teaching strategy:	<p>The fundamental strategy of the programme is to make the teaching, learning and assessment as relational as possible, aiming to engage the students with their own appropriation of the material. Interactive class sessions will be</p>

	<p>supplemented by group work and debates. The module will normally be delivered by a weekly-based timetable but may include intensive residential delivery. The assessments will address the Learning Outcomes through a variety of methods. Students will encounter clinical issues through a series of learning and reflective exercises in a therapeutic space. The learning exercises to be devised will be interactive and not just prescriptive and will promote integration within psychotherapeutic traditions and not just with theology.</p>																																					
13.	<p>Assessment scheme: <i>Formative Assessment</i></p> <p>1,000-word essay outlining the student’s knowledge, understanding and initial response to this integrative model and to human development & relationality- Pass/Defer (Learning Outcomes 1,4,7).</p>																																					
	<p>Summative assessment</p> <table border="1"> <tr> <td colspan="5">Task: 1) Case study exam: in response to a counselling intake interview either live, recorded or written, students will then write up their assessment of the case in relation to our approach to therapy.</td> </tr> <tr> <th>Weighting</th> <th>Specification e.g. word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> <tr> <td>50%</td> <td>1.75 hours</td> <td>3,4,5,6</td> <td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5">Task: Exam 2</td> </tr> <tr> <th>Weighting</th> <th>Specification e.g. word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> <tr> <td>50%</td> <td>2 hours</td> <td>1,2,3,4,5,6</td> <td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. <p>In order to pass the module, the student will be required to achieve a mark of 40+ in each module element. Compensation does not apply to this module.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>100%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>0%</td> </tr> </table>		Task: 1) Case study exam: in response to a counselling intake interview either live, recorded or written, students will then write up their assessment of the case in relation to our approach to therapy.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	1.75 hours	3,4,5,6	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Task: Exam 2					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	2 hours	1,2,3,4,5,6	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	0%	Unseen examination	100%	Coursework (no examination)	0%
Task: 1) Case study exam: in response to a counselling intake interview either live, recorded or written, students will then write up their assessment of the case in relation to our approach to therapy.																																						
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14.	Timetabled examination required	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																																				
15.	Length of exam	1.75 hours for task 1; 2 hours for task 2																																				
16.	Learning materials																																					

Students are expected to critically engage with a variety of perspectives in their studies as well as finding their own literature to add to their learning.

The list below is not exhaustive or necessarily representative of the REMA perspective. The books catalogued represent different thinkers that interact with some elements of The REMA Model.

Possible pre-course reading

McLeod, John, *An introduction to Counselling*, Fifth Edition, Berkshire: Open University Press, 2013.

Introduction, overview and professional standards of counselling:

Steed, C. (2023) *Finding the Valuable Person: Therapy that takes theology seriously*, Kent: Pickwick Publications

Reeves, A. (2013) *An Introduction to Counselling and Psychotherapy*, London: SAGE

Jones, S. & Butman, R.E (2011) *Modern Psychotherapies: A Comprehensive Christian Appraisal* (Christian Association for Psychological Studies Books)

Lapworth, P. & Sills, C. (2010) *Integration in Counselling and Psychotherapy, Second Edition*, Los Angeles, London, New Delhi: SAGE Publications Ltd **E**

Relationship

Clark, A. J. (1998) *Defense Mechanisms in the counselling Process*, London: SAGE

Clarkson, P (2003) *The Therapeutic Relationship*, Second Edition, London & Philadelphia: Whurr

Cozolino, L (2016) *Why Therapy Works: Using Our Minds to Change Our Brains*, Norton Series on Interpersonal NeuroBiology – **E**

Holmes, J. (2002) *The Search for the Secure Base – Attachment Theory and Psychotherapy*, Hove and New York: Brunner-Routledge

Mearns, D. Cooper, M. (2005) *Working at Relational Depth in Counselling and Psychology*, London: SAGE Publications

Embodiment

Koch, S., Fuchs, T., Summa, M., & Muller, C. (2012) *Body memory, metaphor and movement*. Amsterdam: John Benjamins Publishing Company

Siegel, D. J., (2015) *The Developing Mind How Relationships and the Brain Interact to Shape Who We Are* (Second Edition), London and New York: Guilford Press – **E**

Shaw, R. (2003) *The Embodied Psychotherapist: The Therapist's Body Story*, London: Routledge

Meaning

Frankl, V. E. (2004) *Man's Search for Meaning*, London: Rider

Hicks, J, A. & Clay Routledge (Eds) (2013) *The Experience of Meaning in Life: Classical Perspectives, Emerging Themes, and Controversies*, Springer **E**

Power, M, (1997) *The Transformation of Meaning in Psychological Therapies: Integrating Theory and Practice*, John Wiley and Sons

Agency

Beck, J. (2020) *Cognitive Behavioural Therapy* New York: Guilford Press

Greenberger, D and Padetsky, C. (2015) *Mind Over Mood* New York: Guilford Press

Ayers, M (2011) *Mother-Infant Attachment + Psychoanalysis The Eyes of Shame*, London: Routledge

Bollas, C. (2017) *The Shadow of the Object, Psychoanalysis of the thought unknown*, London: Routledge

Frie, R., (2008) *Psychological agency: Theory, practice and culture*, Cambridge, MA: MIT

Knox, J, (2011) *Self Agency in Psychotherapy: Attachment, Autonomy & Intimacy*, NY: W. W. Norton

Extension reading

Beauregard, M (2008) O'Leary, D, (2008) *The Spiritual Brain*, London and New York: HarperCollins

Bowlby, John, *A Secure Base: clinical applications of attachment theory*, London: Routledge, 2005.

Cassidy, J. and Shaver, P.R. (Editors) *Handbook of Attachment. Theory, Research and Clinical Applications.* (3rd Ed.) Guilford Press, 2018 **E**

Erikson, Erik H., *Childhood and Society*, St Albans: Triad, 1977

Freud, Sigmund (1991) *Essentials of Psychoanalysis* London: Penguin

Holmes, J. (2014) *John Bowlby and attachment theory*, Hove: Routledge

Jung, C (2017) *Jung: The Key Ideas: From analytical psychology and dreams to the collective unconscious and more.* London: Hodder and Stoughton

Pajaczkawska, C (2000) *Ideas in Psychoanalysis - Perversion*, London: Icon

Richards, B. (1989) *Crises of the Self: Further Essays on Psychoanalysis and Politics*, Free Association

Howe, D. (2011) *Attachment across the Life Course: A Brief Introduction*, Basingstoke: Palgrave

Montgomery, B. et al (ed.) (2012) *Relational Theology*, USA: Wipf & Stock

Miller, A. (1987) *The Drama of Being a Child – The Search for the True Self*, Great Britain: Virago

Rowan, J, & Jacobs, M. (2002) *The Therapists Use of Self*, Buckingham: Open University

Steed, C.D. (2019) *The significance of High Value in Human Behaviour* London: Routledge

Stern, D, N. (1992) *Diary of a Baby: What your Child Sees, Feels, And Experiences*, Basic Books

Taylor, C. (1985) *Human agency and language. Philosophical papers 1.* Cambridge: CUP University

Thomson, H and Meggitt, C. *Human Growth and Development for health and social care.* London: Hodder and Stoughton, 1997.

Winnicott, D. W. (2005) *Playing and Reality*, London and New York: Routledge **E**

Winnicott, D. W. (2006) *The Family and Individual Development*, London: Routledge

Yalom, I. (1980) *Existential Psychotherapy*, New York: Basic Books, 1980

(E = ebook available in library)

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS – assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	0%
	EXAM	100%
	PRACTICAL	0%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	80
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	0
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	55
	Independent Study (Time students will be required to complete independent study).	165
	The proposed number of hours a student should complete independent study:	

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core

600V632	Cert HE Theology & Counselling	core
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TC4752 RELATIONAL PRACTICE 1

1.	Module code:	TC4752
2.	Title:	Relational Practice 1
3.	Credit points:	30
4.	FHEQ level:	4
5.	Semester:	Semester 1 & 2
6.	Module leader:	Ike Odina
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	None
9.	Aims:	To introduce and exemplify relevant counselling skills, relating counselling skills and the basic themes of the framework in practice. It will provide opportunities for students to practise using both the counselling framework and relevant skills via peer triad counselling practice, while introducing and beginning to develop students' ability to be reflective practitioners, enabling them to gain insight into the practical professional aspects of counselling. This will include teaching, practice and supervision in face to face, online and telephone counselling (OPT).
10.	On completion of the module the successful student will be able to:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate critical knowledge and understanding of core counselling skills including for OPT. 2. Articulate critical knowledge and understanding of the professional dimensions of counselling both in person and online. <p>Skills</p> <ol style="list-style-type: none"> 3. Demonstrate competence in the use of counselling skills including for OPT. 4. Articulate foundational reflective awareness of how both they and their clients are impacted by the use of skills in the counselling process. 5. Demonstrate awareness and understanding of the BACP Ethical Framework.
12.	Learning and teaching strategy:	Since this is a practical module, it is appropriate that its core delivery should entail facilitated group work, with a special emphasis on simulated counselling situations, which give opportunity to practise the framework and its associated skills. Skills practice will include online and telephone counselling. The module will be delivered in weekly timetabled classes, but may include an intensive residential element.
13.	Assessment scheme:	
	(c) Formative assessment scheme	A mid-year 15-minute practical skills assessment in a group setting, assessing the use of core skills (Learning Outcomes 3 and 4).
	(d) Summative assessment scheme	<p>Task 1. A 30-minute observed practical skills assessment immediately followed by a written reflection. In the reflection, students will be asked to evaluate the counselling session they have just given including description of and reflection on the interpersonal dynamics of the session.</p> <p>Task 2. A 1 hour personal and professional development exam. This will include both free writing and multiple-choice questions</p> <p>Task 1: 70-minute end-of-year practical and theoretical skills assessment, including both oral and written elements (equally weighted). (Learning Outcomes 1,3,4,5)</p>

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
70%	70mins	1,3,4,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task 2: A 1-hour Personal and Professional Development exam (Learning Outcome 1,2,5)				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
30%	1 hour	1,2,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>In order to pass the module, the student will be required to achieve a mark of 40+ in each module element. Compensation does not apply to this module.</p>				
Seen examination		0%		
Unseen examination		100%		
Coursework (no examination)		0%		
14.	Timetabled examination required		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
15.	Length of exam		Task 1: 70 minutes Task 2: 1 hour	
16.	<p>Learning materials Essential</p> <p>BACP, <i>Ethical Framework for Good Practice</i>, Lutterworth: BACP, 2004. Or see: http://www.bacp.co.uk/ethical_framework/ BACP Ethical Framework for the Counselling Professions</p> <p>Bond,T, (2015) <i>Standards and Ethics for counselling in action</i> London: SAGE Richards, C & Barker, M (2013) <i>Sexuality & Gender for mental health professionals -a practical guide</i>, London SAGE Howard S (2017) <i>Skills in Psychodynamic Counselling & Psychotherapy</i> London SAGE Joyce P & Sills C (2017) <i>Skills in Gestalt Counselling & Psychotherapy</i> London SAGE Reeves, A., (2015) <i>Working with Risk in Counselling and Psychotherapy (Essential Issues in Counselling and Psychotherapy)</i>, London: SAGE</p> <p>Extension Reading</p> <p>Bond, T. & Mitchels, B. (2013) <i>Confidentiality & Record Keeping in Counselling & Psychotherapy</i> London: SAGE Lago, C. & Smith, B. (2010) <i>Anti-Discriminatory Practice in Counselling & Psychotherapy</i> London: SAGE Mcleod, J., (2011) <i>Counselling Skills: A practical guide for counsellors and helping professionals, Second Edition</i>, Open University Press Bond, T. & Mitchels, B, (2010) <i>Essential Law for Counsellors and Psychotherapists</i>, London: SAGE Casement, P (2013) <i>On learning from the Patient</i> London Routledge</p>			

Jacobs, M. (2010) *Psychodynamic Counselling in Action*, (4th edition), London: SAGE
 McMinn, M, (1996) *Psychology, Theology and Spirituality in Christian Counselling*, Tyndale
 Mearns, D. and Thorne, B. (2013) *Person Centred Counselling in Action*. London: SAGE
 Reeves, A. (2010) *An Introduction to Counselling and Psychotherapy: From Theory to Practice*, London: SAGE
 Sperry, L. (2012), *Spirituality in Clinical Practice: Theory and Practice of Spiritually orientated psychotherapy, Second edition*, Routledge,
 Trower, P., Jones, J. and Dryden, W. (2015) *Cognitive behavioural Counselling in Action*. London: SAGE
 Williams, R. (2004) *Silence and Honey Cakes: The Wisdom of the Desert*, Medio Media
 Yalom, I (2002) *The Gift of Therapy: an open letter to a new generation of therapists and their patients* London: Hachette

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17. **UNISTATS – assessment**

Please indicate summary of the following assessment types #:

COURSEWORK	0%
EXAM	30%
PRACTICAL	70%

18. **UNISTATS – learning and teaching**

Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).

Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	80
Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	0
Assessment - proposed number of hours for the assessments:	55
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	165

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core

TC4754 RELATIONAL GROWTH 1

1.	Module code:	TC4754
2.	Title:	Relational Growth 1
3.	Credit points:	20
4.	FHEQ level:	4
5.	Semester:	Semesters 1 & 2
6.	Module leader:	Philippa Oliver-Dee
7.	Accredited by:	MDX
8.	Module restrictions:	none
9.	Aims:	This module aims to provide a place to explore feelings and relationships with other course members in a non-directive setting. This process enables participants to learn about individual and group dynamics in the 'here-and-now' of the group. This is a challenging but extremely rewarding experience. Through that experience the students are given the opportunity to develop self-awareness, self-reflexivity but also process their own spiritual development within a group setting where they are witnessed. Hence, the module will introduce the students to the nature of Christian spirituality from an experiential point of view and in relation to the 'others'.
10.	Learning outcomes:	<p>On completion of this module the successful student will be able to:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Articulate understanding of some theories of the process of personal growth, and of the potential significance of these for relationships with others and their practice. 2. Articulate understanding of their personhood from an embodied perspective, and of their embodied spirituality. <p>Skills</p> <ol style="list-style-type: none"> 3. Demonstrate a self-reflective capacity to express their awareness of their own process and learning on the course, in particular of their own embodied journey and of their integration of aspects of counselling and theology.
11.		<p>This is a practical module, which links through an experiential process the other core level 4 theory and practice modules. It addresses the ethical challenges of integrating theology and counselling, and the nature of 'spirituality' via a group process in which the individual students are provided the space to reflect their relationship with their own spirituality, personhood and the 'others'.</p> <p>In line with the core model the module will particularly develop reflection on issues of embodiment and meaning-making. As such the syllabus will include aspects such as:</p> <ul style="list-style-type: none"> • Group process • What it means to be a relational being • Personal Counselling • Journaling • Embodied spirituality • Facilitating relationship with God: Practising the presence of God • Working from a place of rest: Sustenance.
12.	Learning and teaching strategy:	Given the practical nature of this module, the emphasis will be on group process, experiential learning and opportunities for self-reflection and application. Personal awareness will be further fostered through facilitated group work and

	discussion. In addition, students will be required to undergo a minimum of 30 sessions of personal counselling, which will need to be certified.																					
13.	<p>Assessment scheme:</p> <p>(e) Formative assessment scheme</p> <p>Formative assessment of the learning outcomes will take place through lecturer observed participation in groups, and a mid-year tutorial particularly to address learning outcome 3.</p> <p><i>Weekend</i> Part of this module includes attendance at a residential weekend. Students should attend it is not optional. Failure to attend the weekend will affect the student's overall attendance and they will have to repeat the weekend when it is provided again.</p>																					
	<p>(f) Summative assessment scheme</p> <table border="1" style="width: 100%;"> <tr> <td colspan="5">Task: A 2,000-word self-reflective journal of the student's personal growth, which draws on theoretical perspectives studied in theology and counselling in expressing and summarizing their personal growth through the course.</td> </tr> <tr> <th>Weighting</th> <th>Specification e.g. word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> <tr> <td>100% (Pass/fail)</td> <td>2000 words</td> <td>1,2,3</td> <td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>In order to pass the module, the student is required to achieve a mark of 40+ in each module element. Compensation does not apply to this module.</p> <table border="1" style="width: 100%;"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Task: A 2,000-word self-reflective journal of the student's personal growth, which draws on theoretical perspectives studied in theology and counselling in expressing and summarizing their personal growth through the course.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100% (Pass/fail)	2000 words	1,2,3	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
Task: A 2,000-word self-reflective journal of the student's personal growth, which draws on theoretical perspectives studied in theology and counselling in expressing and summarizing their personal growth through the course.																						
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																		
100% (Pass/fail)	2000 words	1,2,3	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																		
Seen examination	0%																					
Unseen examination	0%																					
Coursework (no examination)	100%																					
14.	<p>Timetabled examination required</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																					
15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p>Essential</p> <p>Billow, R. M. (2010). <i>Relational group psychotherapy</i>. Jessica Kingsley Publisher. Gargiulo, G. J. (2005) <i>Psyche, Self and Soul: Rethinking Psychoanalysis the Self and Spirituality</i>, Whurr James. W. (2009). <i>The variety of religious experience</i>. Bibliolife Yalom, I. (2009). <i>The theory and practice of group psychotherapy</i>. Basic Books</p> <p>Recommended</p>																					

Downey, M. (1997). *Understanding Christian Spirituality*. New Jersey: Paulist Press.
 Huggett, J. (2010). *Listening to God*. Hodder.

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	20
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	34
	Independent Study (Time students will be required to complete independent study).	120
	The proposed number of hours a student should complete independent study:	

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core

Level 5

TH5001 JESUS AND THE GOSPELS

1.	Module code:	TH5001
2.	Title:	Jesus and the Gospels
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	<i>Onsite:</i> Semester 2 <i>Distance:</i> Semester 1
6.	Module leader:	Cor Bennema
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<ol style="list-style-type: none"> to acquire current knowledge and ability to evaluate critical thought about the origin, nature and content of the canonical Gospels in their historical and theological context. to develop understanding of the portrayal of Jesus and his ministry in each of the canonical Gospels. to analyse key issues, themes and theological concepts in the Gospels and draw implications for Christian practice and thought in contemporary contexts. to build on the foundations established in the Level 4 module Introduction to the New Testament and prepare the ground for further study at Level 6.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> demonstrate knowledge and understanding of relevant historical, exegetical and theological issues in Gospel studies, based on primary and secondary sources. [A1] demonstrate a critical understanding of various methods, theories and approaches to studying the Gospels. [A2] relate the Gospels and their theology to various contemporary and global contexts. [A3] understand the value systems promoted in the Gospels. [A4] <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> use appropriate methods and approaches to critically analyse the Gospels and other ancient texts in interaction with advanced scholarship to arrive at independent conclusions. [B1, B3] critically relate the theology of the Gospels to one's personal life, the church and society, and to address new situations. [B4, B6] identify issues for personal growth and spiritual formation in relation to the values promoted in the Gospels. [B5] use relevant IT and computer skills to present written material that shows analytical ability, appropriate use of primary and secondary sources, clarity of expression, citation of relevant evidence and accurate referencing. [B7, B8]
11.	Syllabus:	<p>Jesus Christ is the central figure in Christianity as a world religion, so it is essential to study the ancient accounts of Jesus's life and ministry preserved in the canonical Gospels as part of the source text of Christianity. The module will deal with methodological issues and key debates such as genre, hermeneutical approaches, the oral tradition, the Synoptic problem, Gospel audiences and the historical Jesus. The module will examine the characteristics of and critical issues in each canonical Gospel. The module will look at pertinent thematic and contextual issues such as character studies, culture and contextualization, women and ethics.</p>

12.	<p>Learning and teaching strategy:</p> <p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																					
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p>																					
	<p>2. Summative assessment scheme</p> <table border="1" data-bbox="199 840 1348 1131"> <tr> <td colspan="5">Task:</td> </tr> <tr> <th>Weighting</th> <th>Specification e.g., word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> <tr> <td>100%</td> <td>Essay (3000 words)</td> <td>All LOs</td> <td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table border="1" data-bbox="183 1556 1524 1684"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Essay (3000 words)	All LOs	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	%	Coursework (no examination)	100%
Task:																						
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																		
100%	Essay (3000 words)	All LOs	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																		
Seen examination	%																					
Unseen examination	%																					
Coursework (no examination)	100%																					
14.	<p>Timetabled examination required</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																					
15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>*Blomberg, C.L., <i>Jesus and the Gospels</i>. Second edn. Nottingham: Apollos, 2014.</p> <p><i>Recommended</i></p> <p>Bauckham, Richard, ed. <i>The Gospels for All Christians</i>. Grand Rapids: Eerdmans, 1998.</p>																					

	<p>Bird, Michael. <i>The Gospel of the Lord: How the Early Church Wrote the Story of Jesus</i>. Grand Rapids: Eerdmans, 2014.</p> <p>*Brown, Jeannine K. <i>The Gospels as Stories: A Narrative Approach to Matthew, Mark, Luke, and John</i>. Grand Rapids: Baker Academic, 2020.</p> <p>Dunn, James D. G. <i>Jesus Remembered</i>. Vol. 1 of Christianity in the Making. Grand Rapids: Eerdmans, 2003.</p> <p>Hengel, Martin. <i>The Four Gospels and the One Gospel of Jesus Christ</i>. London: SCM, 2009.</p> <p>*Martin, Dale. <i>New Testament History and Literature</i>. New Haven: Yale University Press, 2012.</p> <p>Perkins, Pheme. <i>Introduction to the Synoptic Gospels</i>. Grand Rapids: Eerdmans, 2007.</p> <p>Stanton, Graham. <i>The Gospels and Jesus</i>. Second edn. Oxford: Oxford University Press, 2002.</p> <p>Watson, Francis. <i>The Fourfold Gospel: A Theological Reading of the New Testament Portraits of Jesus</i>. Grand Rapids: Baker Academic, 2016.</p> <p>*available as eBook</p>
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Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22 <i>Distance:</i> N/A
	The proposed number of scheduled teaching hours:	
	Assessment	<i>Onsite:</i> 20 <i>Distance:</i> 20
	Proposed number of hours for the assessments.	
	Placement Activity (e.g., placement, work-based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	Independent Study (Time students will be required to complete independent study).	<i>Onsite:</i> 58 <i>Distance:</i> 80
	The proposed number of hours a student should complete independent study:	

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core
600V774	Dip HE Theology & Worship Studies – new programme	core

