



# MA Practical Theology & Ministry – Module Narratives

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School of Health, Social Care and Education

Validated by Middlesex University, London, UK

MA Practical Theology & Ministry

PGDip Practical Theology & Ministry

PGCert Practical Theology & Ministry

**Programme Leader:** Dr Alistair McKitterick

**Institutional Link Tutor:** Dr Shivanthi Manickasingham

**Middlesex Link Tutor:** Dr Nicky Spawls

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## Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved and make any choices over optional modules.

## MM7001 PRACTICAL THEOLOGY AND REFLECTIVE PRACTICE

1.	<b>Module code:</b>	MM7001
2.	<b>Title:</b>	Practical Theology and Reflective Practice
3.	<b>Credit points:</b>	40
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	September
6.	<b>Module leader:</b>	Alistair McKitterick
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	N/A
	(b) Programme restrictions	N/A
	(c) Level restrictions	N/A
	(d) Other restrictions or requirements	This module is compulsory and not compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To provide knowledge at the forefront of academic practical theology.</li> <li>2. To enable students to enhance their skills of analysis and critical thinking for ministry, theology and practice.</li> <li>3. To inculcate the discipline of reflective practice.</li> <li>4. To integrate theology and practice at an academic and professional level.</li> </ol>
10.	<b>Learning outcomes:</b> <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p><b>Knowledge</b></p> <p>On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. advanced knowledge of the theory of practical theology and reflective practice</li> <li>b. independent understanding of and critical engagement with theory</li> <li>c. creative approaches to professional practice</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>d. in-depth critical thinking related to ministry and professional practice</li> <li>e. competence and initiative in the techniques of reflective practice</li> <li>f. conceptual sophistication and clarity</li> </ol>
11.	<b>Syllabus:</b>	<p>The module includes the following topics:</p> <ul style="list-style-type: none"> <li>• The nature of practical theology as an academic discipline</li> <li>• The intersection of theology and ministry</li> <li>• The nature of intra-, inter- or multi-disciplinary enquiry</li> <li>• The use of Scripture and tradition in practical theology</li> <li>• The nature of reflective practice and theological reflection on ministry</li> </ul>
12.	<b>Learning and teaching strategy:</b>	<p>The module will be delivered both on campus and online.</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library.</li> <li>• Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice.</li> <li>• For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions.</li> <li>• The delivery will be synchronous according to demand, with all members of the cohort expected to work at the same or a similar pace through the course of the term</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflective activities based on ministry and professional practice will be required at various points throughout the term.</li> </ul>																																				
13.	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p> <ul style="list-style-type: none"> <li>• Classroom or discussion board feedback</li> <li>• Reflective practice exercises (2,000 words)</li> </ul> <p><b>(b) Summative assessment scheme</b></p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task: Essay</b></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>60%</td> <td>4,000</td> <td>a,b, f</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> <tr> <td colspan="5"><b>Task: Theological Reflection on Practice</b></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>40%</td> <td>2,000</td> <td>c, d, e, f</td> <td><input checked="" type="checkbox"/> No <input 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> </table> <p>In order to pass the module, the student will be required to achieve:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an overall aggregate of grade 40;</li> <li><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</li> <li><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</li> </ul> <table border="1" style="width: 100%;"> <tr> <td>Seen examination</td> <td>NA</td> </tr> <tr> <td>Unseen examination</td> <td>NA</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100 %</td> </tr> </table>	<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	60%	4,000	a,b, f	<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	<b>Task: Theological Reflection on Practice</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	40%	2,000	c, d, e, f	<input checked="" type="checkbox"/> No <input 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	NA	Unseen examination	NA	Coursework (no examination)	100 %
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14.	<p><b>Timetabled examination required</b></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																																				
15.	<p><b>Length of exam</b></p> <p>NA</p>																																				
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• <b>Essential</b></li> </ul> <p>Graham, Elaine, Heather Walton and Frances Ward, <i>Theological Reflection: Methods</i> (London: SCM Press, 2005)</p> <p>Morris, Helen and Helen Cameron (eds.), <i>Evangelicals Engaging in Practical Theology: Theology that Impacts Church and World</i> (London: Routledge, 2022)</p> <p>Miller-McLemore, Bonnie J. (ed.), <i>The Wiley-Blackwell Companion to Practical Theology</i> (Chichester: Wiley-Blackwell, 2012)</p>																																				

	<ul style="list-style-type: none"> <li>• <b>Recommended</b></li> </ul>	<p>Moon, Jennifer A., <i>Reflection in Learning &amp; Professional Development</i> (London: Routledge Falmer, 2004)</p> <p>Journal: <i>Practical Theology</i> (Routledge)</p> <p>Anderson, Ray S., <i>The Shape of Practical Theology: Empowering Ministry with Theological Praxis</i> (Downers Grove, IL: InterVarsity Press, 2001)</p> <p>Andrews, Dale P., <i>Practical Theology for the Black Churches: Bridging Black Theology and African American Folk Religion</i> (Louisville, KY: Westminster John Knox Press, 2002)</p> <p>Andrews, Dale P. and Robert London Smith Jr. (eds), <i>Black Practical Theology</i> (Waco, TX: Baylor University Press, 2015)</p> <p>Astley, Jeff, <i>Ordinary Theology: Looking, Listening and Learning in Theology</i> (Aldershot: Ashgate, 2002)</p> <p>Bennett, Zoe, Elaine Graham, Stephen Pattison and Heather Walton, <i>Invitation to Research in Practical Theology</i> (London: Routledge, 2018)</p> <p>Browning, Don S., <i>A Fundamental Practical Theology: Descriptive and Strategic Proposals</i> (Minneapolis, MN: Fortress Press, 1996)</p> <p>Cahalan, Kathleen A. and Gordon S. Mikoski (eds.), <i>Opening the Field of Practical Theology</i> (Lanham, MD: Rowman &amp; Littlefield, 2014)</p> <p>Cameron, Helen, Deborah Bhatti, Catherine Duce, James Sweeney and Clare Watkins, <i>Talking about God in Practice: Theological Action Research and Practical Theology</i> (London: SCM Press, 2010)</p> <p>Cartledge, Mark J. <i>Practical Theology: Charismatic and Empirical Perspectives</i> (Carlisle: Paternoster Press, 2003)</p> <p>Cartledge, Mark J. <i>Testimony in the Spirit: Rescripting Ordinary Pentecostal Theology</i> (Aldershot: Ashgate, 2010)</p> <p>Chung, Paul S., <i>Postcolonial Public Theology: Faith, Scientific Rationality, and Prophetic Dialogue</i> (Eugene, OR: Cascade Books, 2016)</p> <p>Couture, Pamela, Robert Mager, Pamela McCarroll and Natalie Wigg-Stevenson (eds.), <i>Complex Identities in a Shifting World: Practical Theological Perspectives</i> (Zürich: LIT Verlag, 2015)</p> <p>Dreyer, Jaco, Yolanda Dreyer, Edward Foley and Malan Nel (eds.), <i>Practicing Ubuntu: Practical Theological Perspectives on Injustice, Personhood and Human Dignity</i> (Zürich: LIT Verlag, 2017)</p> <p>Goto, Courtney T., <i>Taking on Practical Theology: The Idolization of Context and the Hope of Community</i> (Leiden: Brill, 2018)</p> <p>Graham, Elaine, Heather Walton and Frances Ward, <i>Theological Reflection: Sources</i> (London: SCM Press, 2007)</p> <p>Heitink, Gerben, <i>Practical Theology: History, Theory, Action Domains</i> (Grand Rapids: Eerdmans, 1999)</p> <p>Miller-McLemore, Bonnie J., <i>Christian Theology in Practice: Discovering a Discipline</i> (Grand Rapids: Eerdmans, 2012)</p> <p>Moon, Jennifer A. <i>Learning Journals: A Handbook for Professional Practice and Professional Development</i> (London: Routledge, 2<sup>nd</sup> edn. 2006)</p>
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Osmer, Richard R., *Practical Theology: An Introduction* (Grand Rapids: Eerdmans, 2008)

Reddie, Anthony G., *Theologising Brexit: A Liberationist and Postcolonial Critique* (London: Routledge, 2019)

Rooms, Nigel and Zoe Bennett (eds.), *Practical Theology in Progress: Showcasing an Emerging Discipline* (London: Routledge, 2019)

Root, Andrew, *Christopraxis: A Practical Theology of the Cross* (Minneapolis, MN: Fortress Press, 2014)

Schön, Donald A., *The Reflective Practitioner: How Professionals Think in Action* (Aldershot, Ashgate, 1991)

Van der Ven, Johannes A., *Practical Theology: An Empirical Approach* (Kampen: Kok Pharos, 1993)

Via, Marcel, *Practical Theology: A New Approach* (Leiden: Brill, 1999)

Ward, Pete, *Introducing Practical Theology: Mission, Ministry, and the Life of the Church* (Grand Rapids: Baker Academic, 2017)

Wootton, Janet, H., *Introducing a Practical Feminist Theology of Worship* (Sheffield: Sheffield Academic Press, 2000)

**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	<b>UNISTATS – learning and teaching</b>	
	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). 400 hours	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  The proposed number of scheduled teaching hours:  Lectures = 3 hours per week Reflective Practice Seminars = 1 hour per week Or online learning activities	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):  Participation in and observation of congregational life = 3 hours per week	30
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:  It is expected that 40 hours will be allocated to either contact time or specific learning engagement on the VLE, 200 hours on general learning activities such as reading, 30 hours on congregational observation, and 130 hours on specific assessment tasks.	330
19.	<b>Module run (NB These should be set up four years in advance):</b>	