TH5002 GENESIS, PROPHETS AND GOD

1.	Module code:	TH5002
2.	Title:	Genesis, Prophets and God
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	<i>Onsite:</i> Semester 1 <i>Distance:</i> Semester 1
6.	Module leader:	Rory Balfour
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	To enable students to formulate an understanding of key features of the message of the Old Testament, and to place the Old Testament within its canonical development and application.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. identify and critically engage with some key theological themes and concepts in the Old Testament, with reference to scholarly discussions (A1, A2) 2. identify and critically explain some key issues in Old Testament hermeneutics (A1, A2) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 3. identify and explain key themes and concepts with respect to Old Testament exegesis and hermeneutics in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4) 4. engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5) 5. organise, communicate and apply their own learning effectively, use information and computer technology to access and communicate information, and engage creatively in problem solving (B6, B7, B8)
11.	Syllabus:	This module will cover key passages, themes and concepts in Old Testament interpretation, such as ‘the image of God’, the relationship between male and female in Genesis 1-3, the primeval history in context, divine-human encounters in the OT, and issues of poverty, wealth, and justice in prophetic books such as Amos.
12.	Learning and teaching strategy:	Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students

	interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.																					
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p> <p>2. Summative assessment scheme</p> <table border="1" data-bbox="199 542 1348 840"> <tr> <td colspan="5">Task:</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g., word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>100%</td> <td>Essay (3000 words)</td> <td>All LOs</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table border="1" data-bbox="188 1249 1519 1384"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Essay (3000 words)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	%	Coursework (no examination)	100%
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14.	<p>Timetabled examination required</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																					
15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>Barton, J. <i>The Theology of the Book of Amos</i>. Old Testament Theology (New York: Cambridge University Press, 2012, eBook) Davidson, R. <i>Flame of Yahweh: Sexuality in the Old Testament</i> (Peabody: Hendrickson Publishers, 2007) Day, J., <i>From Creation to Babel: Studies in Genesis 1-11</i> (London, New York; Bloomsbury, 2014) Nogalski, J.D., <i>The Book of the Twelve: Hosea-Jonah</i> (Macon: Smith and Helwys, 2011, eBook)</p> <p><i>Recommended</i></p> <p><i>Genesis</i></p> <p>Arnold, B.T., <i>Genesis</i>, NCBC (New York: Cambridge University Press, 2009) Brueggemann, W., <i>Genesis, Interpretation</i> (Atlanta: John Knox Press, 1982) Cotter, D.W., <i>Genesis, Berit Olam</i> (Collegeville: Liturgical Press, 2003)</p>																					

Hamilton, V.P., *The Book of Genesis: Chapters 1-17*, NICOT (Grand Rapids: Eerdmans, 1990)
 McDowell, C.L., *The Image of God in the Garden of Eden: the Creation of Humankind in Genesis 2:5-3:24 in Light of the mīs pī pīt pī and wpt-r Rituals of Mesopotamia and Ancient Egypt* (Winona Lake: Eisenbrauns, 2015; ebook)
 McKeown, J., *Genesis*, The Two Horizons Old Testament Commentary (Cambridge: Eerdmans, 2008)
 Sarna, N.M., *Genesis*, The JPS Torah Commentary (Philadelphia: JPS, 1989)
 Wenham, G.J., *Genesis 1-15*, Word Biblical Commentary (Waco: Word Books, 1987)
 Westermann, C., *Genesis 1-11* (London: SPCK, 1984)

Amos

Anderson, B.W., *Eighth Century Prophets: Amos, Hosea, Isaiah and Micah, Proclamation Commentaries* (Philadelphia: Fortress, 1978)
 Auld, A. G., *Amos*, Old Testament Guides (Sheffield: JSOT Press, 1986).
 Barton, J. *The Theology of the Book of Amos*. Old Testament Theology (New York: Cambridge University Press, 2012, eBook).
 Birch, B.C., *Hosea, Joel, and Amos*, Westminster Bible Companion (Louisville: Westminster John Knox Press, 1997)
 Hayes, J.H., *Amos - The Eighth-Century Prophet: His Times and His Preaching* (Nashville: Abingdon, 1988)
 Hubbard, D.A., *Joel and Amos*, Tyndale Old Testament Commentary (London: Inter-Varsity Fellowship, 1989)
 Mays, J.L., *Amos*, Old Testament Library (London: SCM Press, 1969)
 Motyer, J.A., *The Day of the Lion: The Message of Amos, The Bible Speaks Today* (London: Inter-Varsity Fellowship, 1974)
 Paul, S.M., *Amos: A Commentary, Hermeneia* (Philadelphia: Fortress, 1991)
 Soggin, J.A., *The Prophet Amos: A Translation and Commentary* (London: SCM, 1987)
 Stuart, D., *Hosea – Jonah* (Waco, TX: Word, 1987)

Theophanies

Niehaus, J., *God at Sinai, Covenant and Theophany in The Bible and Ancient Near East* (Michigan: Zondervan, 1994)
 Savran, G.W., *Encountering the Divine, Theophany in Biblical Narrative* (London: T&T Clark, 2005; ebook).

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22 <i>Distance:</i> N/A
	The proposed number of scheduled teaching hours:	
	Assessment Proposed number of hours for the assessments.	<i>Onsite:</i> 20 <i>Distance:</i> 20
Placement Activity (e.g., placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):		

	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	<i>Onsite:</i> 58 <i>Distance:</i> 80
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Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core
600V774	Dip HE Theology & Worship Studies – new programme	core

TH5004 PERSON AND WORK OF CHRIST

1.	Module code:	TH5004
2.	Title:	Person and Work of Christ
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	<i>Onsite:</i> Semester 1 <i>Distance:</i> Semester 2
6.	Module leader:	Graham McFarlane
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<p>To introduce key biblical, doctrinal and theological positions concerning the person and work of Christ, equip students with a body of theological knowledge necessary to appreciate and defend an Evangelical understanding of these issues, and enable them to articulate a coherent personal understanding of Christology and atonement. To build on the foundations for biblical, doctrinal and theological study established at Level 4, complement similar study at Level 5, and prepare the ground for further study at Level 6.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> critically identify, analyse and explain biblical and theological texts and themes as well as theological developments with respect to the Christian doctrines of Christ and Atonement (A1, A2, A3) handle with critical understanding key Christological elements both in terms of who Jesus Christ is in relation to humans and to God, as well as how his sacrificial death has been understood historically (A1, A2, A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> identify key elements to a doctrine of Christ and his work, articulate a theological method with which to engage in the task of Theology, and formulate evaluative judgements regarding his/her own approach to Theology in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4) engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7)
11.	Syllabus:	<p>Person and Work of Christ is divided into two categories. The first - <i>Who is Christ?</i> - will focus on New Testament Christologies in relation to Jesus and humanity, creation and God, and post-apostolic responses: key themes include Adam Christology, Wisdom Christology, Divine Christology, and non-orthodox positions. The second - <i>What does Christ achieve?</i> - will focus on a relational understanding of sin and forgiveness, the dynamics of sacrifice, key atonement theories and the judgement seat of Christ: key themes include the nature of sin, the place of forgiveness in atonement, key models of atonement, and the judgement seat of Christ.</p>
12.	Learning and teaching strategy:	<p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice,</p>

	<p>collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																						
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p>																						
	<p>2. Summative assessment scheme</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5">Task:</td> </tr> <tr> <th style="width: 15%;">Weighting</th> <th style="width: 25%;">Specification e.g., word count / duration / no. of pages</th> <th style="width: 15%;">LO mapped to</th> <th style="width: 15%;">Anonymously marked</th> <th style="width: 30%;">Ethics approval required</th> </tr> <tr> <td>100%</td> <td>Exam</td> <td>All LOs</td> <td> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </td> <td> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Seen examination</td> <td style="width: 30%;">%</td> </tr> <tr> <td>Unseen examination</td> <td>100%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>		Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Exam	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	100%	Coursework (no examination)	%
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100%	Exam	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																			
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Unseen examination	100%																						
Coursework (no examination)	%																						
14.	Timetabled examination required	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																					
15.	Length of exam	2 hours																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>Hurtado L.W., <i>How on Earth Did Jesus Become a God?</i> (Grand Rapids, MI: Eerdmans, 2005) Kelly J.N.D., <i>Early Christian Doctrines</i> (London: Continuum, 2006^s) McFarlane G.W.P., <i>Why Do You Believe What You Believe About Jesus?</i> (Eugene, OR: Wipf & Stock, 2008) Wright N.T., <i>Jesus and the Victory of God</i> (London: SPCK, 2015)</p> <p><i>Recommended</i></p> <p>Anselm, <i>Cur Deus Homo</i> (https://en.wikisource.org/wiki/Cur_Deus_Homo) Aulén G., <i>Christus Victor</i> (Eugene, OR: Wipf and Stock, 2003)</p>																						

<p>McIntyre J., <i>The Shape of Soteriology</i> (Edinburgh: T. & T. Clark, 1995) Sanders, F., <i>The Triune God</i>, Grand Rapids: (Zondervan Academic, 2017) Shelton RL, <i>Cross and Covenant</i> (Carlisle: Paternoster, 2006) Tilling, C., <i>Paul's Divine Christology</i> (Grand Rapids, MI: Eerdmans, 2015)</p>									
<p>Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):</p>									
17.	<p>UNISTATS - assessment</p> <p>Please indicate summary of the following assessment types:</p>								
	<table border="1"> <tr> <td>COURSEWORK</td> <td>.....%</td> </tr> <tr> <td>EXAM</td> <td>100%</td> </tr> <tr> <td>PRACTICAL</td> <td>.....%</td> </tr> </table>	COURSEWORK%	EXAM	100%	PRACTICAL%		
	COURSEWORK%							
	EXAM	100%							
PRACTICAL%								
<p>18. UNISTATS – learning and teaching</p> <p>Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).</p>									
<table border="1"> <tr> <td> <p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>The proposed number of scheduled teaching hours:</p> </td> <td> <p><i>Onsite:</i> 22 <i>Distance:</i> N/A</p> </td> </tr> <tr> <td> <p>Assessment</p> <p>Proposed number of hours for the assessments.</p> </td> <td> <p><i>Onsite:</i> 20 <i>Distance:</i> 20</p> </td> </tr> <tr> <td> <p>Placement Activity (e.g., placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</p> </td> <td></td> </tr> <tr> <td> <p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> </td> <td> <p><i>Onsite:</i> 58 <i>Distance:</i> 80</p> </td> </tr> </table>		<p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>The proposed number of scheduled teaching hours:</p>	<p><i>Onsite:</i> 22 <i>Distance:</i> N/A</p>	<p>Assessment</p> <p>Proposed number of hours for the assessments.</p>	<p><i>Onsite:</i> 20 <i>Distance:</i> 20</p>	<p>Placement Activity (e.g., placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</p>		<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p>	<p><i>Onsite:</i> 58 <i>Distance:</i> 80</p>
<p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>The proposed number of scheduled teaching hours:</p>	<p><i>Onsite:</i> 22 <i>Distance:</i> N/A</p>								
<p>Assessment</p> <p>Proposed number of hours for the assessments.</p>	<p><i>Onsite:</i> 20 <i>Distance:</i> 20</p>								
<p>Placement Activity (e.g., placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</p>									
<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p>	<p><i>Onsite:</i> 58 <i>Distance:</i> 80</p>								

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
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600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V678	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core
600V744	Dip HE Theology & Worship Studies – new programme	core