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2023-24	1	2	October	January	20	Northwood	N/A
2024-25	1	2	October	January	20	Northwood	N/A
2025-26	1	2	October	January	20	Northwood	N/A
2026-27	1	2	October	January	20	Northwood	N/A

20. **Timetabling information:**

(a) Please indicate which teaching activities will be offered in this module\*:

LECTURE (LEC)	YES
SEMINAR (SEM)	YES
LABORATORY (LAB)	NO
WORKSHOP (WRK)	NO
(b) Timetabled	YES
(c) Student centrally allocated	YES

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Core 1



## MM7002 DISSERTATION RESEARCH AND DESIGN

1.	<b>Module code:</b>	MM7002
2.	<b>Title:</b>	<b>Dissertation Research and Design</b>
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	January
6.	<b>Module leader:</b>	Programme Leader
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(e) Pre-requisite	Successful completion of: <ul style="list-style-type: none"> <li>▪ Practical Theology and Reflective Practice MM7001</li> <li>▪ MM7010 Empirical Research Methods if empirical work is conducted</li> </ul>
	(f) Programme restrictions	N/A
	(g) Level restrictions	N/A
	(h) Other restrictions or requirements	Compulsory Non-compensatable
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To develop the advanced critical skills required for planning and writing a dissertation in theology, ministry and practice.</li> <li>2. To develop the skills for independent academic writing and research including selecting appropriate literature, using appropriate style conventions and developing an argument.</li> <li>3. To develop the skills required for producing a Master's level dissertation proposal.</li> </ol>
10.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. Independent, critical evaluation of methodology regarding the design of practical-theological research.</li> <li>b. Advanced competence in a piece of scholarly writing that employs critical analysis and appropriate academic writing conventions.</li> <li>c. the ability to conceive and design a dissertation proposal that addresses a complex issue in a self-directed manner.</li> </ol>
11.	<b>Syllabus:</b>	<p>Students will engage with elements of academic research and writing, such as discovering a topic, developing a research question, a hypothesis and a thesis. The module explores various research methods with an emphasis on the practice of ministry and/or professional practice. Furthermore, students will develop knowledge and skills for selecting appropriate literature and employing the proper conventions of academic writing. The module will enable students to conceive and design a research proposal.</p>
12.	<b>Learning and teaching strategy:</b>	<p>The module will be delivered both on campus and online:</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library.</li> <li>• Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice.</li> <li>• For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions.</li> <li>• The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term.</li> <li>• Reflective activities based on ministry and professional practice will be required at various points throughout the term.</li> </ul>

13.	<p><b>Assessment scheme:</b></p> <p><b>(c) Formative assessment scheme</b></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><b>(d) Summative assessment scheme</b></p> <table border="1" data-bbox="204 456 1453 846"> <thead> <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>25%</td> <td><i>Book review (1000 words)</i></td> <td>a-</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> <tr> <td>75%</td> <td><i>Dissertation Proposal (3000 words)</i></td> <td>b-c</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> </tbody> </table> <p>In order to pass the module, the student will be required to achieve:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> a n overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p> <table border="1" data-bbox="204 1178 1453 1305"> <tbody> <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> </tbody> </table>	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	<i>Book review (1000 words)</i>	a-	<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	75%	<i>Dissertation Proposal (3000 words)</i>	b-c	<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	0 %	Unseen examination	0 %	Coursework (no examination)	100%
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14.	<p><b>Timetabled examination required</b></p> <p>N/A</p>																					
15.	<p><b>Length of exam</b></p> <p>N/A</p>																					
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• <b>Essential</b></li> </ul> <p>Bennett, Z., <i>Your MA in Theology: A Study Skills Handbook</i>, London: SCM, 2014.</p> <p>Machi, Lawrence A. and Brenda T. McEvoy, <i>The Literature Review: Six Steps to Success</i> (London: Sage/Corwin, 2016)</p> <p>Oliver, Paul, <i>The Student's Guide to Research Ethics</i> (Maidenhead: Open University Press, 2<sup>nd</sup> edn., 2010)</p> <ul style="list-style-type: none"> <li>• <b>Recommended</b></li> </ul> <p>Creswell, J.W., <i>Research Design: Qualitative, Quantitative, and Mixed Method Approaches</i>, London: Sage, 2008.</p> <p>Northey, M., Anderson, B.A. and Lohr, J.N., <i>Making Sense: A Student's Guide to Research and Writing</i>, Oxford: Oxford University Press, 2012.</p> <p>Wisker, Gena, <i>The Postgraduate Research Handbook</i> (2<sup>nd</sup> edn., New York: Palgrave Macmillan, 2008)</p> <p>There are two excellent online resources for research and writing skills and guidance</p>																					

		on writing an MA dissertation. The George Mason University Writing Center can be accessed here: <a href="http://writingcenter.gmu.edu/writing-resources">http://writingcenter.gmu.edu/writing-resources</a> and 'A Guide to Writing your Masters' Dissertation.' Access here: <a href="https://www.oxbridgeessays.com/blog/guide-writing-masters-dissertation/">https://www.oxbridgeessays.com/blog/guide-writing-masters-dissertation/</a>						
17.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK			100 %				
	EXAM			0 %				
PRACTICAL			0 %					
18.	<b>UNISTATS – learning and teaching</b>							
	Please indicate 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). 200							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).						20	
	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):						0		
Independent Study (time students will be required to complete independent study).						180		
The proposed number of hours a student should complete independent study: 180 (120 hours learning activity; 60 hours assessment activity).								
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	<b>Academic Year</b>	<b>Term</b>	<b>Part of Term</b>	<b>Start date</b>	<b>End date</b>	<b>Max student numbers</b>	<b>Campus</b>	<b>Franchise Partner</b>
	2023-24	2		Feb	April	20	Northwood	N/A
	2024-25	2		Feb	April	20	Northwood	N/A
	2025-26	2		Feb	April	20	Northwood	N/A
	2026-27	2		Feb	April	20	Northwood	N/A
20.	<b>Timetabling information:</b>							
	Please indicate which teaching activities will be offered in this module:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				YES			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(a) Timetabled				YES			
(b) Student centrally allocated				YES				

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
<b>Programme code(s)</b>	<b>Programme title(s)</b>	<b>Core/Optional</b>
600V117	MA Practical Theology & Ministry	Core 2

## MM7003 DISSERTATION

1.	<b>Module code:</b>	MM7003
2.	<b>Title:</b>	<b>Dissertation</b>
3.	<b>Credit points:</b>	60
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	May
6.	<b>Module leader:</b>	Programme Leader
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(i) Pre-requisite	Successful completion of Core 1 and Core 2: <ul style="list-style-type: none"> <li>▪ MM7001 Practical Theology and Reflective Practice</li> <li>▪ MM7002 Dissertation Design and Research Skills</li> </ul> and successful completion of 60 credits of optional modules. MM7010 Empirical Research Methods must be successfully completed if empirical work is conducted.
	(j) Programme restrictions	N/A
	(k) Level restrictions	N/A
	(l) Other restrictions or requirements	Compulsory Non-compensatable
9.	<b>Aims:</b>	To provide students with the opportunity for intensive and detailed research-based study of their chosen topic within the context of practical theology or a related discipline and under the guidance of an appropriate supervisor. This module is the sequel to the Dissertation Research Skills and Design module in which research methods and design are examined and a dissertation proposal is developed.
10.	<b>Learning outcomes:</b>	On completion of this module, the successful student will demonstrate: <ol style="list-style-type: none"> <li>a. Ability to distinguish and summarise the distinctive features of a selected topic within the field of theology, ministry and practice.</li> <li>b. The location of that topic in relation to current academic discussion.</li> <li>c. Identification and utilisation of the appropriate practical-theological methods to address critically the issues raised by the selected topic.</li> <li>d. Organisation of a critically evaluated large-scale discussion of both broad issues and the detailed investigation of particular points.</li> <li>e. Ability to formulate, argue for and defend the viability and insight of their own critical judgement in theology and ministry.</li> </ol>
11.	<b>Syllabus:</b>	Independent study, research, and writing supervised by an allocated supervisor with expertise in the relevant field(s).
12.	<b>Learning and teaching strategy:</b>	Students will be assigned a research supervisor as support during research. However, students will be expected to develop skills of independent learning and so the completion of a dissertation is therefore the student's responsibility. <b>Supervision:</b> The student and supervisor will agree individual supervision through the research process from proposal to final submission of the student's research project. Therefore, the student and the supervisor will agree on a plan of action in terms of the supervisory sessions (how many sessions and what to submit for the session).The geographical location of the supervisor and student will need to be taken into consideration; as such, if it is not possible for the

student and supervisor to meet ‘face to face’, then video-conferencing, telephone and/or email may need to be used. It is reasonable for a student to expect in total about 10 hours of supervision time, which covers both reading the student’s work and the contact sessions. The student’s supervisor will make suggestions as to the focus and direction of the student’s dissertation and will also consider with the student the appropriateness of research questions, literature review, methodology, methods, and analysis as well as commenting on the conclusions. The supervisor will look at selected chapters of the student’s work and will also comment on the final draft. However, it is not the supervisor’s role or responsibility to ‘proof-read’ a student’s work. It is vitally important that the student and supervisor agree a supervisory schedule so that full advantage can be taken of the support available. It is unreasonable for a student to expect a supervisor to respond positively to last minute demands for meetings or to be able to look at and comment on a student’s work in a matter of days before it is due to be submitted.

**Ethical Approval for Research Involving Human Participants**

All research carried out by students and staff at the London School of Theology should be guided by the three fundamental ethical principles that ensure the protection of human participants: causing no harm (non-maleficence), doing good (beneficence), and respect for participants choice by ensuring informed consent and confidentiality (autonomy).

Therefore, a student must not embark on any form of research involving human participants without first receiving formal Ethical Approval from the LST Research Ethics Committee. Applications for Ethical Approval, including all relevant supporting documents, should be sent to the Academic Dean ([asdas@lst.ac.uk](mailto:asdas@lst.ac.uk)). The LST Research Ethics Committee considers applications for ethical approval three times a year. Because the Research Ethics Committee may require that a student amends an application prior to granting formal ethical approval, students are strongly advised to submit applications in the term preceding the date the student plans to commence the research.

13. **Assessment scheme:**

**(e) Formative assessment scheme**

There is no predetermined limit to the number of initial presentations you may make for formative assessment. As a guideline, however, we suggest that any one portion of the dissertation may be presented a maximum of three times. As a minimum, you must supply:

1. Submission of a draft chapter (of up to 5000 words length) for comment.
2. Submission of a different draft chapter (up to 5000 words length) for comment.

**(f) Summative assessment scheme**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	<i>Dissertation (max. 15,000 words)</i>	<i>a-e</i>	<input checked="" type="checkbox"/> No <input 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

In order to pass the module, the student will be required to achieve:

- an overall aggregate of grade 40;
- an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
- an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component

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

14. **Timetabled examination required**

No

15.	<b>Length of exam</b>	N/A
16.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• <b>Essential</b></li> <li>• <b>Recommended</b></li> </ul>	<p>Student-defined, as agreed with supervisor.</p> <p>Bennett, Zoe., <i>Your MA in Theology: A Study Skills Handbook</i>, London: SCM Press, 2014 (eBook).</p> <p>Cottrell, Stella, <i>The Study Skills Handbook</i>, (5<sup>th</sup> Edn), London: Bloomsbury Academic, 2008.</p> <p>Cottrell, Stella, <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> (2<sup>nd</sup> Edn), Basingstoke: Palgrave Macmillan, 2011.</p> <p>Davies, Martin, <i>Study Skills for International Postgraduates</i>, New York: Bloomsbury Academic, 2022.</p> <p>Guccione, Kay &amp; Wellington, Jerry J., <i>Taking Control of Writing your Thesis: A Guide to get you to the end</i>, London: Bloomsbury Academic, 2017.</p> <p>Northey, Margot, B.A. Anderson &amp; J.N. Lohr, <i>Making Sense: A Student's Guide to Research and Writing</i>, Oxford: Oxford University Press, 2012.</p> <p>Vyhmeister, Nancy Jean &amp; Robertson, Terry, <i>Your Guide to Writing Quality Research Papers for Students of Religion and Theology</i>, Grand Rapids: Zondervan, 2014 (eBook)</p> <p>Smith, Kevin Gary, <i>Writing and Research: A Guide for Theological Students</i>, Carlisle: Langham Global Library, 2016 (eBook)</p> <p>Yaghjian, Lucretia, <i>Writing Theology Well: A Rhetoric for Theological and Biblical Writers</i>, London: Continuum, 2006 [2<sup>nd</sup> Edn, 2015]</p>
17.	<b>UNISTATS – assessment</b> Please indicate summary of the following assessment types #:	
	COURSEWORK	100 %
	EXAM	0 %
	PRACTICAL	0 %
18.	<b>UNISTATS – learning and teaching</b> Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours) 600:	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  The proposed number of scheduled teaching/contact hours: 60 hours of supervision and or contact and feedback on work (e.g. two hours reading of work, one or two hours supervision session)	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):	
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study: independent learning 360 hours; assessment hours 180 hours	540

19.	<b>Module run (NB These should be set up four years in advance):</b>								
	<b>Academic Year</b>	<b>Term</b>	<b>Part of Term</b>	<b>Start date</b>	<b>End date</b>	<b>Max student numbers</b>	<b>Campus</b>	<b>Franchise Partner</b>	
	2023-24	3	1	June	Sept	20	Northwood	N/A	
	2024-25	3	1	June	Sept	20	Northwood	N/A	
	2025-26	3	1	June	Sept	20	Northwood	N/A	
	2026-27	3	1	June	Sept	20	Northwood	N/A	
20.	<b>Timetabling information:</b>								
	(a) Please indicate which teaching activities will be offered in this module:								
	LECTURE (LEC)					YES (LIMITED)			
	SEMINAR (SEM)					YES (LIMITED)			
	LABORATORY (LAB)					NO			
	WORKSHOP (WRK)					NO			
	SUPERVISION					YES			
	(b) Timetabled					YES			
	(g) Student centrally allocated					YES			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
<b>Programme code(s)</b>	<b>Programme title(s)</b>	<b>Core/Optional</b>
600V117	MA Practical Theology & Ministry	Core 3

## MM7004 SPIRITUALITY IN MINISTRY

1.	<b>Module code:</b>	MM7004
2.	<b>Title:</b>	Spirituality in Ministry
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	2
6.	<b>Module leader:</b>	Dr Chloe Lynch
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(m) Pre-requisite	N/A
	(n) Programme restrictions	N/A
	(o) Level restrictions	N/A
	(p) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To establish a wide-ranging and critically thorough understanding of the nature of spirituality in the context of Christian ministry.</li> <li>2. To develop advanced understanding of a number of spiritual traditions within Christianity and to engage with classic texts within those traditions.</li> <li>3. To equip students to engage with hermeneutical complexities of classic texts and potential implications for ministry practice.</li> <li>4. To support students in the work of integrating theological and theoretical learning with their lived spirituality, especially as that connects with their ministry and professional practice.</li> </ol>
10.	<b>Learning outcomes:</b>	<p>On successful completion of this module, the student will demonstrate:</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>a. A critically nuanced framework for understanding spirituality and the work of prayer in the context of Christian ministry and professional practice;</li> <li>b. An advanced knowledge of fundamental aspects of selected classic spiritual traditions within Christianity, evidencing familiarity with key texts from those traditions;</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>c. Critical evaluation of hermeneutical and methodological issues associated with the study of these spiritual traditions and their key texts; and</li> <li>d. Theological reflection upon their learning from these complex traditions and texts, in conversation with their lived spirituality (especially as that connects with their ministry practice).</li> </ol>
11.	<b>Syllabus:</b>	<p>This module will deal with authors, texts and topics such as: the nature and practice of prayer with particular reference to key texts from Teresa of Avila; the experience of the dark night of the soul in John of the Cross and its relationship to acedia and desolation; practices of personal and ministry discernment in conversation with the Ignatian tradition and especially Ignatius' <i>Rules for Discernment</i>; the apophatic tradition as crystallised in <i>The Cloud of Unknowing</i>; contemporary approaches to centring prayer and its possible relationship with practices of Christian mindfulness; the practice of spiritual direction; implications of these authors, texts and topics for contemporary ministerial and ecclesial formation, especially in evangelical contexts.</p>
12.	<b>Learning and teaching strategy:</b>	<p>The module will be delivered both on campus and online:</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library.</li> <li>• Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice.</li> </ul>



	<ul style="list-style-type: none"> <li>For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions.</li> <li>The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term.</li> <li>Reflective activities based on ministry and professional practice will be required at various points throughout the term.</li> </ul>																																				
13.	<p><b>Assessment scheme:</b></p> <p><b>(h) Formative assessment scheme</b> Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p> <p><b>(i) Summative assessment scheme</b></p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task A:</b> During the module, students will undertake four hours of spiritual accompaniment with a qualified spiritual director, to be evidenced by a form signed by their spiritual director; they will also write a 1,000-word critical reflection upon their experience of spiritual direction and its implications for their lived spirituality (especially as that connects with their ministry practice), making reference to at least one of the texts or traditions engaged in the module.</td> </tr> <tr> <td colspan="5">Both elements of Task A (the signed form evidencing completion of four hours of spiritual direction and the 1,000-word critical reflection) must be submitted for the Task to be eligible for a grade.</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>See below</td> <td>Signed form + 1,000 words</td> <td>d</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><b>Task B:</b> Students will write a 3,000-word essay on one of the spiritual traditions or texts covered in the module, demonstrating mastery of the topic and relevant scholarly literature, as well as cognisance of the theological issues involved.</p> <table border="1" style="width: 100%;"> <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>See below</td> <td>3,000 words</td> <td>a-c</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><b>Weighting of Task A and Task B:</b> Students are required to complete and pass both summative assessment tasks in order to pass the module. Task A will be assessed as pass/fail. In the event that Task A is passed, the final module grade will be the mark given for Task B. Students who fail one or both of Task A and Task B will be re-assessed only in the task(s) that was failed; in the event of a re-assessment of task B, this mark will be capped at 40.</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>	<b>Task A:</b> During the module, students will undertake four hours of spiritual accompaniment with a qualified spiritual director, to be evidenced by a form signed by their spiritual director; they will also write a 1,000-word critical reflection upon their experience of spiritual direction and its implications for their lived spirituality (especially as that connects with their ministry practice), making reference to at least one of the texts or traditions engaged in the module.					Both elements of Task A (the signed form evidencing completion of four hours of spiritual direction and the 1,000-word critical reflection) must be submitted for the Task to be eligible for a grade.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	See below	Signed form + 1,000 words	d	<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	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	See below	3,000 words	a-c	<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	0%	Unseen examination	0%	Coursework (no examination)	100%
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14.	<p><b>Timetabled examination required</b></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																																				
15.	<p><b>Length of exam</b></p> <p>N/A</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). 200 hours							
Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. 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): For Apprenticeship programmes, this is Employer-led Off The Job hours.						0	
Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study: For 20 credit modules it is expected that 20 hours will be allocated to either contact time of specific learning engagement on the VLE, 120 hours on general learning activities such as reading, and 60 hours on specific assessment tasks.						180	
<b>19. Module run (NB These should be set up four years in advance):</b>							
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2023-24	2	3	February	April	20	Northwood	N/A
2024-25	2	3	February	April	20	Northwood	N/A
2025-26	2	3	February	April	20	Northwood	N/A
2026-27	2	3	February	April	20	Northwood	N/A
<b>20. Timetabling information:</b>							
(d) Please indicate which teaching activities will be offered in this module*:							
LECTURE (LEC)			NO				
SEMINAR (SEM)			YES				
LABORATORY (LAB)			NO				
WORKSHOP (WRK)			NO				
(e) Timetabled			YES				
(f) Student centrally allocated			YES				