TH5005 RELATIONAL THEOLOGY

1.	Module code:	TH5005
2.	Title:	Relational Theology
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	<i>Onsite:</i> Semester 2 <i>Distance:</i> Semester 2
6.	Module leader:	Graham McFarlane
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<p>To develop an understanding of what it means to be human within a dynamic matrix of relationships constituted around Christ's commands to love both God with one's entire being and one's neighbour as oneself, and explore key theological themes of God, self and neighbour in relation to cultural issues facing the contemporary church. To build on the foundations for doctrinal and theological study established at Level 4, complement similar study at Level 5, and prepare the ground for further study at Level 6.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> critically identify, key theological motifs central to a relational theology, and academic debates around them (A2, A3) engage critically with contemporary challenges relating to our understanding of God, neighbour and self, and construct a relational theological response (A2, A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> demonstrate knowledge of Trinitarian theology (both East and West) and its relevance to contemporary issues, identify and critique key notions of self and neighbour in relation to a theological anthropology, and use key elements of a relational theology in order to engage with contemporary issues in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4) engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7)
11.	Syllabus:	<p>Relational Theology will focus on the relevance of Trinitarian doctrine both Eastern and Western with respect to theological anthropology as it engages and critiques modalistic views of divine being, contemporary notions of self, and biblical and contemporary notions of neighbour, and their implications for the contemporary church.</p>
12.	Learning and teaching strategy:	<p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students</p>

	interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.																					
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p> <p>2. Summative assessment scheme</p> <table border="1" data-bbox="199 542 1348 840"> <tr> <td colspan="5">Task:</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g., word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>100%</td> <td>Essay (3000 words)</td> <td>All LOs</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table border="1" data-bbox="188 1249 1516 1384"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Essay (3000 words)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	%	Coursework (no examination)	100%
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15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>Di Cesare, D., <i>Resident Foreigners: A Philosophy of Migration</i>, (Cambridge: Polity, 2020) Elliott A, <i>Concepts of the Self</i> (Cambridge: Polity, 2014) Grenz S.J., <i>The Social God and the Relational Self</i> (Louisville, KY: WJK, 2001) McFadyen A.I., <i>The Call to Personhood</i> (Cambridge: Cambridge University Press, 1990)</p> <p><i>Recommended</i></p> <p>Bauman Z, <i>Liquid Love</i> (Cambridge: Polity, 2003) Basumatary, S., <i>Migration in Perspectives: Towards Theology of Migration from the Margins</i>, (New Dehli: Christian World Imprints, 2018) Grenz S.J., <i>The Named God and the Question of Being</i> (Louisville, KY: WJK, 2005) Gunton C.E., <i>The One, The Three and The Many: God, Creation and the Culture of Modernity</i> (Cambridge: Cambridge University Press, 1993)</p>																					

	<p>Sonderegger, K. <i>Systematic Theology, Volume 1: The Doctrine of God</i>, (Minneapolis MN: Fortress Press, 2015)</p> <p><i>Systematic Theology, Volume 2: The Doctrine of the Holy Trinity: Processions and Persons</i>, (Minneapolis MN: Fortress Press, 2020)</p> <p>Spaemann R., <i>Persons: The Difference between 'Someone' and 'Something'</i> (Oxford: Oxford University Press, 2006)</p>									
<p>Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):</p>										
17.	<p>UNISTATS - assessment</p> <p>Please indicate summary of the following assessment types:</p> <table border="1"> <tr> <td>COURSEWORK</td> <td>100%</td> </tr> <tr> <td>EXAM</td> <td>.....%</td> </tr> <tr> <td>PRACTICAL</td> <td>.....%</td> </tr> </table>		COURSEWORK	100%	EXAM%	PRACTICAL%		
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EXAM%									
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18.	<p>UNISTATS – learning and teaching</p> <p>Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).</p> <table border="1"> <tr> <td> <p>Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>The proposed number of scheduled teaching hours:</p> </td> <td> <p><i>Onsite:</i> 22</p> <p><i>Distance:</i> N/A</p> </td> </tr> <tr> <td> <p>Assessment</p> <p>Proposed number of hours for the assessments.</p> </td> <td> <p><i>Onsite:</i> 20</p> <p><i>Distance:</i> 20</p> </td> </tr> <tr> <td> <p>Placement Activity (e.g., placement, work-based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</p> </td> <td></td> </tr> <tr> <td> <p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> </td> <td> <p><i>Onsite:</i> 58</p> <p><i>Distance:</i> 80</p> </td> </tr> </table>		<p>Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>The proposed number of scheduled teaching hours:</p>	<p><i>Onsite:</i> 22</p> <p><i>Distance:</i> N/A</p>	<p>Assessment</p> <p>Proposed number of hours for the assessments.</p>	<p><i>Onsite:</i> 20</p> <p><i>Distance:</i> 20</p>	<p>Placement Activity (e.g., placement, work-based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</p>		<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p>	<p><i>Onsite:</i> 58</p> <p><i>Distance:</i> 80</p>
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Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V635	Dip HE Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	option
600V771	Dip HE Theology & Music – formerly Theology, Music & Worship	option
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	option
600V768	Dip HE Theology & Creative Musicianship – formerly Theology & Worship	option
600V773	BA (Hons) Theology & Worship Studies – new programme	option
600V774	Dip HE Theology & Worship Studies – new programme	option

TC5750 RELATIONAL THEORY 2

1.	Module code:	TC5750
2.	Title:	Relational Theory 2
3.	Credit points:	30
4.	FHEQ level:	5
5.	Semester:	Semester 1& 2
6.	Module leader:	Philippa Oliver-Dee
7.	Accredited by:	MDX
8.	Module restrictions:	
	(b) Pre-requisite	Level 4 passed
9.	Aims:	<p>To continue our study of a relational therapy that integrates Christian faith and developing theological thinking with key attitudes, values, ideas and skills from a range of therapeutic modalities built around a psychodynamic core. We aim to equip students to work in the ‘here and the now’ and also client history by presenting different theoretical perspectives at these two levels on a range of clinical issues.</p> <p>We aim at deepening student’s knowledge of clinical theory and encourage an informed critique in the application of this in their development as counselling practitioners.</p> <p>We aim to help students appreciate and work within their client’s cultural and social context and to work with clients from diverse backgrounds and experiences.</p>
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a sound knowledge of developmental issues and counselling theory. 2. Articulate critical thinking regarding research in relation to clinical practice 3. Demonstrate critical awareness of the therapeutic concepts that can be presented in counselling and how the theory of therapy may work with these clinical issues <p>Skills</p> <ol style="list-style-type: none"> 4. Articulate their own growing sense of what it looks like in practice to have a psycho-dynamic foundation while working with different approaches and models 5. Develop a coherent dialogue between theological and therapeutic perspectives in relation to a specific clinical issue focussed on the summative assessment.
11.	Syllabus:	<p>This is a theoretical module, which is committed to the development of professional counsellors. As such it is clinical in orientation while remaining firmly embedded in Christian theology and integrating counselling theory. The module aims to help the students develop their understanding of clinical issues encountered in counselling practice:</p> <ul style="list-style-type: none"> • Neurobiology & Attachment theory related to developmental processes. • Cognitive, psychological, emotional and spiritual development • Personhood: the exercise of agency & choice. • Counselling theories as they apply both to the here and now and client history • Understanding Personality and Clinical Disorders and a critical appreciation of psychopathology, DSM V categories

	<ul style="list-style-type: none"> • a critical appreciation of working with multi-disciplinary services and the effects of common pharmaceuticals on the therapeutic process. • Addictions • Trauma • Anxiety and depression • Working with race and ethnicity, culture, socio-economic and educational backgrounds, age, physical and neurodivergence, religion, gender and sexuality. • Issues of bereavement, grief & loss; shame & guilt; anger and other subjects relevant to counselling in the community. • Key theological themes or concerns that bear on the clinical material such as the God image and a sense of worth. 										
12.	<p>Learning & Teaching Strategy:</p> <p>Given the core theoretical nature of this module, the emphasis will be on taught interactive lectures, which allow space for the student to engage with the material and process their learning. Seminars and small groups may be used to debate and explore specific issues. While the normal delivery pattern will be in weekly timetabled sessions through both semesters, some material may be delivered in the context of a weekend or midweek residential intensive. Students will also be expected to undertake individual study consisting of free and set reading and preparation for lectures.</p> <p>Students are expected to develop an awareness of current writing and research and key historical perspectives. This awareness is demonstrated through assessments. Besides the reading list, students can access a wide range of reading and research through EBSCO found on the VLE.</p> <p>Students will encounter clinical issues through a series of learning and reflective exercises in a therapeutic space. The learning exercises to be devised will be interactive and not just prescriptive and will promote integration within psychotherapeutic traditions and not just with theology.</p>										
13.	<p>Assessment scheme:</p> <p>(g) Formative assessment scheme</p> <p>Individual / group projects, presented in class. These focus either on the influence of culture, race, family, gender or other contextual influences upon the counselling process, or on the assessment and treatment of a particular clinical issue. Students will be expected to bring psychotherapeutic and theological perspectives into dialogue with each other in these presentations.</p>										
	<p>(h) Summative assessment scheme</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Task: a 3,000-word essay involving a critical analysis of the application of the integrated counselling framework. This needs to include a critical element which demonstrates awareness of the significance of contextual and theological factors. It is important that students demonstrate awareness of current theoretical understanding by engaging with a range of reading and research. (All Learning Outcomes). (Note: students will not be able to write this essay on the topic chosen for the group presentation.)</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Weighting</th> <th style="width: 25%;">Specification e.g. word count / duration / no. of pages</th> <th style="width: 15%;">LO mapped to</th> <th style="width: 15%;">Anonymously marked</th> <th style="width: 30%;">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">3000 words</td> <td style="text-align: center;">1,2,3,4,5</td> <td> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </tbody> </table> <p>The marking scale is as follows:</p>	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	3000 words	1,2,3,4,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Seen examination</td> <td style="width: 30%;">0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
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Timetabled examination required	Yes <input type="checkbox"/>						
	No <input checked="" type="checkbox"/>						
15.	Length of exam						
16.	<p>Learning materials</p> <p>Essential</p> <p>Collins, G.R. (2007) <i>Christian Counselling</i> (3rd ed) Thomas Nelson Deyoung, Patricia A (2015) '<i>Understanding and Treating Chronic Shame</i>' London: Routledge Faris, A., & Ooijen, E. (2012) <i>Integrating Counselling & Psychotherapy- a relational approach</i>. Sage Johnstone, L. and Dallos, R. (2014) <i>Formulation in Psychology and Psychotherapy: Making Sense of People's Problems</i>. (2nd Ed) London: Routledge. Sanderson, C (2013) <i>Counselling Skills for Working with Trauma</i> London: <u>Jessica Kingsley Publishers</u> Stern. D. N. (2004). <i>The Present Moment in Psychotherapy and Everyday Life</i> New York: W.W. Norton & Company Publishers. Shaffer, D. and Kipp, K. (2014) <i>Developmental Psychology. Childhood and Adolescence</i>. Wadsworth Publishing.</p> <p>Recommended</p> <p>Cooper, T. D. (2003). <i>Sin, Pride and Self-Acceptance. The Problem of Identity in Theology and Psychology</i>. IVP: Academic. Gerson, S. (2008). The Relational Unconscious: A Core Element of Intersubjectivity, Thirdness, and Clinical Process. <i>Psychoanalytic Quarterly</i>, LXXIII, 63-98. Gilbert, P. (2010). <i>The Compassionate Mind</i>. London: Constable. Hermans, H. J. M., & G. Dimaggio (2004). <i>The Dialogical Self in Psychotherapy</i>. Brunner-Routledge. Knust, J. W. (2011) <i>Unprotected Texts. The Bible's Surprising Contradictions about Sex and Desire</i>. Harper, 2011 Mann, D. (2006). <i>Psychotherapy. An Erotic Relationship</i>. Routledge. Oaklander V. and Elsbree, C. <i>Windows to Our Children</i> (2nd Edition) 2015 Gestalt Journal Press Rowan, J. (2009). <i>Sub personalities: The People Inside Us</i>. Routledge. Spinelli, E., (2005). <i>The Interpreted World: An Introduction to Phenomenology</i>. SAGE Publications Struik, A. <i>Treating Chronically Traumatized Children: The Sleeping Dogs Method</i>. 2019 Thompson, C. (2015) <i>The Soul of Shame: Retelling the stories we believe about ourselves</i>. Van Deurzen, E. & Arnold-Baker, C. (2005) <i>Existential Perspectives on Human Issues: A Handbook for Therapeutic Practice</i>. Palgrave MacMillan. Stern, D.N. (1985) <i>The interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology</i> London: Routledge Thomson, H and Meggitt, C. <i>Human Growth and Development for health and social care</i>. London: Hodder and Stoughton, 1997. Turner, D. (2021) <i>Intersections of Privilege and Otherness in Counselling & Psychotherapy</i> London Mockingbird</p>						
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17.	UNISTATS - assessment						
	Please indicate summary of the following assessment types #:						
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COURSEWORK	100%						