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PG Cert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PG Cert Practical Theology and Ministry (DL)	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PG Dip Biblical Studies, PG Cert Biblical Studies	Optional (please consult Programme Specification for more details)

## MM7005 PASTORAL PSYCHOLOGY

1.	<b>Module code:</b>	MM7005
2.	<b>Title:</b>	Pastoral Psychology
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	1
6.	<b>Module leader:</b>	Dr Sally Nelson
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(q) Pre-requisite	N/A
	(r) Programme restrictions	N/A
	(s) Level restrictions	N/A
	(t) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To facilitate an in-depth consideration of some key issues in contemporary pastoral practice.</li> <li>2. To equip students to develop a framework for a pastoral psychology that will enable them to engage with compassionate understanding of challenges people face.</li> <li>3. To enable the acquisition of an advanced range of theory</li> <li>4. To engender a critical and independent interaction with contemporary pastoral practice.</li> </ol>
10.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will demonstrate:</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>d. A systematic appreciation of the approaches to pastoral psychology as a field of theory and practice</li> <li>e. Originality in the application of the techniques used to research a range of issues, associated with the relationship between pastoral psychology and contemporary life</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>f. Critical application of the methods of pastoral psychology as they relate to new and specific contexts</li> <li>g. Emotional reflexivity expressed in an independent manner</li> </ol>
11.	<b>Syllabus:</b>	<p>The module engages with the following topics:</p> <ul style="list-style-type: none"> <li>• The nature of the unconscious and core areas in mental well-being such as worthiness, attachment, sexuality and loss.</li> <li>• Living with guilt and shame vis a vis the nature of betrayal and the meaning of forgiveness.</li> <li>• The drama of adolescence, mid-life or ageing.</li> <li>• The roots of sorrow and meaning of loss.</li> <li>• Bearing the unbearable (trauma).</li> <li>• The capacity to love (the way a person is formed as an individual in community etc.).</li> <li>• The meaning of disability.</li> <li>• approaches to pastoral psychology</li> <li>• a theological understanding of pastoral contexts.</li> </ul>

12.	<p><b>Learning and teaching strategy:</b></p> <p>The module will be delivered both on campus and online:</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library.</li> <li>• Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice.</li> <li>• For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions.</li> <li>• The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term.</li> <li>• Reflective activities based on ministry and professional practice will be required at various points throughout the term.</li> </ul>																
13.	<p><b>Assessment scheme:</b></p> <p><b>(j) Formative assessment scheme</b></p> <p>Identification of a key pastoral theoretical approach that might inform a critical contemporary issue: for critical engagement within the summative assessment, including the development of plan (500 words) and bibliography.</p>																
	<p><b>(k) Summative assessment scheme</b></p> <table border="1" data-bbox="204 824 1449 1131"> <thead> <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>Essay 4,000 words</td> <td>a-d</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> </tbody> </table> <p>In order to pass the module, the student will be required to achieve.:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> an overall aggregate of grade 40;</li> <li><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</li> <li><input type="checkbox"/> a n overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</li> </ul> <table border="1" data-bbox="204 1496 1449 1624"> <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>	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Essay 4,000 words	a-d	<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	0%	Unseen examination	0%	Coursework (no examination)	100%
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14.	<p><b>Timetabled examination required</b></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																
15.	<p><b>Length of exam</b></p> <p>N/A</p>																
16.	<p>Learning Resources</p> <ul style="list-style-type: none"> <li>• <b>Essential</b></li> </ul> <p>Bingaman, Kirk A, <i>The power of neuroplasticity for pastoral and spiritual care</i> Kirk A. Bingaman Lanham: Lexington Books, 2016.</p> <p>Forshaw, O., <i>Personhood and Christianity : in psychodynamic and corporate perspective / by Oliver Forshaw</i>. Cambridge: Lutterworth Press, 2010.</p> <p>Grier, Nicholas, <i>Care for the Mental and Spiritual Health of Black Men: Hope to Keep Going</i>. Lexington, 2019.</p> <p>Hunsinger, van Deusen, <i>Bearing the unbearable : trauma, gospel, and pastoral care</i>, Grand Rapids MI: William B. Eerdmans Publishing Company, 2015.</p>																

	<ul style="list-style-type: none"> <li>• <b>Recommended</b></li> </ul>	<p>Lartey, Emmanuel, <i>In Living Colour: An Intercultural Approach to Pastoral Care and Counselling (2<sup>nd</sup> Edn)</i>. London: Jessica Kingsley, 2003.</p> <p>Schmutzer, A. ed, <u><i>The long journey home : understanding and ministering to the sexually abused : a collaborative address from psychology, theology, and pastoral care</i></u> Oregon: Wipf and Stock, 2011.</p> <p>Underwood, Ralph L.(1985) <i>Empathy and Confrontation in Pastoral Care</i> Philadelphia: Fortress Press [moved to recommended]</p> <p>Winter, R. (1985) <i>The Roots of Sorrow: Reflections on Depression and Hope</i>, Basingstoke: Marshalls [moved to recommended]</p> <p>Avery, B., <i>The pastoral encounter hidden depths in human contact</i>, London: Marshall Pickering, 1996.</p> <p>Baldwin, J., <i>Trauma-sensitive theology: thinking theologically in the era of trauma</i> by Jennifer Baldwin. Eugene, OR: Cascade Books, 2018.</p> <p>DeGroat, C., <i>When narcissism comes to church : healing your community from emotional and spiritual abuse</i>, Downers Grove, IL : IVP, 2020.</p> <p>Fair, S., <i>Journey Into The Divided Heart : Facing the Defence Mechanisms That Hinder True Emotional Healing</i>. Oviedo, FL : HigherLife Publishing &amp; Marketing, 2020.</p> <p>Johnson, Eric L., <i>God and Soul Care: The Therapeutic Resources of the Christian Faith</i> Inter-Varsity Press, US, 2017.</p> <p>McGrath, A., Collicutt, J., <i>The Psychology of Christian Character Formation</i> London SCM, 2015.</p> <p>Miller-McLemore, Bonnie and Brita L. Gill-Austern (eds), <i>Feminist &amp; Womanist Pastoral Theology</i>. Nashville, Tn.: Abingdon, 1999.</p> <p>Moschella, Mary, <i>Ethnography as a pastoral practice an introduction</i>, Cleveland, Ohio Pilgrim Press, 2008.</p> <p>Oates, Wayne E, <i>Behind the Masks: Personality Disorders in Religious Behaviour</i>, Philadelphia Westminster Press, 1987.</p> <p>Ross, A, <i>Evangelicals in Exile: Wrestling with theology and the unconscious</i>, London Darton Longman &amp; Todd, 1997.</p> <p>Steed, C. D., <i>Finding the Valuable Person</i> Oregon: Pickering, 2023.</p> <p>Tournier, P., <i>The Healing of Persons</i> London Collins, 1966.</p> <p>Underwood, Ralph L., <i>Empathy and Confrontation in Pastoral Care</i> Philadelphia: Fortress Press, 1985.</p> <p>Winter, R., <i>The Roots of Sorrow: Reflections on Depression and Hope</i>, Basingstoke: Marshalls, 1985.</p>
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**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS – assessment</b>		
	Please indicate summary of the following assessment types #:		
	COURSEWORK		100%
	EXAM		0%
	PRACTICAL		0%
18.	<b>UNISTATS – learning and teaching</b>		
	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). 200 hours		
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).		20
	For Apprenticeship programmes, this is University-led Off The Job hours.		

	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):  For Apprenticeship programmes, this is Employer-led Off The Job hours.							0
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study: For 20 credit modules it is expected that 20 hours will be allocated to either contact time of specific learning engagement on the VLE, 120 hours on general learning activities such as reading, and 60 hours on specific assessment tasks.							180
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	1	2	Feb	Apr	20	Northwood	N/A
	2024-25	1	2	Feb	Apr	20	Northwood	N/A
	2025-26	1	2	Feb	Apr	20	Northwood	N/A
	2026-27	1	2	Feb	Apr	20	Northwood	N/A
20.	<b>Timetabling information:</b>							
	(g) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				NO			
	SEMINAR (SEM)				YES			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(h) Timetabled				YES			
	(i) Student centrally allocated				YES			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional (please consult Programme Specification for more details)

## MM7006 EDUCATION IN CONTEXT

1.	<b>Module code:</b>	MM7006
2.	<b>Title:</b>	Education in Context
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October
6.	<b>Module leader:</b>	Dr Sheryl Arthur
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(u) Pre-requisite	N/A
	(v) Programme restrictions	N/A
	(w) Level restrictions	N/A
	(x) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To provide advanced knowledge of educational theories and practices.</li> <li>2. To relate these theories and practices to a variety of ministry and professional contexts.</li> <li>3. To demonstrate originality in the application of educational theory and theology.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><i>Knowledge:</i> On completion of this module, the successful student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. An ability to articulate a philosophy of education that is theologically informed and original in application.</li> <li>b. A critical and creative approach to educational theory as it relates to a variety of ministry and cultural contexts.</li> <li>c. Strategies for character and virtue education.</li> </ol> <p><i>Skills:</i> On completion of this module, the successful student will demonstrate:</p> <ol style="list-style-type: none"> <li>d. The application of educational theory to solving complex problems in new or unfamiliar environments.</li> <li>e. Clear use of communication skills with specialist and non-specialist audiences.</li> <li>f. Ability to conduct further educational research as a reflective practitioner.</li> </ol>
11.	<b>Syllabus:</b>	<p>The module engages with topics including, but not necessarily limited to, such examples as:</p> <ul style="list-style-type: none"> <li>• An overview of educational philosophy</li> <li>• Developing a theology of education</li> <li>• The foci of education (including academic, competencies, spiritual formation, character education)</li> <li>• Understanding educational ministry contexts, including: <ul style="list-style-type: none"> <li>○ Religious education in schools</li> <li>○ Education in faith-based communities</li> <li>○ Discipleship as education</li> <li>○ Formal theological education</li> <li>○ Non-formal theological education</li> <li>○ Educating children and youth</li> <li>○ Adult education</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Trends and debates in educational practice</li> <li>• Lifelong learning and reflective practice in education</li> <li>• Culture(s) and education</li> <li>• Character and virtue education in ministry contexts</li> <li>• Understanding learning cycles</li> <li>• Educational research</li> </ul>																					
12.	<p><b>Learning and teaching strategy:</b></p> <p>The module will be delivered both on campus and online:</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library.</li> <li>• Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice.</li> <li>• For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions.</li> <li>• The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term.</li> <li>• Reflective activities based on ministry and professional practice will be required at various points throughout the term.</li> </ul>																					
13.	<p><b>Assessment scheme:</b></p> <p><b>(l) Formative assessment scheme</b></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><b>(m) Summative assessment scheme</b></p> <table border="1"> <thead> <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>25%</td> <td><i>Educational Practice Project (1,000 words)</i></td> <td><i>b, c, e and f</i></td> <td><i>No</i></td> <td> <input checked="" type="checkbox"/> <i>No</i>  <input type="checkbox"/> <i>Yes – individual student</i>  <input type="checkbox"/> <i>Yes – group approval</i>  <input type="checkbox"/> <i>Yes – whole module</i> </td> </tr> <tr> <td>75%</td> <td><i>Essay (3,000 words)</i></td> <td><i>a and d</i></td> <td><i>No</i></td> <td></td> </tr> </tbody> </table> <p>In order to pass the module, the student will be required to achieve:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> a n overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p> <table border="1"> <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>	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	<i>Educational Practice Project (1,000 words)</i>	<i>b, c, e and f</i>	<i>No</i>	<input checked="" type="checkbox"/> <i>No</i> <input type="checkbox"/> <i>Yes – individual student</i> <input type="checkbox"/> <i>Yes – group approval</i> <input type="checkbox"/> <i>Yes – whole module</i>	75%	<i>Essay (3,000 words)</i>	<i>a and d</i>	<i>No</i>		Seen examination	0 %	Unseen examination	0 %	Coursework (no examination)	100%
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																		
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Unseen examination	0 %																					
Coursework (no examination)	100%																					
14.	<p><b>Timetabled examination required</b></p> <p>No</p>																					
15.	<p><b>Length of exam</b></p> <p>N/A</p>																					
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• <b>Essential</b></li> </ul> <p>Bailey, R. <i>The Philosophy of Education: An Introduction</i>, Continuum International Publishing, London, 2010</p>																					

	<ul style="list-style-type: none"> <li>• <b>Recommended</b></li> </ul>	<p>Cohen, L., et al., <i>Research Methods in Education</i>, 6th, London: Routledge, 2007.</p> <p>Rorty, A. O., <i>Philosophers on Education</i>, Routledge, London, 1998.</p> <p><a href="#">Shaw</a>, Perry &amp; <a href="#">Havilah Dharamraj</a> (eds), <i>Challenging Tradition: Innovation in Advanced Theological Education</i>. Carlisle: Langham, 2018.</p> <p><a href="#">Werner</a>, Dietrich, <a href="#">David Esterline</a>, <a href="#">Namsoon Kang</a> &amp; <a href="#">Joshva Raja</a> (eds), <i>The Handbook of Theological Education in World Christianity: Theological Perspectives, Ecumenical Trends, Regional Surveys</i> (Regnum Studies in Global Christianity). Oxford: Regnum, 2010.</p> <p>Banks, Robert, <i>Reenvisioning Theological Education: Exploring a Missional Alternative to Current Models</i>, Grand Rapids: Eerdmans, 1999.</p> <p>Bell, J., <i>Doing your Research Project: A guide for first-time researchers in education, health and social science</i>, 4th Maidenhead: Open University Press, 2005.</p> <p>Collinson, Sylvia Wilkey, <i>Making Disciples: the Significance of Jesus' Educational methods for Today's Church</i>, Bletchley, Milton Keynes: Paternoster, 2004.</p> <p>Farley, Edward, <i>Theologia: The Fragmentation and Unity of Theological Education</i>, Philadelphia: Fortress Press, 1983.</p> <p>Ferris, Robert W. (ed.), <i>Establishing Ministry Training: A Manual for Programme Developers</i>, Pasadena, CA: William Carey Library, 1995.</p> <p>Freire, Paulo, <i>Pedagogy of the Oppressed</i>. London: Penguin, 1972.</p> <p>Hodgson, Peter, <i>God's Wisdom: Toward a Theology of Education</i>, Westminster John Knox Press, 1999.</p> <p>Jennings, Willie James, <i>After Whiteness: An Education in Belonging</i>. Grand Rapids: Eerdmans, 2020.</p> <p>Knight, G., <i>Philosophy &amp; Education: An Introduction in Christian Perspective</i> Andrews University Press, 2006</p> <p>Kronman, A., <i>Education's End: why our colleges and universities have given up on the meaning of life</i>, Yale University Press, New Haven, 2007</p> <p>Issler, Klaus, and Ronald Habermas, <i>How We Learn: A Christian Teacher's Guide to Educational Psychology</i>. Grand Rapids: Baker, 1994.</p> <p>Kelsey, David H., <i>Between Athens and Berlin: The Theological Education Debate</i>, Grand Rapids: Eerdmans, 1993.</p> <p>Maskell, D. and Robinson I., <i>The New Idea of a University</i>, Imprint Academic, Thorverton, 2001.</p> <p>Oxenham, M, <i>Character and Virtue in Theological Education</i>, Langham Publishers, 2018.</p> <p>Wlodkowski, Raymond J., and Margery B. Ginsberg. <i>Diversity and Motivation: Culturally Responsive Teaching</i>, San Francisco: Jossey-Bass. 1995</p>
17.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100 %
	EXAM	0 %
	PRACTICAL	0 %
18.	<b>UNISTATS – learning and teaching</b>	
	Please indicate 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). 200 hours	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	
	The proposed number of scheduled teaching hours: 20 hours of learning activities.	

		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): NA	
Independent Study (time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For 20 credit modules it is expected that 20 hours will be allocated to either contact time of specific learning engagement on the VLE, 120 hours on general learning activities such as reading, and 60 hours on specific assessment tasks.		180

**Module run (NB These should be set up four years in advance):**

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2023-24	1	2	October	January	20	Northwood	N/A
2024-25	1	2	October	January	20	Northwood	N/A
2025-26	1	2	October	January	20	Northwood	N/A
2026-27	1	2	October	January	20	Northwood	N/A

**Timetabling information:**

(j) Please indicate which teaching activities will be offered in this module*:	
LECTURE (LEC)	YES
SEMINAR (SEM)	YES
LABORATORY (LAB)	NO
WORKSHOP (WRK)	NO
(k) Timetabled	YES
(l) Student centrally allocated	YES

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

Programme code(s)	Programme title(s)	Core/Optional
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional (please consult Programme Specification for more details)