	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	80
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	0
	Assessment - proposed number of hours for the assessments:	55
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	160

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core

TC5752 RELATIONAL PRACTICE 2

1.	Module code:	TC5752
2.	Title:	Relational Practice 2
3.	Credit points:	30
4.	FHEQ level:	5
5.	Semester:	Semester 1&2
6.	Module leader:	Visiting Lecturer (Carlotta Castiglioni)
7.	Accredited by:	MDX
8.	Module restrictions:	
(c)	Pre-requisite	Level 4 passed
9.	Aims:	<p>At level 5, students take on placements that provide practical experience vital to their training as therapists. Alongside that, this module aims</p> <ul style="list-style-type: none"> • to develop counselling skills, which will inform students' inclusive and relational approach to psychotherapy through the use of psychodynamic and relational theories so as to develop an integrated practice; • to increase students' self and clinical awareness by engaging with clinical concepts and how they are applied in the therapeutic practice, and evaluating their own skills development; • to support students as they begin their work with clients. • to enable them to appreciate the necessity and use of supervision. • to train students to appreciate the need for, and to keep, a professional log, using a given proforma, to keep a journal and to see the need for continued personal development as a psychotherapist.
10.	Learning outcomes:	<p><i>The practical nature of this course means that it is appropriate for Knowledge and Skills learning outcomes to be merged</i></p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Use and integrate psychodynamic pillars in a way that incorporates a range of therapeutic modalities using the REMA lenses so students are equipped to work both in the here and now and with client history and to go deeper. 2. Understand the need for supervision and prepare for and use it effectively. 3. Present a written analysis and conceptualisation of the psychotherapy and supervisory process in a case study 4. Critically evaluate their use of integrative skills, interventions and their own process and personal reactions in counselling in terms of rationale, execution and outcome. Including demonstrating an appreciation of the differences between working in person and online. 5. Be familiar with formulating a clinical case of their clients and given cases as an essential part of their learning outcomes and professional development as trainee counsellors. <p>Client work: To meet the requirements of this module, students must evidence that they have completed sufficient supervised client work to be able to progress to Level 6 (demonstrating between 30 and 40 hours). These hours will be added to their client hours logged for TC6752 (Relational Practice 3) and to exit Level 6, and the student must in total achieve the minimum of 120 hours as required by LST. At least 61 of these 120 hours must be in person. Students are able to gather counselling hours if they wish during the summer break in readiness to start with the new academic year. They must obtain approval from LST before doing so. LST will liaise with the BACP, when necessary.</p>

11.	<p>Syllabus:</p> <p>This is mainly a practical module, designed to enhance and increase the skills of student counsellors. The class sessions will include foci such as the following:</p> <ul style="list-style-type: none"> • Advanced skills practice • The unconscious process • Working alliance • Transference and Counter-transference • Risk Assessment • Endings • Defences • Money • Sex and sexuality, gender identity, diversity and culture • BDSM and fetishes • Supervision in theory and practice & Note keeping • Case Formulation 															
12.	<p>Learning and teaching strategy:</p> <p>In line with the aims and learning outcomes, the teaching in this module will be highly interactive, and will frequently make use of small groups and students' presentations. Observed Practice and Group Supervision groups will support students in their developing skills and client work.</p>															
13.	<p>Assessment scheme:</p> <p>A written assessment provides a vehicle for reporting and reflecting on the use of skills by students in their client work, and for demonstrating awareness of particular interventions and their implications for clients; for showing awareness of clinical issues; and for demonstrating their awareness of, and practical response to, the dynamic interplay between supervision and the counselling process. A supervisor's report and a 'Fitness to Practice' document on their placement, and a final evaluation and feedback will measure students' competence to counsel at the end of this module, submitted as a portfolio.</p>															
<p>(a) Formative assessment scheme</p> <p>During the second semester on at least one occasion students will receive formal formative feedback from tutor and peers on their work in an Observed Practice / Group Supervision session.</p>																
<p>(b) Summative assessment scheme</p> <table border="1" data-bbox="204 1608 1289 2074"> <tr> <td colspan="5" data-bbox="204 1608 1289 1704">Task: Case study (3000 words) written in line with the case study requirements of the British Association for Counselling and Psychotherapy</td> </tr> <tr> <th data-bbox="204 1704 363 1805">Weighting</th> <th data-bbox="363 1704 651 1805">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="651 1704 820 1805">LO mapped to</th> <th data-bbox="820 1704 1031 1805">Anonymously marked</th> <th data-bbox="1031 1704 1289 1805">Ethics approval required</th> </tr> <tr> <td data-bbox="204 1805 363 2074">100%</td> <td data-bbox="363 1805 651 2074">3000</td> <td data-bbox="651 1805 820 2074">1,2,3,4,5</td> <td data-bbox="820 1805 1031 2074"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1031 1805 1289 2074"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table>		Task: Case study (3000 words) written in line with the case study requirements of the British Association for Counselling and Psychotherapy					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	3000	1,2,3,4,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task: Case study (3000 words) written in line with the case study requirements of the British Association for Counselling and Psychotherapy																
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required												
100%	3000	1,2,3,4,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module												

2. Task: Clinical Portfolio. To include client and supervision logs, supervisor’s report and other relevant clinical documents as specified in the fieldwork handbook.

The logs must be prepared in line with the requirements of the British Association for Counselling and Psychotherapy, and Psychotherapy and will demonstrate that a minimum of 30-40 hours / maximum of 60 of clinical practice have been achieved by the end of semester 2, and2 and have been covered by supervision on ratio 1:6 for the duration of their studies. A simple majority of these hours must be in person.

The Primary Supervisor’s report will attest that this client work has been fulfilled to an acceptable standard, in line with the criteria specified in the report *proforma*. Students’ supervisors will have a contract both with the student and with the training programme to provide supervision congruent with the training and with the core model. If they have any concerns about the student’s work, either at the report stage or earlier in the year, they can refer the student to the module leader or other relevant tutor. Any decision to fail this element of the assessment will be taken by the course tutors, in consultation with the supervisor.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass/fail	Evidence of min 30-40 hours supervised clinical practice – at least 21 in person	1,2	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module

3. Task: Fitness to practice evaluation. A global end-of-year evaluation through a case study presentation or/and interview with a panel will evaluate the student’s fitness to practice based on the QAA level-specific criteria for Counselling and Psychotherapy.

This is discussed in a final tutorial interview with the module leader and with either the student’s personal tutor or the Programme Leader. This evaluation will focus on a discussion of any points of excellence or of concern arising from the student’s whole performance on the programme, in order to give the student a solid platform for progression.

Any recommendation not to pass this assessment element will be accompanied by full discussion of the reasons, with an opportunity for moderation of the decision by the external examiner.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass/fail	20 mins interview	1,2,4,5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module

This module is graded on the marks given for the Case Study, although all assessment elements must be passed in order to pass the module.

The marking scale is as follows:

<ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>Because this module constitutes a fundamental measure of professional competence, it is non-compensatable, and all assessment elements must be passed for the award of the degree.</p> <p>NB. If a student exits the programme at the end of level 5 the student will have to have completed 100 hours of counselling practice with the appropriate amount of supervision in order that your training be recognised by BACP towards future accreditation.</p>	
Seen examination	0%
Unseen examination	0%
Coursework (no examination)	100%
14.	<p>Timetabled examination required</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>
15.	<p>Length of exam</p>
16.	<p>Learning materials</p> <p>Essential</p> <p>Cozolino, L. (2004) <i>The Making of a Therapist. A Practical Guide for the Inner Journey</i>, New: Norton Gilbert, M. & V. Orlans (2010) <i>Integrative Therapy: 100 Key Points & Techniques</i>. London: Routledge Mitchell, S. A., & Black, M. J. (2016). <i>Freud and beyond: A history of modern psychoanalytic thought</i>. New York: Basic Books Howe, D. (2011) <i>Attachment Across the Lifecourse: A Brief Introduction</i>. Basingstoke: Palgrave Holmes, J. (2001) <i>The search for the secure base</i>. New York: Brunner/Mazel. Holmes, J. (1993). <i>John Bowlby and attachment theory</i>. London: Routledge. Smith, D. L. (2005) <i>Approaching psychoanalysis: An introductory course</i>. London: Karnac Books</p> <p>Recommended</p> <p>BACP (2018). Ethical Framework for Good Practice in Counselling and Psychotherapy. Arnold, E (2012) <i>Working with Families of African Caribbean Origin: Understanding Issues around Immigration and Attachment</i> London Jessica Kingsley Publishers Casement, P (2013) <i>On learning from the Patient</i> London Routledge Cori, J. L. (2010). <i>The Emotionally Absent Mother: A Guide to Self-Healing and Getting the Love You Missed</i>. Experiment Crisp, T., Porter, S.L. and Ten Elshof, G.A. <i>Psychology and Spiritual Formation in Dialogue</i>. Downers Grove: IVP Academic. 2019 Duffell, N., & Lovendal, H. (2012) <i>Sex, Love and the Dangers of Intimacy</i>. London: Lone Arrow Press. Gilbert, M., & Evans, K. (2000) <i>Psychotherapy Supervision: An Integrative Rational Approach to Psychotherapy Supervision</i> Open University Press Kareem, J. & Littlewood, R. (1992) <i>Intercultural Therapy</i>. London: Blackwell Scientific Mann, D. (2006). <i>Psychotherapy. An Erotic Relationship</i>. Routledge. Johnson, S. M. (1994) <i>Character Styles</i>. W.W. Norton and Company. Mitchell, J. (2000) <i>Psychoanalysis and Feminism</i>. London: Penguin. Richards, C & Barker, M (2013) <i>Sexuality & Gender for mental health professionals -a practical guide</i>, London SAGE Rothschild, B. (2002) <i>The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment</i>. New York: W. W. Norton and Company</p>
Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):	
17.	UNISTATS - assessment

Please indicate summary of the following assessment types #:	
COURSEWORK	50%
EXAM	0%
PRACTICAL	50%
18.	UNISTATS – learning and teaching
Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	60
Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	Min 30-40 hours max 85 Plus min 10hours supervision
Assessment - proposed number of hours for the assessments:	50
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	80

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core

TC5754 RELATIONAL GROWTH 2

1.	Module code:	TC5754
2.	Title:	Relational Growth 2
3.	Credit points:	20
4.	FHEQ level:	5
5.	Semester:	Semester 1&2
6.	Module leader:	Ike Odina
7.	Accredited by:	MDX
8.	Module restrictions:	
	(d) Pre-requisite	Passed level 4
9.	Aims:	To support deepening self-reflection through personal counselling and an understanding of group processes and of the student's personal impact on others; to work ethically and professionally in enabling students to engage critically and experientially with the variety of issues and themes that have been covered in different modules, whilst respecting diversity and difference; to introduce students to the concept of spiritually-attuned counselling in a group setting; to foster reflective practice on issues raised by theology and counselling practice, and to encourage students to actively develop an 'inclusive' perspective and practice and to deepen and further develop their awareness of their own personhood as relational and embodied beings.
10.	Learning outcomes:	<p>On completion of this module the successful student will be able to:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the critical issues that affect their personhood. 2. Evaluate the usefulness of the theoretical perspectives explored in the module for counselling practice and personal growth. <p>Skills</p> <ol style="list-style-type: none"> 3. Demonstrate deepening awareness and understanding of their relational style and its impact on them and on others. 4. Demonstrate the ability to critically reflect on their own development as integrative practitioners, and reflect on their own embodied Christian spirituality and how they draw meaning in order to create relationships.
11.	Syllabus:	<p>This is a practical module, which links to the other core level 5 theory and practice modules. It is designed to enable students to engage critically in their own process of integrating theology and counselling and becoming inclusive practitioners. It also functions to deepen students' understanding of being spiritual beings within the Christian Ethos. The module is also designed to provide them the opportunity to challenge their own Christian assumptions in order to develop a new relationship with their spirituality which will facilitate them within their own journey on becoming counsellors. The module also functions to enable students to reflect critically on their sense of themselves and their relational style and impact in groups. As such the syllabus will include aspects such as:</p> <ul style="list-style-type: none"> • Integrating theology and counselling • Embodied Spirituality • Engaging with their own agency in a group setting and how it affects the dynamics • Formation of God image • Attachment to God