## MM7007 MINISTRY IN CONTEXT

1.	<b>Module code:</b>	MM7007
2.	<b>Title:</b>	Ministry in Context
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	January
6.	<b>Module leader:</b>	Programme Leader
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(y) Pre-requisite	N/A
	(z) Programme restrictions	N/A
	(aa) Level restrictions	N/A
	(bb) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To enable advanced reflection on practice for ministers or professionals in church-related ministry as well as professionals in other sectors</li> <li>2. To build on the systematic knowledge and advanced skills acquired in the Practical Theology and Reflective Practice module</li> <li>3. To enhance specific ministry and professional practice in concrete situations</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge</b></p> <p>On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. Advanced knowledge and in-depth analysis of the context of a specific ministry situation</li> <li>b. Advanced knowledge of a selected issue in professional practice, e.g. preaching, pastoral care, organisational leadership, bereavement support, conflict management</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>c. D Originality in the application of reflective practice techniques</li> <li>d. Critical self-awareness of professional practice</li> <li>e. Concrete enhancement of professional practice</li> </ol>
11.	<b>Syllabus:</b>	<p>The module includes the following topics:</p> <ul style="list-style-type: none"> <li>• Contextual analysis of ministry</li> <li>• Review of the theological reflection and reflective practice</li> <li>• Identification of a theme, practice or issue for reflection</li> <li>• Presentation of a theme, practice or issue to peers and the leadership of a learning experience</li> </ul>
12.	<b>Learning and teaching strategy:</b>	<p>The module will be delivered both on campus and online:</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library</li> </ul>

	<ul style="list-style-type: none"> <li>Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice</li> <li>For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions</li> <li>The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term</li> <li>Reflective activities based on ministry and professional practice will be required at various points throughout the term</li> </ul>																																				
13.	<p><b>Assessment scheme:</b></p> <p><b>(n) Formative assessment scheme</b></p> <ul style="list-style-type: none"> <li>Reflective journal maintained throughout the module (weekly forum/discussion posts for online students)</li> </ul> <p><b>(o) Summative assessment scheme</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5"><b>Task: Class Presentation</b></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>30%</td> <td>PowerPoint presentation of no more than 10 slides and leadership of seminar</td> <td>b, d, e</td> <td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes         </td> <td> <input type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input checked="" type="checkbox"/> Yes – whole module         </td> </tr> <tr> <td colspan="5"><b>Task: Essay</b></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>70%</td> <td>3,000</td> <td>a, c, d, e</td> <td> <input checked="" type="checkbox"/> No  <input 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> </table> <p>In order to pass the module, the student will be required to achieve:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> a n overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Seen examination</td> <td>NA</td> </tr> <tr> <td>Unseen examination</td> <td>NA</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	<b>Task: Class Presentation</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	30%	PowerPoint presentation of no more than 10 slides and leadership of seminar	b, d, e	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input checked="" type="checkbox"/> Yes – whole module	<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	70%	3,000	a, c, d, e	<input checked="" type="checkbox"/> No <input 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	NA	Unseen examination	NA	Coursework (no examination)	100%
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15.	<p><b>Length of exam</b></p> <p>NA</p>																																				
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>Essential</li> </ul> <p>Cameron, Helen, Deborah Bhatti, Catherine Duce, James Sweeney and Clare Watkins, <i>Talking about God in Practice: Theological Action Research and Practical Theology</i>, London: SCM Press, 2010.</p> <p>Cameron, Helen, John Reader, Victoria Slater and Chris Rowland, <i>Theological Reflection for Human Flourishing: Pastoral Practice and Public Theology</i>, London: SCM Press, 2012.</p>																																				

	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	<p>Lartey, Emmanuel Y. <i>Pastoral Theology in an Intercultural World</i>. (Eugene, Or: Wipf &amp; Stock, 2013.)</p> <p>Thompson, Judith and Ross Thompson, <i>Mindful Ministry: Creative, Theological and Practical Perspectives</i>, London: SCM Press, 2012.</p> <p>Walton, Heather, <i>Writing Methods in Theological Reflection</i>, London: SCM Press, 2014.</p> <p>Bennett, Zoe, Elaine Graham, Stephen Pattison and Heather Walton, <i>Invitation to Research in Practical Theology</i>, London: Routledge, 2018.</p> <p>Cameron, Helen and Catherine Duce, <i>Researching Practice in Ministry and Mission: A Companion</i>, London, SCM Press, 2013.</p> <p>Collins, Helen, <i>Reordering Theological Reflection: Starting with Scripture</i>, London: SCM Press, 2020.</p> <p><a href="#">James E Plueddemann</a>, <i>Leading Across Cultures: Effective Ministry and Mission in the Global Church</i>, Downers Grove: IVP, 2009.</p> <p>Moon, Jennifer A., <i>Reflection in Learning &amp; Professional Development</i>, London: Routledge Falmer, 2004.</p> <p>Moon, Jennifer A. <i>Learning Journals: A Handbook for Professional Practice and Professional Development</i>, London: Routledge, 2<sup>nd</sup> edn. 2006.</p> <p>Schön, Donald A., <i>The Reflective Practitioner: How Professionals Think in Action</i>, Aldershot, Ashgate, 1991.</p>
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**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS – assessment</b>		
	Please indicate summary of the following assessment types #:		
	COURSEWORK		70%
	EXAM		0%
	PRACTICAL – SEMINAR LEADING		30%
18.	<b>UNISTATS – learning and teaching</b>		
	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). 200 hours		
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).		20
	The proposed number of scheduled teaching hours:		
	2 hours per week – seminar style or online learning activities		
	Placement Activity (e.g. placement, work based learning or year abroad).		60
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):		
	Students taking this module will be part time and engaged in church ministry of professional practice employment. It is expected that they will use their professional time as a resource for reflection on practice		
	For Apprenticeship programmes, this is Employer-led Off The Job hours.		
	Independent Study (Time students will be required to complete independent study).		120

	The proposed number of hours a student should complete independent study: Up to 120 hours of independent learning, including assessment time.							
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise Partner
	2023-24	2	3	February	April	20	Northwood	N/A
	2024-25	2	3	February	April	20	Northwood	N/A
	2025-26	2	3	February	April	20	Northwood	N/A
	2026-27	2	3	February	April	20	Northwood	N/A
20.	<b>Timetabling information:</b>							
	(m) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				YES			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(n) Timetabled				YES			
(o) Student centrally allocated				YES				

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PG Cert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PG Cert Practical Theology and Ministry (DL)	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PG Dip Biblical Studies, PG Cert Biblical Studies	Optional (please consult Programme Specification for more details)

## MM7008 PRACTICUM

1.	<b>Module code:</b>	MM7008
2.	<b>Title:</b>	Practicum
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	September
6.	<b>Module leader:</b>	Programme Leader
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(cc) Pre-requisite	N/A
	(dd) Programme restrictions	N/A
	(ee) Level restrictions	N/A
	(ff) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To consolidate knowledge and skills required to engage successfully in ministerial and/or vocational pursuits</li> <li>2. To develop advanced and comprehensive awareness of issues that are current in a local ministry or professional practice context</li> <li>3. To bring originality in the application of knowledge to the critique of current methodologies</li> <li>4. To integrate theology and practice, through reflective practice, for the overall formation of the student for ministry.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge and Understanding</b></p> <p>On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. Critical engagement with current research and advanced scholarship in Practical Theology.</li> <li>b. Advanced knowledge of reflective practice to evaluate the place of integration between theoretical approaches and personal practical experience, with a focus on vocational clarity</li> <li>c. Identify and deliver SMART (Specific – Measurable – Achievable – Realistic – Timely) practicum objectives.</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>d. Confident self-awareness in ministry to a professional standard</li> <li>e. Systematic and creative solutions to issues, demonstrating high levels of independent thinking</li> <li>f. Effective working relationships in the practicum context</li> <li>g. Vocational formation, with an emphasis on enhancing leadership competence.</li> </ol>
	<b>Syllabus:</b>	<p>The module includes the following topics</p> <ul style="list-style-type: none"> <li>• Contextual analysis of ministry</li> <li>• Review of the theological reflection and reflective practice</li> <li>• Identification of a theme, practice or issue for reflection</li> <li>• Presentation of a theme, practice or issue to peers and the leadership of a learning experience</li> </ul>
12.	<b>Learning and teaching strategy:</b>	The module will be delivered both on campus and online. Students will be provided with range of literature, and it will be accessible via the VLE and the library



	<ul style="list-style-type: none"> <li>Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice</li> <li>For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions</li> <li>The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term</li> <li>Reflective activities based on ministry and professional practice will be required at various points throughout the term</li> </ul>																																				
13.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <ul style="list-style-type: none"> <li>Reflective journal maintained throughout practicum (weekly forum posts for online students)</li> </ul> <p><b>(p) Summative assessment scheme</b></p> <table border="1"> <tr> <td colspan="5"><b>Task: Class Presentation</b></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>30%</td> <td>PowerPoint presentation of no more than 10 slides and leadership of seminar</td> <td>b,c, d, f,</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input checked="" type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"><b>Task: Essay</b></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>70%</td> <td>3000 word essay</td> <td>a, b, e, g ,</td> <td>No</td> <td>No</td> </tr> </table> <p>In order to pass the module, the student will be required to achieve:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p> <table border="1"> <tr> <td>Seen examination</td> <td>NA</td> </tr> <tr> <td>Unseen examination</td> <td>NA</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100 %</td> </tr> </table>	<b>Task: Class Presentation</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	30%	PowerPoint presentation of no more than 10 slides and leadership of seminar	b,c, d, f,	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input checked="" type="checkbox"/> Yes – whole module	<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	70%	3000 word essay	a, b, e, g ,	No	No	Seen examination	NA	Unseen examination	NA	Coursework (no examination)	100 %
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14.	<p><b>Timetabled examination required</b></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																																				
15.	<p><b>Length of exam</b></p> <p>NA</p>																																				
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li><b>Essential</b></li> </ul> <p>Cameron, Helen, Deborah Bhatti, Catherine Duce, James Sweeney and Clare Watkins, <i>Talking about God in Practice: Theological Action Research and Practical Theology</i>, London: SCM Press, 2010.</p>																																				

	<ul style="list-style-type: none"> <li><b>Recommended</b></li> </ul>	<p>Cameron, Helen, John Reader, Victoria Slater and Chris Rowland, <i>Theological Reflection for Human Flourishing: Pastoral Practice and Public Theology</i>, London: SCM Press, 2012.</p> <p>Lartey, Emmanuel Y. <i>Pastoral Theology in an Intercultural World</i>, Eugene, Or: Wipf &amp; Stock, 2013.</p> <p>Thompson, Judith and Ross Thompson, <i>Mindful Ministry: Creative, Theological and Practical Perspectives</i>, London: SCM Press, 2012.</p> <p>Walton, Heather, <i>Writing Methods in Theological Reflection</i>, London: SCM Press, 2014.</p> <p>Bennett, Zoe, Elaine Graham, Stephen Pattison and Heather Walton, <i>Invitation to Research in Practical Theology</i>, London: Routledge, 2018.</p> <p>Cameron, Helen and Catherine Duce, <i>Researching Practice in Ministry and Mission: A Companion</i>, London, SCM Press, 2013.</p> <p>Collins, Helen, <i>Reordering Theological Reflection: Starting with Scripture</i>, London: SCM Press, 2020.</p> <p>Moon, Jennifer A., <i>Reflection in Learning &amp; Professional Development</i>, London: Routledge Falmer, 2004.</p> <p>Moon, Jennifer A. <i>Learning Journals: A Handbook for Professional Practice and Professional Development</i>, London: Routledge, 2<sup>nd</sup> edn. 2006.</p> <p>Schön, Donald A., <i>The Reflective Practitioner: How Professionals Think in Action</i>, Aldershot, Ashgate, 1991.</p>						
<b>In addition, for in-house, joint and franchised programmes only</b>								
17.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK	70%						
	EXAM	0%						
	PRACTICAL	30%						
18.	<b>UNISTATS – learning and teaching</b>							
	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). 200							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).							
	The proposed number of scheduled teaching hours: Lectures/seminars = 2 hours per week	20						
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on practicum.	60						
	Independent Study (time students will be required to complete independent study). The proposed number of hours a student should complete independent study: Up to 120 hours per week of reading	120						
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	2	3	February	April	20	Northwood	N/A
	2024-25	2	3	February	April	20	Northwood	N/A
	2025-26	2	3	February	April	20	Northwood	N/A
	2026-27	2	3	February	April	20	Northwood	N/A
20.	<b>Timetabling information:</b>							
	(p) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)	YES						
	SEMINAR (SEM)	YES						
	LABORATORY (LAB)	NO						
	WORKSHOP (WRK)	NO						

(q) Timetabled	YES
(r) Student centrally allocated	YES

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional (please consult Programme Specification for more details)

## MM7009 LEADERSHIP AND THE PUBLIC SQUARE

1.	<b>Module code:</b>	MM7009
2.	<b>Title:</b>	Leadership and the Public Square
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	2
6.	<b>Module leader:</b>	Tim Harle
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(gg) Pre-requisite	N/A
	(hh) Programme restrictions	N/A
	(ii) Level restrictions	N/A
	(jj) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To acquire an advanced and systematic understanding of a range of Christian public leadership theories and models.</li> <li>2. To evaluate these theories and models critically and to articulate their own theory/model of specifically Christian public leadership.</li> <li>3. To develop a critical understanding of how practical theology can engage with public leadership theory and public theology.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge</b> On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. How practical theology can inform Christian public leadership theory and vice versa</li> <li>b. An advanced understanding of issues in contemporary Christian public leadership theory</li> <li>c. a creative contribution to the dialogue between practical theology, public theology and public leadership theory</li> </ol> <p><b>Skills</b> On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>e. Critical evaluation of the theory and practice of public leadership</li> <li>f. Integration of reflective practice and Christian public leadership theory</li> </ol>
11.	<b>Syllabus:</b>	<p><b>The module will include the following topics:</b></p> <ul style="list-style-type: none"> <li>• An exploration and evaluation of leadership theories and models.</li> <li>• An analysis of how practical theology might inform models of Christian public leadership.</li> <li>• A discussion of the discourse of public theology and its relationship to practical theology for ministry</li> <li>• An exploration of a number of contemporary leadership issues (for example, such as power, gender and ethics) and how a Christian public leadership model/theory informed by public theology might respond.</li> </ul>
12.	<b>Learning and teaching strategy:</b>	<p>The module will be delivered both on campus and by distance education (online):</p> <ul style="list-style-type: none"> <li>• Students will be provided with range of literature, and it will be accessible via the VLE and the library</li> </ul>

	<ul style="list-style-type: none"> <li>Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice</li> <li>For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions</li> <li>The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term</li> <li>Reflective activities based on ministry and professional practice will be required at various points throughout the term</li> </ul>																										
13.	<p><b>Assessment scheme:</b></p> <p><b>(q) Formative assessment scheme</b></p> <p>Book review (500 words)</p>																										
	<p><b>(r) Summative assessment scheme</b></p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task: Essay</b></td> </tr> <tr> <td colspan="5"><i>This essay will be required to include a section about how theology informs public policy or makes a public statement</i></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>4,000 words</td> <td>a-e</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>In order to pass the module, the student will be required to achieve:</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40;</p> <p><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> a n overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</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>	<b>Task: Essay</b>					<i>This essay will be required to include a section about how theology informs public policy or makes a public statement</i>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	4,000 words	a-e	<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	0%	Unseen examination	0%	Coursework (no examination)	100%
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14.	<p><b>Timetabled examination required</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>																										
15.	<p><b>Length of exam</b></p> <p>NA</p>																										
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>Essential           <ul style="list-style-type: none"> <li>Adair, J., <i>Effective Leadership</i> (revised edn.), London: Pan Macmillan, 2009.</li> <li>Banks, R.; B.M. Ledbetter and David C. Greenhalgh, <i>Reviewing Leadership: A Christian Evaluation of Current Approaches</i>, Grand Rapids: Baker Academic, 2<sup>nd</sup> edn., 2016.</li> <li><a href="#">Deressa, Samuel Yonas</a> &amp; <a href="#">Dreier, Mary Sue</a> (eds), <i>Forming Leaders for the Public Church: Vocation in Twenty-First Century Societies</i>. Lexington KY: Fortress Academic, 2023.</li> <li>Graham, Elaine, <i>Between a Rock and Hard Place: Public Theology in a Post-Secular Age</i>, London: SCM Press, 2013.</li> <li>June, L.N. and Mathis, C.C. (eds.), <i>African American Church Leadership: Principles for Effective Ministry and Community Leadership</i>, Grand Rapids: Kregel, 2013.</li> </ul> </li> </ul>																										