12.	<p>Learning and teaching strategy:</p> <p>Building on the theoretical and practical experience of the equivalent level 4 module (TC4754), the emphasis will be on group process, experiential learning and opportunities for self-reflection and application. Personal awareness, and exploration of the integration of theology, counselling and spirituality will be further fostered through facilitated group work and keeping a learning journal. In addition, students will be required to undergo a minimum of 30 sessions of personal counselling, which will need to be certified.</p>																						
13.	<p>Assessment scheme:</p> <p>(c) Formative assessment scheme</p> <p>Formative assessment of learning outcomes 1,2,3,4 will take place through the group process, in response to which tutor and peer feedback will be given.</p> <p><i>Weekend</i></p> <p>Part of this module includes a residential weekend. Students should attend as it is not optional. Failure to attend the weekend will affect the student's overall attendance and they will have to repeat the weekend when it is provided again.</p>																						
	<p>(d) Summative assessment scheme</p> <table border="1" data-bbox="199 929 1348 1243"> <tr> <td colspan="5" data-bbox="199 929 1348 996">Task: A 2,000 -word self-reflective autobiographical journal, which integrates the issues that are explored in the group and in relation with all the topics covered in the year.</td> </tr> <tr> <th data-bbox="199 996 359 1097">Weighting</th> <th data-bbox="359 996 646 1097">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="646 996 813 1097">LO mapped to</th> <th data-bbox="813 996 1029 1097">Anonymously marked</th> <th data-bbox="1029 996 1348 1097">Ethics approval required</th> </tr> <tr> <td data-bbox="199 1097 359 1243">100% (Pass/Fail)</td> <td data-bbox="359 1097 646 1243">2000 words</td> <td data-bbox="646 1097 813 1243">1,2,3,4</td> <td data-bbox="813 1097 1029 1243"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1029 1097 1348 1243"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <table border="1" data-bbox="183 1310 1519 1413"> <tr> <td data-bbox="183 1310 598 1344">Seen examination</td> <td data-bbox="598 1310 1519 1344">0%</td> </tr> <tr> <td data-bbox="183 1344 598 1377">Unseen examination</td> <td data-bbox="598 1344 1519 1377">0%</td> </tr> <tr> <td data-bbox="183 1377 598 1413">Coursework (no examination)</td> <td data-bbox="598 1377 1519 1413">100%</td> </tr> </table>		Task: A 2,000 -word self-reflective autobiographical journal, which integrates the issues that are explored in the group and in relation with all the topics covered in the year.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100% (Pass/Fail)	2000 words	1,2,3,4	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
Task: A 2,000 -word self-reflective autobiographical journal, which integrates the issues that are explored in the group and in relation with all the topics covered in the year.																							
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																			
100% (Pass/Fail)	2000 words	1,2,3,4	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																			
Seen examination	0%																						
Unseen examination	0%																						
Coursework (no examination)	100%																						
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																					
15.	Length of examhours																					
16.	<p>Learning materials</p> <p>Essential</p> <p>James. W. (2009). <i>The variety of religious experience</i>. Bibliolife. Rizzuto, A. M. (2011). <i>The birth of the living God</i>. Chicago Press. Schreurs, A. (2010). <i>Psychotherapy and spirituality</i>. London: JPK Thompson, G. G. (2006). <i>The dark knight of the soul</i>. Harper Collins Publisher.</p> <p>Recommended</p> <p>Bell, R. (2012). <i>Sex God: Exploring the endless questions between spirituality and sexuality</i> New York: Harper Collins Fowler, J. (1995). <i>Stages of faith: The psychology of human development and the quest for meaning</i>. Harper Collins Publishers Kirkpatrick, L. (2005) <i>Attachment, evolution and the psychology of religion</i>. The Guildford Press, Yalom. I. D. (1995). <i>The theory and practice of group psychotherapy</i>. Basic Books</p>																						

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	20
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	36
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	120

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core

Level 6

TH6002 PERSON AND WORK OF THE HOLY SPIRIT

1.	Module code:	TH6002
2.	Title:	Person and Work of the Holy Spirit
3.	Credit points:	20
4.	FHEQ level:	6
5.	Semester:	<i>Onsite:</i> Semesters 1 & 2 <i>Distance:</i> Semester 2
6.	Module leader:	Graham McFarlane
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	To articulate a contemporary doctrine of the Holy Spirit, address methodological issues with respect to biblical theology and systematic theology, and explore contemporary integrated pneumatological perspectives within an Evangelical context. To build on theological and doctrinal study at Levels 4 and 5 and complement related Level 6 study.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> critically determine the foundations of an approach to pneumatology that engages with biblical and systematic theology (A1, A2) synthetically identify key biblical motifs and texts and relate them critically to historical and contemporary scholarly debates concerning the Holy Spirit (A1, A2) formulate a response to key theological issues regarding the Holy Spirit, including the <i>filioque</i> (A1, A2, A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> Consider the person and work of the Holy Spirit, and pneumatological methodology in a critical, empathetic, synthetic, reflective, integrative and theologically astute manner, (B1, B2, B3, B4) engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7, B8)
11.	Syllabus:	The work and person of the Holy Spirit in the Old and New Testaments; historical and systematic doctrinal perspectives; developing a contemporary doctrine of the Holy Spirit; contemporary pneumatological issues from an integrated biblical and systematic perspective.
12.	Learning and teaching strategy:	Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students

	interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.																					
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p> <p>2. Summative assessment scheme</p> <table border="1" data-bbox="199 542 1348 840"> <tr> <td colspan="5">Task:</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g., word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>100%</td> <td>Exam</td> <td>All LOs</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table border="1" data-bbox="188 1198 1519 1332"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>100%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Exam	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	100%	Coursework (no examination)	%
Task:																						
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																		
100%	Exam	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																		
Seen examination	%																					
Unseen examination	100%																					
Coursework (no examination)	%																					
14.	<p>Timetabled examination required</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>																					
15.	<p>Length of exam</p> <p>3 hours</p>																					
16.	<p>Learning materials</p> <p><i>Essential</i></p> <p>Cartledge, M.J., <i>The Mediation of the Spirit: Interventions in Practical Theology</i> (Grand Rapids: Eerdmans, 2015)</p> <p>J. Cone, <i>God of the Oppressed</i> (Orbis Books, 1997)</p> <p>W. Hildebrandt, <i>An Old Testament Theology of the Spirit of God</i> (Wipf and Stock, 1993).</p> <p>Levering, M., <i>Engaging the Doctrine of The Holy Spirit: Love and Gift in the Trinity and the Church</i>, (Grand Rapids: Baker Academic, 2016)</p> <p>McFarlane, G.W.P., <i>Why Do You Believe What You Believe About The Holy Spirit?</i>, (Eugene, OR: Wipf & Stock, 2009)</p> <p>M. Smith, <i>The Priestly Vision of Genesis 1</i> (Fortress, 2010).</p> <p>Thiselton, A.C., <i>The Holy Spirit</i> (London: SPCK, 2013)</p> <p>Turner, M., <i>The Holy Spirit and Spiritual Gifts: Then and Now</i> (London: Paternoster, revised and reprinted 1999)</p> <p>Vondey, W., (ed.), <i>The Routledge Handbook of Pentecostal Theology</i> (London: Routledge, 2020)</p> <p>M. Welker, <i>God the Spirit</i> (Fortress, 1994).</p>																					

Yong A., *Beyond the Impasse* (Grand Rapids, MI: Baker Academic, 2003)

Recommended

Adedibu B., *Coat of Many Colours: The Origin, Growth, Distinctiveness and Contributions of Black Majority Churches to British Christianity* (Gloucester: Wisdom Summit, 2012)

Aldred, J., *Pentecostals and Charismatics in Britain: An Anthology* (London: SCM Press, 2019)

Avalos, H., et al. (ed.), *Thisabled Body: Rethinking Disabilities in Biblical Studies* (Society of Biblical Literature, 2007).

S. Bessey, *Jesus Feminist: An Invitation to Revisit the Bible's View of Women* (Simon and Schuster, 2013)

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK%
	EXAM	100%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	<i>Onsite:</i> 48 <i>Distance:</i> N/A
	Assessment Proposed number of hours for the assessments.	<i>Onsite:</i> 40 <i>Distance:</i> 40
	Placement Activity (e.g., placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	<i>Onsite:</i> 112 <i>Distance:</i> 160	

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V659	BA (Hons) Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core

TC6003 INTEGRATIVE PROJECT

1.	Module code:	TC6003
2.	Title:	Theology & Counselling Integrative Project
3.	Credit points:	30
4.	FHEQ level:	6
5.	Semester:	Semester 1&2
6.	Module leader:	Chris Steed
7.	Accredited by:	MDX
8.	Module restrictions:	
	(e) Pre-requisite	Level 5 passed
9.	Aims:	To engage the student with autonomous learning in the production of a project of independent research to display the integration and consolidation of their learning through the programme.
10.	Learning outcomes:	<p>On completion of this module, the successful student will be able to accomplish the following:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate in depth the integration, consolidation and critical extension of their learning throughout the programme, in one or more of the following areas: <ol style="list-style-type: none"> a. The content of psychotherapeutic approaches to human functioning and our own model of relational therapy b. The content of Christian Scripture and its exegetical and hermeneutical interpretation (A1, A2, A3, A4) c. Christian theology, thought, mission, heritage and tradition in an historical and a contemporary context (A1, A2, A3, A4) d. Contemporary culture and its interpretation within an evangelical context (A1- A4) e. Approaches to the understanding of personal growth and spiritual self-understanding (A1, A2, A3, A4) <p>Skills</p> <ol style="list-style-type: none"> 2. Demonstrate the integration, consolidation and extension of their learning on the programme in a critical, synthetic, analytical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4). 3. Engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (C1, C2, C3, C4). 4. Organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (D1, D2, D3, D4).
11.	Syllabus:	Within the parameters established by the module learning outcomes, the syllabus content will be determined by students themselves. Such open and flexible syllabus content is designed to enable students to engage in autonomous and independent learning with the guidance and support of their supervisors, and thereby pursue issues of personal interest whilst demonstrating the integration, consolidation and extension of their learning on the programme.
12.	Learning and Teaching Strategy:	

	<p>Learning and teaching will take the form of a supervised thesis, Teaching strategies will be varied according to the subject chosen and the supervisor appointed. The learning will be student-driven, utilizing research skills, rather than the completion of a set assignment.</p> <p>Supervisors will give on average six hours face-to-face supervision to each student, at which they will discuss material submitted and read by them in advance. The initiative is with the student to contact their supervisor, depending on the programme of study they have planned for themselves with regard to the project.</p> <p>An introduction to advanced study skills will be provided for all students. A project specification will be drawn up by the student in consultation with their supervisor and will require external examiner approval.</p> <p>Any primary research carried out by students of London School of Theology involving participants, e.g., interviews or questionnaires, will need to be considered by the LST Research Ethics Committee and have approval before research participants can be approached. The Research Ethics Committee Policy document provides guidelines and requirements for carrying out primary research.</p>																					
13.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the module duration.</p>																					
	<p>(b) Summative assessment scheme</p> <table border="1" data-bbox="197 981 1347 1294"> <thead> <tr> <th colspan="5">Task: 10,000-word Dissertation or Project.</th> </tr> <tr> <th>Weighting</th> <th>Specification e.g. word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>10,000 words</td> <td>all</td> <td> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </tbody> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>In order to pass the module, the student will be required to achieve a mark of 40+ in each module element.</p> <table border="1" data-bbox="185 1711 1520 1809"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Task: 10,000-word Dissertation or Project.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	10,000 words	all	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
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Seen examination	0%																					
Unseen examination	0%																					
Coursework (no examination)	100%																					
14.	<p>Timetabled examination required</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																					
15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p>Learning resources including core and extension reading will be determined by the student themselves, with guidance & support provided by their supervisors.</p>																					