<ul style="list-style-type: none"> <li>Recommended</li> </ul>	<p>Kim, Sebastian and Katie Day (eds.), <i>A Companion to Public Theology</i>, Leiden: Brill, 2017.</p> <p>Ascough, R.S.; C.A. Cotton, <i>Passionate Visionary: Leadership Lessons from the Apostle Paul</i>, Toronto: Editions Novalis, 2005.</p> <p>Bass, B.M., <i>Bass &amp; Stodgill's Handbook of Leadership</i>, (3<sup>rd</sup> edn.), London: The Free Press, 1990.</p> <p>Graham, Elaine and Stephen Lowe, <i>What Makes a Good City? Public Theology and the Urban Church</i>, London: Darton, Longman &amp; Todd, 2009.</p> <p>Greenleaf, R.K., <i>Servant Leadership: A Journey into Legitimate Power and Greatness</i>, New York: Paulist Press, 2002.</p> <p>Hainsworth, Deidre King &amp; Scott R. Paeth (eds), <i>Public Theology for a Global Society: Essays in Honor of Max Stackhouse</i>: Grand Rapids: Eerdmans, 2010.</p> <p>Higginson, R., <i>Transforming Leadership: A Christian Approach to Management</i>, London: SPCK, 1996.</p> <p>Haslam, S. Alexander, Stephen D. Reicher and Michael J. Platow, <i>The New Psychology of Leadership: Identity, Influence and Power</i>, Hove: Psychology Press, 2011.</p> <p>Heifetz and Marty Linsky, <i>Leadership on the Line: Staying Alive Through the Dangers of Change</i>, Boston: Harvard Business Review Press, 2017.</p> <p>Hock, D., <i>Birth of the Chaordic Age</i> (San Francisco: Berrett Koehler, 1999).</p> <p>Wheatley, M.J., <i>Leadership and the New Science</i>, San Francisco: Berrett Koehler, 1999.</p> <p>Kearsley, R., <i>Church, Community and Power</i>, Abingdon: Routledge, 2016.</p> <p>Kim, Sebastian, <i>Theology in the Public Sphere: Public Theology as a Catalyst for Open Debate</i>, London: SCM Press, 2011.</p> <p>Lencioni, P., <i>The Five Dysfunctions of a Team</i>, San Francisco: Jossey-Bass, 2002.</p> <p>Lingenfelter, S.G., <i>Leadership in the Way of the Cross: Forging Ministry from the Crucible of Crisis</i>, Eugene, OR: Wipf &amp; Stock, 2018.</p> <p>McIntosh, G.L.; S.D. Rima, <i>Overcoming the Dark Side of Leadership: How to Become an Effective Leader by Confronting Potential Failures</i>, (revised edn.), Grand Rapids: Baker, 2007.</p> <p>Moltmann, Jürgen, <i>God for a Secular Society: The Public Relevance of Theology</i>, London: SCM Press, 2011.</p> <p>Northouse, P.G., <i>Leadership Theory and Practice</i> (8<sup>th</sup> edn.), London: Sage, 2018.</p> <p>Nouwen, H.J.M., <i>In the Name of Jesus: Reflections on Christian Leadership</i>, London: Darton, Longman &amp; Todd, 1989.</p> <p>Padfield, J., <i>Hopeful Influence: A Theology of Christian Leadership</i>, London: SCM, 2019. [Library, eBook]</p> <p>Parkinson, I., <i>Understanding Christian Leadership</i>, London: SCM, 2020. [Library, eBook]</p> <p>Rost, J.C., <i>Leadership for the Twenty-First Century</i>, Westport: Praeger, 1993.</p> <p>Roxburgh, A.J. and Romanuk, F., <i>The Missional Leader: Equipping Your Church to Reach a Changing World</i>, Minneapolis, MN: Fortress, 2020.</p> <p>Western, S., <i>Leadership: A Critical Text</i> (2<sup>nd</sup>, edn.), London: Sage, 2013.</p>
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**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK					100%		
	EXAM					0%		
PRACTICAL					0%			
18.	<b>UNISTATS – learning and teaching</b>							
	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). 200 hours							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours: 2 hours per week – lecture/seminar style, or online activities, e.g. discussion board posts and webinar						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): For Apprenticeship programmes, this is Employer-led Off The Job hours.						N/A	
Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:  For 20 credit modules it is expected that 20 hours will be allocated to either contact time of specific learning engagement on the VLE, 120 hours on general learning activities such as reading, and 60 hours on specific assessment tasks.						180		
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	1	2	October	January	20	Northwood	N/A
	2024-25	1	2	October	January	20	Northwood	N/A
	2025-26	1	2	October	January	20	Northwood	N/A
2026-27	1	2	October	January	20	Northwood	N/A	
20.	<b>Timetabling information:</b>							
	(s) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)					YES		
	SEMINAR (SEM)					YES		
	LABORATORY (LAB)					NO		
	WORKSHOP (WRK)					NO		
	(t) Timetabled					YES		
(u) Student centrally allocated					YES			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V117	MA Practical Theology and Ministry, PG Dip Practical	Optional
600V118	Theology and Ministry, PGCert Practical Theology and	
600V119	Ministry, MA Practical Theology and Ministry (DL), PG Dip	
600V120	Practical Theology and Ministry (DL), PGCert Practical	
600V121	Theology and Ministry (DL)	
600V122		
600V122		

600V765 600V762 600V766 600V764 600V763 (EXIT)	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional (please consult Programme Specification for more details)



## MM7010 EMPIRICAL RESEARCH METHODS

1.	<b>Module code:</b>	MM7010
2.	<b>Title:</b>	Empirical Research Methods
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	January
6.	<b>Module leader:</b>	Dr Sheryl Arthur
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	
	(kk) Pre-requisite	N/A
	(ll) Programme restrictions	N/A
	(mm) Level restrictions	N/A
	(nn) Other restrictions or requirements	The usual sequencing for a part-time programme is that Core Module 1 will have been studied before this optional module.  This module is compensatable.
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To provide systematic knowledge of the methodological literature in the field of empirical research in practical and empirical theology</li> <li>2. To enable students to develop advanced skills in the design and use of either quantitative or qualitative methods</li> <li>3. To facilitate students' appreciation of leading empirical practical theology.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge</b> On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>a. Advanced knowledge of the methodological theory in empirical practical theology</li> <li>b. Critical awareness of the complexities and limitations of empirical research in practical theology</li> <li>c. Sound judgement in the application of research ethics.</li> </ol> <p><b>Skills</b> On successful completion of this module, the student will demonstrate:</p> <ol style="list-style-type: none"> <li>d. Independent and advanced competence in empirical research design</li> <li>e. Originality in the construction and application of either qualitative or quantitative instruments or approaches to data collection and analysis</li> </ol>
11.	<b>Syllabus:</b>	<p>The module includes the following topics</p> <ul style="list-style-type: none"> <li>• An overview of empirical research in practical theology</li> <li>• Research ethics</li> <li>• Qualitative research design and methods, including digital ethnography / netnography</li> <li>• Quantitative research design and methods, especially survey design</li> <li>• Examples of data analysis</li> <li>• Examples of the presentation of research in academic publications</li> <li>• The impact of empirical research on ministry practices</li> </ul>
12.	<b>Learning and teaching strategy:</b>	<p>The module will be delivered both on campus and online</p> <ul style="list-style-type: none"> <li>• Students will be provided with a range of literature, accessible via the VLE and the library</li> </ul>

	<ul style="list-style-type: none"> <li>Classroom discussion will enable students to understand, assimilate and critically evaluate key ideas and professional practice</li> <li>For distance students, online discussion groups and webinars will mirror the classroom discussions and interactions</li> <li>The delivery will be synchronous, with all members of the cohort expected to work at the same or a similar pace through the course of the term</li> <li>Reflective activities based on ministry and professional practice will be required at various points throughout the term</li> </ul>																					
13.	<p><b>Assessment scheme:</b></p> <p><b>(s) Formative assessment scheme</b></p> <ul style="list-style-type: none"> <li>Classroom or discussion board feedback</li> <li>Instrument design (1,000 words)</li> </ul>																					
	<p><b>(t) Summative assessment scheme</b></p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task: Essay</b></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>4,000</td> <td>a-e</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>In order to pass the module, the student will be required to achieve:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> an overall aggregate of grade 40;</li> <li><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</li> <li><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</li> </ul> <table border="1" style="width: 100%;"> <tr> <td>Seen examination</td> <td>NA</td> </tr> <tr> <td>Unseen examination</td> <td>NA</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	4,000	a-e	<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	NA	Unseen examination	NA	Coursework (no examination)	100%
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Unseen examination	NA																					
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14.	<p><b>Timetabled examination required</b></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																					
15.	<p><b>Length of exam</b></p> <p>NA</p>																					
16.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>Essential           <ul style="list-style-type: none"> <li>Cartledge, Mark J. <i>Practical Theology: Charismatic and Empirical Perspectives</i>, Carlisle: Paternoster Press, 2003.</li> <li>Oliver, Paul, <i>The Student's Guide to Research Ethics</i>, Maidenhead: Open University Press, 2<sup>nd</sup> edn., 2010.</li> <li>Swinton, John and Harriet Mowat, <i>Practical Theology and Qualitative Research</i>, London: SCM Press, 2006.</li> </ul> </li> <li>Recommended           <ul style="list-style-type: none"> <li>Bryman, Alan, <i>Social Research Methods</i>, Oxford: Oxford University Press, 5<sup>th</sup> edn., 2016.</li> </ul> </li> </ul>																					

Cameron, Helen and Catherine Duce, *Researching Practice in Ministry and Mission: A Companion*, London, SCM Press, 2013.

Cartledge, Mark J. *Testimony in the Spirit: Rescripting Ordinary Pentecostal Theology*, Aldershot: Ashgate, 2010.

Cartledge, Mark J. 'Empirical Theology as Theological Netnography: Methodological Considerations', *Journal of Empirical Theology* 35.2 (2023): 187-204

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Creswell, John W. and J. David Creswell, *Research Design: Qualitative & Quantitative Approaches*, London: Sage, 6<sup>th</sup> edn. 2022.

Creswell, John W., *Qualitative Inquiry and Research Design: Choosing Among the Five Traditions*, London: Sage, 5<sup>th</sup> edn. 2018.

DeWalt, Kathleen M. and Billie R. DeWalt, *Participant Observation: A Guide for Fieldworkers*, Lanham, MD: AltaMira Press, 2011.

Hine, Christine, *Ethnography for the Internet: Embedded, Embodied and Everyday*, London: Bloomsbury Academic, 2015.

Kozinets, Robert V., *Netnography: The Essential Guide to Qualitative Social Media Research*, London: Sage, 2020.

McNiff, Jean, *Action Research: Principles and Practice*, London: Routledge, 3<sup>rd</sup> edn., 2013.

Miller-McLemore, Bonnie J. (ed.), *The Wiley-Blackwell Companion to Practical Theology*, Chichester: Wiley-Blackwell, 2012.

Oppenheim, A.N., *Questionnaire Design, Interviewing and Attitude Measurement*, London: Continuum, 2000.

Robson, Colin, *Real World Research*, Oxford: Blackwell, 4<sup>th</sup> edn., 2016.

Scharen, Christian, *Fieldwork in Theology: Exploring the Social Context of God's Work in the World*, Grand Rapids: Baker Academic, 2015.

Tveitereid, Knut and Pete Ward (eds.), *The Wiley Blackwell Companion to Theology and Qualitative Research*, Chichester: Wiley-Blackwell, 2022.

Van der Ven, Johannes A., *Practical Theology: An Empirical Approach*, Kampen: Kok Pharos, 1993.

**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	<b>UNISTATS – learning and teaching</b>	
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	2 hours per week – lecture/seminar style or online learning activities.	
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20.	<b>Timetabling information:</b>							
	(v) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
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	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(w) Timetabled				YES			
	(x) Student centrally allocated				YES			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
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600V765 600V762 600V766 600V764 600V763 (EXIT)	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional (please consult Programme Specification for more details)