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	6 supervision 3 class
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	291

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core

TC6750 RELATIONAL THEORY 3

1.	Module code:	TC6750
2.	Title:	Relational Theory 3
3.	Credit points:	20
4.	FHEQ level:	6
5.	Semester:	Semester 1
6.	Module leader:	Nicola Lambert
7.	Accredited by:	MDX
8.	Module restrictions:	
	(f) Pre-requisite	Level 5 passed
9.	Aims:	<p>To enable students to deepen their understanding and use of an integrative relational approach with a psychodynamic core; to support students in their theoretical development in working with varied psychopathologies and contemporary clinical concerns; to support students in their integration and critique of psychotherapy in relation to theology; to develop students' awareness of the theoretical aspects of some of the key ethical questions involved in psychotherapy today. To provide students with opportunities to study one or two approaches or issues in depth, to support their own professional development and to encourage a research-focused mind-set.</p>
10.	Learning Outcomes:	<p>On completion of this module, the successful student will be able to:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Show deepened understanding and use of the relational integrative module we teach and its theoretical underpinning in both counselling theory and theoretical approaches relevant to the here and now of the client and client history 2. Show critical grasp of how counselling theory and Theological or Spiritual themes can be critiqued or integrated in clinical work, 3. Apply clinical concepts and ways of working with a wide range of psychopathology. <p>Skills</p> <ol style="list-style-type: none"> 4. Draw upon psychological research and theological scholarship in order to evaluate critically the theories and issues considered in the module. 5. Study specific contemporary clinical issues including Hysteria and Trauma, Violence and Suicide, and Religion and Spirituality so as to support student professional development and to encourage a research-focused mind-set.
11.	Syllabus:	<p>The main focus of the module will be on the relational integrative module we teach and its theoretical underpinning in both psychodynamic theory and theoretical approaches relevant to what the client brings. The main focus of the module will be on using the REMA lenses to explore the theoretical underpinning in both theology and psychotherapeutic theory to draw our work together.</p> <p>In these treatments the module builds upon Clinical Concepts such as:</p> <ul style="list-style-type: none"> • Unconscious Processes in Human Development– How Unconscious processes are linked to human development theories and why psychopathology arises. • Transference and Countertransference– The centrality of the analysis of Transference and Countertransference in Psychodynamic work • In depth reflection on the therapeutic relationship • Working relationally with difference and cultural context • Interpretation – The varied aspects of the use of interpretation in clinical practice

	<ul style="list-style-type: none"> A knowledge of cognitive focussed therapy, Gestalt and person-centred approaches that enable the therapist to offer work in the 'here and now' together with the unconscious mind with therapeutic effectiveness. <p>We will complete the theoretical foundations laid in levels 4 and 5, especially in the Relational Theory modules at these levels and the REMA lenses. The module will also develop some particular foci on other psychotherapeutic modalities, issues or related themes, which will then be evaluated in relation to our approach, to Christian spirituality and mental health.</p> <p>Possible other focuses might be topics such as: erotic transference, spirituality in the consulting room, capacity to hold the other, intersubjective space and contemporary ethical issues in therapy or issues of psychopathology. Students will choose topics to develop for seminar presentations.</p>										
12.	<p>Learning and teaching strategy:</p> <p>11 weekly sessions each in the form of a 2-period discussion seminar. The module leader will facilitate sessions on the main foci of our model of therapy and on related approaches and ethical issues, possibly using visiting subject-experts as appropriate. Some particular foci may be developed in the context of a residential weekend. Students will present seminars on topics of interest to them.</p>										
13.	<p>Assessment scheme:</p> <p>(e) Formative assessment scheme Informal formative feedback will be given on seminar presentations</p>										
	<p>(f) Summative assessment scheme</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>TASK: A 3000-word Statement of Practice based on BACP's application of theory and practice.</p> <p>Students should engage with the following:</p> <ul style="list-style-type: none"> How your practice is consistent with your described way of working How you use your self-awareness in the therapeutic relationship How your practice demonstrates your awareness of issues of difference and equality and the impact they have on your counselling / psychotherapy relationships Use of the BACP Ethical Framework for the Counselling Professions Describing the awareness you have gained through reflection in and on supervision Showing how you apply that awareness in your practice </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Weighting</th> <th style="width: 25%;">Specification e.g. word count / duration / no. of pages</th> <th style="width: 15%;">LO mapped to</th> <th style="width: 15%;">Anonymously marked</th> <th style="width: 30%;">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">3000 words</td> <td style="text-align: center;">1,2,3,4,5</td> <td> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </tbody> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. 	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	3000 words	1,2,3,4,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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100%	3000 words	1,2,3,4,5	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module							

	In order to pass the module, the student will be required to achieve a mark of 40+ in each module element except. Compensation does not apply to this module.	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	Length of exam	
16.	<p>Learning materials</p> <p>Kuchuck, S. (2021) <i>Relational Revolution in Psychotherapy</i> London: Confer</p> <p>Lapworth, P. Sills, C, (2010) <i>Integration in Counselling and Psychotherapy</i>, Second Edition, SAGE Publications</p> <p>Spinelli, E. (2005). <i>The Interpreted World. An Introduction to Phenomenological Psychology</i>. Sage</p> <p>Tillich, P. (2000) <i>The Courage to Be</i>. Yale University Press.</p> <p>Steed, C. (2023) <i>Finding the Valuable Person</i></p> <p>Extension Reading</p> <p>Bott-Spillius, E. ed. (1988) <i>Melanie Klein Today, volume 2: mainly Practice</i> Routledge</p> <p>Cooper, J. (2000). <i>Body, Soul, and Life Everlasting. Biblical Anthropology and the Monism-Dualism Debate</i> Apollos.</p> <p>Cooper, M. (2003). <i>Existential Therapies</i>. Sage</p> <p>DeYoung, P. (2003). <i>Relational Psychotherapy</i>. Brunner-Routledge.</p> <p>Green, J.B. (2008). <i>Body, Soul, and Human Life. The Nature of Humanity in the Bible</i>. G.Baker: Paternoster.</p> <p>Kahn, M. (2001). <i>Between Therapist and Client. The New Relationship</i>. Henry Holt.</p> <p>MacQuarrie, J. (1982). <i>In Search of Humanity. A Theological and Philosophical Approach</i>. SCM.</p> <p>Seligman, M. (2003). <i>Authentic Happiness. Using the New Positive Psychology to Realise your Potential for Lasting Fulfilment</i>. Nicholas Brealey.</p> <p>Siegel, D. (2010) <i>The Mindful Therapist. A Clinician's Guide to Mindsight and Neural Integration</i>. Norton.</p> <p>Symington, N. (1986) <i>The Analytic Experience: Lectures from the Tavistock</i>, Free Association Books London</p> <p>Waddell, M. (1998) <i>Inside Lives: Psychoanalysis and the growth of the personality</i>, Karnac: The Tavistock Clinic Series</p> <p>Also for specialist texts:</p> <p>Black, D. (2006) <i>Psychoanalysis and Religion in the 21st Century: Competitors or Collaborators?</i> Routledge: London</p> <p>Casement, P. (1990) <i>Further Learning from the Patient: The Analytic Space and Process</i>, Routledge,</p> <p>Campbell, D and Hale, R. (2017) <i>Working in the Dark: Understanding the Pre-suicide state of Mind</i>, Routledge: London</p> <p>Clark, M. (2012) <i>Understanding Religion and Spirituality in Clinical Practice</i>, Karnac Books, The Society of Analytical Psychology Monograph Series</p> <p>Garland, C. (1998) <i>Understanding Trauma: A Psychoanalytic Approach</i>, Karnac: Tavistock Series</p> <p>Joseph, B. (1998) 'Projective Identification: Some clinical aspects' in <i>Melanie Klein Today: Developments in Theory and Practice, Volume 1: Mainly Theory</i>, Routledge: London</p> <p>Malcolm, R.R. (1986) <i>Interpretation: The Past in the Present</i> in Bott-Spillius E, ed <i>Melanie Klein Today, Volume 2: Mainly Practice</i>, Routledge: London, 1986</p> <p>Roth, P. (2005) <i>Projective Identification</i> in <i>Introducing Psychoanalysis</i>, eds by Susan Budd & Richard Rusbridger, Routledge: London, 2005.</p> <p>Williams, P. Keene, J & Dermen, S. eds (2012) <i>Independent Psychoanalysis Today</i>, Karnac: London ch6 2</p>	
Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):		
17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	20
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	

	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	50
	Independent Study (Time students will be required to complete independent study).	102
	The proposed number of hours a student should complete independent study:	

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core

TC6752 RELATIONAL PRACTICE 3

1.	Module code:	TC6752
2.	Title:	Relational Practice 3
3.	Credit points:	30
4.	FHEQ level:	6
5.	Semester:	Semester 1 & 2
6.	Module leader:	Nicola Lambert
7.	Accredited by:	MDX
8.	Module restrictions:	
	(g) Pre-requisite	Passed level 5
9.	Aims:	<ul style="list-style-type: none"> To deepen students' knowledge and understanding of the different types of therapeutic interventions, therapeutic formulations and relational processes. To increase students' self-awareness by experiencing such interventions and processes, and evaluating their own personal and professional development. To support students as they continue their work with clients, to advance the level of their counselling skills and to enable them to appreciate the necessity and use of supervision, including peer supervision. This will include teaching, practice and supervision in face to face, online and telephone counselling.
10.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <p>Knowledge</p> <ol style="list-style-type: none"> Demonstrate a good knowledge and understanding of psychotherapeutic formulations, interventions and relational processes working both online and in person. Demonstrate a critical awareness of such interventions and processes and the implications for personal and professional development. <p>Skills</p> <ol style="list-style-type: none"> Demonstrate in practice the clinical implications and ethical application of these counselling skills and process issues working both online and in person. <p>Client work: students must complete a minimum of 60 hours' client work under supervision to meet the requirements of this module. Adding these to their client hours logged for TC5752 (Relational Practice 2), they must in total achieve the minimum of 120 hours as required by LST. At least 61 of these 120 hours must be in person.</p> <p>Students are able to gather counselling hours if they wish during the summer break in readiness to start with the new academic year. They must obtain approval from the professional association. i.e. BACP</p>
11.	Syllabus:	<p>This is a practical module designed to enable students to deepen their understanding, knowledge and the clinical application of psychotherapeutic skills and relational processes. Group Supervision will provide students with an opportunity to develop their professional communication and presentation skills, to learn to negotiate with peers, to gain support and feedback on their clinical work and to reflect on relational processes in a supervisory context.</p> <p>As such the syllabus (both in classes and in Group Supervision) will draw from contemporary and creative approaches to counselling and psychotherapy, with special reference to the concepts and practice of our</p>

	<p>theoretical framework. There will be reference to both online and in person work throughout this module. We will include materials such as:</p> <ul style="list-style-type: none"> • Assessment and outcome measures (on line and in person) • Psychodynamic Formulations • Transference interventions • Containment • Embodiment and inter subjectivity including working with sameness and difference • Risk management 															
12.	<p>Learning & Teaching Strategy:</p> <p>Given the primarily clinical nature of the module, the emphasis will be on experiential learning with class demonstrations, critical reflection and regular practice of clinical skills. As well as some didactic teaching, opportunity will be given for small group discussion, and students will be encouraged to apply personally, and experience, clinical interventions working both online and in person. Students will thus be able to reflect on the material in the context of their own clinical work and in Group Supervision. Theological input will also enable students to reflect critically on the usefulness of the material for a Christian integrative approach to counselling.</p> <p>Delivery will normally be through weekly group-based sessions through both semesters but may include intensives.</p>															
13.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>On at least one occasion during the course of the module, students will exercise their counselling skills in a 'goldfish bowl' setting with the group, and their performance will be evaluated in the group by peers and trainer, with written feedback provided. This formative assessment will not be graded.</p>															
	<p>(b) Summative assessment scheme</p> <p>The summative assessment of the module contains three elements:</p> <table border="1" data-bbox="199 1388 1348 1729"> <tr> <td colspan="5" data-bbox="199 1388 1348 1482">Task: Process Report (2500 words) of an 8-10-minute piece of client work, analysing and reflecting on their counselling process and relational skills.</td> </tr> <tr> <th data-bbox="199 1482 363 1585">Weighting</th> <th data-bbox="363 1482 646 1585">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="646 1482 817 1585">LO mapped to</th> <th data-bbox="817 1482 1029 1585">Anonymously marked</th> <th data-bbox="1029 1482 1348 1585">Ethics approval required</th> </tr> <tr> <td data-bbox="199 1585 363 1729">100%</td> <td data-bbox="363 1585 646 1729">2500 word</td> <td data-bbox="646 1585 817 1729">1,2,3</td> <td data-bbox="817 1585 1029 1729"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1029 1585 1348 1729"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>Task: Clinical Portfolio.</p> <p>To include client and supervision logs, supervisor's report and other relevant clinical documents as specified in the Placement fieldwork Handbook. The logs must be prepared in line with the requirements of the British Association for Counselling and Psychotherapy and will demonstrate that a minimum of 60 hours of clinical practice with adults over the age of 18 have been achieved by the end of semester 2, and have been covered by supervision on a ratio of 1:6 and of a minimum of one hour per fortnight, (i.e., two hours per month) for the</p>	Task: Process Report (2500 words) of an 8-10-minute piece of client work, analysing and reflecting on their counselling process and relational skills.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	2500 word	1,2,3	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task: Process Report (2500 words) of an 8-10-minute piece of client work, analysing and reflecting on their counselling process and relational skills.																
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required												
100%	2500 word	1,2,3	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module												

duration of the academic year. In-person, online and telephone counselling hours are all acceptable, but the majority of clinical hours (ie at least 61/120) must be in-person.

Supervision for these hours should be delivered in the same way: in person hours require in person supervision etc.

Students' supervisors will have a contract both with the student and with the training programme to provide supervision congruent with the training and with the core model. If they have any concerns about the student's work, either at the report stage or earlier in the year, they can refer the student to the module leader or other relevant tutor.

Any decision to fail this element of the assessment will be taken by the course tutors, in consultation with the supervisor.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass / Fail	Total 120 hours supervised client work. Min 61 in person hours (inc work from TC 5742 Relational Practice 2 portfolio)	3	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module

Task: Fitness to practice evaluation. Global end-of-year case presentation of the student's clinical practice based on student's fitness to practice based on the QAA level-specific criteria for Counselling and Psychotherapy and BACP Ethical Framework, presented to a panel.

This evaluation will focus on a discussion of any points of excellence or of concern arising from the student's whole performance on the programme, in order to give the student a solid platform for graduation. Any recommendation not to pass this assessment element will be accompanied by full discussion of the reasons, with an opportunity for moderation of the decision by the external examiner.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass / Fail	30 min interview	1,2	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module

The marking scale is as follows:

- 00-34 is considered a fail.
- 35-39 is considered a compensatable pass (where appropriate and after re-assessment).
- 40-49 is considered a third-class pass
- 50-59 is considered a lower second-class pass.
- 60-69 is considered an upper-second-class pass.
- 70+ is considered a first-class pass.

In order to pass the module, the student will be required to Pass / achieve a mark of 40+ in each module element. Compensation does not apply to this module.

Seen examination	0%
Unseen examination	0%
Coursework (no examination)	100%

14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	Length of exam	
16.	Learning materials Essential Cabaniss, D. (2013) <i>Psychodynamic Formulation</i> New York: Wiley Faris, A., & Van Ooijen, E. (2012). <i>Integrative Counselling and Psychotherapy. A Relational Approach</i> . London: Sage McWilliams, N. (1999) <i>Psychodynamic Case Formulation</i> Downey, C.A. Gilbert Press Recommended Cooper, M., & McLeod, J. (2011). <i>Pluralistic Counselling and Psychotherapy</i> London: Sage. Gilbert, M., & Orlans, V. (2011). <i>Integrative Therapy. 100 Key Points and Techniques</i> . Routledge. Gray, A. (1994). <i>The Therapeutic Frame</i> . Routledge. Green, J. A. (2010). <i>Creating the Therapeutic Relationship in Counselling and Psychotherapy</i> . London: Learning Matters. Joyce, P., & Sills, C. (2018). <i>Skills In Gestalt Counselling and Psychotherapy</i> 4 th Ed London: SAGE. Howard S (2017) <i>Skills in Psychodynamic Counselling & Psychotherapy</i> 2 nd Ed London SAGE Rowan, J., & Jacobs, M. (2002). <i>The Therapist's Use of Self</i> MK: Open University Press. Ryde, J. (2009) <i>Being White in the Helping Professions</i> London Jessica Kingsley Shaw, R. (2003). <i>The Embodied Psychotherapist: The Therapist's Body Story</i> London: Routledge. Stark, M. (2013). <i>Modes of Therapeutic Action</i> . Jason Aaronson Inc. Turner, D (2021) <i>Intersections of Privilege & otherness in Counselling & Psychotherapy</i> London Routledge Wilson, J. E., & Syme, G. (2006). <i>Objectives and Outcomes: Questioning the Practice of Therapy</i> . MK: Open University Press.	

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	50%
	EXAM%
	PRACTICAL	50%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	30
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work-based learning or year abroad).	Min 80 hours supervised clinical practice. 20 hours supervision
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	20
	Independent Study (Time students will be required to complete independent study).	25
	The proposed number of hours a student should complete independent study:	

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core

TC6754 RELATIONAL GROWTH 3

1.	Module code:	TC6754
2.	Title:	Relational Growth 3
3.	Credit points:	20
4.	FHEQ level:	6
5.	Semester:	Semester 1&2
6.	Module leader:	Visiting Lecturer (Carlotta Castiglioni)
7.	Accredited by:	MDX
8.	Module restrictions:	
	(h) Pre-requisite	Passed level 5
9.	Aims:	To engender self-reflection, integration, evaluation, criticality and reflexivity through group process and the development of reflective writing skills; to enable students to work competently with the range of their own inclusive spirituality in relation to themselves and others, respecting diversity and difference; to enable students to apply their knowledge of the Christian spiritual journey into their personal spirituality and faith; to develop a critically evaluative understanding and practice of the psychotherapeutic approach within group dynamics and engage agentially with its challenges.
0.	Learning outcomes:	<p>On completion of this module the successful student will be able to:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Show critical awareness of their personal and spiritual growth, and critically to evaluate the relevance of it in their psychotherapeutic practice. <p>Skills</p> <ol style="list-style-type: none"> 2. Demonstrate the ability clinically to apply a range of therapeutic interventions with ethical sensitivity. 3. Critically analyse their experience of their integration of theology and counselling throughout the programme and how it is manifested in the relationship with the 'others', and to evince this critical reflection within the assessment.
11.	Syllabus:	<p>This is a practical module, which links to the other core level 6 theory and practice modules but focuses on the students' appropriation of the material for their personal growth. Within the context of LST, it is appropriate that the module should focus on issues of spirituality and spiritual growth. As such the syllabus will include aspects such as:</p> <ul style="list-style-type: none"> • Work with spiritualities in the counselling room • Being embodied counsellors • Using their agencies to facilitate growth to self and others • Facilitating relationship with God: Working with consolation and desolation • The integration of theology and counselling <p>The module includes Group Process (weekly through both semesters).</p>
12.	Learning and teaching strategy:	Building on the equivalent level 4 and 5 modules (TC4754 and TC5754), the emphasis will be on group process, experiential learning and opportunities for self-reflection and application. In addition, students will be required to undergo a minimum of 30 sessions of personal counselling, which will need to be certified.
13.	Assessment scheme:	
	(c) Formative assessment scheme	

	<p>Formative assessment of all three learning outcomes will take place through peer and tutor evaluation of students' contribution to the group process.</p> <p><i>Weekend</i></p> <p>Part of this module is a residential weekend. Students should attend as it is not optional. Failure to attend the weekends will affect the student's overall attendance and they will have to repeat the weekend when it is provided again.</p>																					
	<p>(d) Summative assessment scheme</p> <table border="1" data-bbox="199 600 1348 907"> <tr> <td colspan="5" data-bbox="199 600 1348 667">Task: 2,000-word essay outlining how they would approach their own challenges and voids attempting to facilitate their own growth (spiritual, personal or/and relational), using theories covered.</td> </tr> <tr> <th data-bbox="199 667 359 761">Weighting</th> <th data-bbox="359 667 646 761">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="646 667 813 761">LO mapped to</th> <th data-bbox="813 667 1029 761">Anonymously marked</th> <th data-bbox="1029 667 1348 761">Ethics approval required</th> </tr> <tr> <td data-bbox="199 761 359 907">100%</td> <td data-bbox="359 761 646 907">2,000 words</td> <td data-bbox="646 761 813 907">1,2,3</td> <td data-bbox="813 761 1029 907"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1029 761 1348 907"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>In order to pass the module, the student will be required to achieve a mark of 40+ in each module element. Compensation does not apply to this module.</p> <table border="1" data-bbox="199 1332 1527 1429"> <tr> <td data-bbox="199 1332 606 1366">Seen examination</td> <td data-bbox="606 1332 1527 1366">0%</td> </tr> <tr> <td data-bbox="199 1366 606 1400">Unseen examination</td> <td data-bbox="606 1366 1527 1400">0%</td> </tr> <tr> <td data-bbox="199 1400 606 1429">Coursework (no examination)</td> <td data-bbox="606 1400 1527 1429">100%</td> </tr> </table>	Task: 2,000-word essay outlining how they would approach their own challenges and voids attempting to facilitate their own growth (spiritual, personal or/and relational), using theories covered.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	2,000 words	1,2,3	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
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Seen examination	0%																					
Unseen examination	0%																					
Coursework (no examination)	100%																					
14.	<p>Timetabled examination required</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>																					
15.	<p>Length of exam</p>																					
16.	<p>Learning materials</p> <p>Essential</p> <p>James,W. (1985 <i>The Variety of Religious Experience</i> London: Penguin Classics Rizzuto, A. M. (2011). <i>The birth of the living God</i> Chicago Press Schreurs, A. (2010). <i>Psychotherapy and spirituality</i>. London: JPK JKP Clarke, I. (2001). <i>Psychosis and Spirituality</i>. Whurr Publisher.</p> <p>Recommended</p> <p>Bager, C. (2013). <i>Reflective practice in counselling and psychotherapy</i>. Sage Publications. Conroy, M. (1993). <i>The discerning heart: Discovering a personal god</i>. Loyola Press. Rohr, R, & Ebert, E. (2001) <i>The Enneagram: A Christian Perspective</i>, New York: Crossroad Publishing</p>																					

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):		
17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM%
	PRACTICAL%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	40
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	
Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):		
Assessment - proposed number of hours for the assessments:		40
Independent Study (Time students will be required to complete independent study).		90
The proposed number of hours a student should complete independent study:		

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V659	BA (Hons) Theology & Counselling	core