



LONDON SCHOOL
OF THEOLOGY



Middlesex
University
London

Theology & Liberal Arts Programme Specification

The following programmes are *subject to validation* by Middlesex University, London,
School of Health, Social Care and Education:

BA (Hons) Theology & Liberal Arts

Dip HE Theology & Liberal Arts

Cert HE Theology & Liberal Arts

Programme Leader: Dr D. T. Everhart

Institutional Link Tutor: Dr Shivanthi Manickasingham

Middlesex Link Tutor: Dr Nicky Spawls

Certificate of Higher Education Theology & Liberal Arts

1. Programme title	CertHE Theology & Liberal Arts
2. Awarding institution	Middlesex University
3a Teaching institution	London School of Theology
3b Language of study	English
4a Valid intake dates	October
4b Mode and duration of study	CertHE: Full time (1 year) or Part time (2 years)
4c Delivery method	On-campus or Distance Education or Blended
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	CertHE Theology & Liberal Arts
8. Academic year effective from	2025/2026

9. Criteria for admission to the programme

The programme uses the School's standard entrance requirements which is normally 64 UCAS tariff points, plus 3 different GCSE passes of grade C or higher (or equivalent qualifications). For mature students, LST is additionally willing to recognise informal qualifications or learning experience. All students must have a minimum of a Grade C or 4 in English Language, or an equivalent international qualification.

LST normally interviews all prospective students, via video call for those living at a distance (for example students studying by Distance Education).

Those whose first language is not English, or who were not educated in English, are normally required to have a mark of 6.5 or better in the IELTS test (or equivalent in other tests).

Accredited Prior learning (APL) may be recognised into level 4 and 5 of study as outlined in LST's [APL and Credit Transfer Policy](#).

10. Aims of the programme

The programme aims to:

1. To provide a strong grounding in Christian theology that brings theology into dialogue other cognate academic disciplines, focusing on engagement with philosophy, the sciences, the humanities and the arts.
2. To develop a range of academic skills through theological engagement with the liberal arts disciplines which are transferable to a range of vocations and practical applications.

11. Programme learning outcomes

A. Knowledge and understanding

On completion of this programme the successful student will demonstrate knowledge and understanding of:

1. The aims, methods, and content of liberal arts education supported by a strong, foundational education in Christian theology.
2. The tools and methods of philosophy, the sciences, and the arts, as well as theological integrations of these disciplines found in philosophical theology, science-engaged theology, and theology, imagination, and the arts.
3. A global range of relevant resources across theology, philosophy, the sciences, and the arts that can sponsor the aims of theologically-engaged liberal arts education. This includes engaging decolonizing and liberationist discourses in education and theology.

B. Skills

On completion of this programme the successful student will be able to:

1. Demonstrate a variety of transferable skills, applicable to range of vocations, as well as the ability to recontextualize learning across disciplines, activities, and vocations. A particular emphasis will be given to diversifying communication skills used to articulate complex topics to a public audience.
2. Engage, interpret, and evaluate resources from theology, philosophy, the sciences, and the arts in ways that support and demonstrate interdisciplinary integration and advanced critical thought, with an emphasis on decentralizing western European perspectives through engagement with a truly global and decolonial corpus of resources.
3. Evaluate various approaches to theological engagement with philosophy, the sciences, and the arts, demonstrating integrative and advanced critical skills.

12. Teaching/learning methods

Students gain **knowledge and understanding** through:

1. Lectures, presentations, seminars, blended activities, and discussions
2. Forum discussions and other online and blended activities on our Virtual Learning Environment (VLE)
3. Guided and independent reading, preparation, and study
4. Creative workshops to support the understanding of various artistic methods.

Students learn **skills** through

1. Field trips
2. Skills taught and modelled in lectures, online module materials, integrative activities
3. Engagements with assessment tasks
4. Individual reading and theological reflection
5. Seminars, presentations, and discussions
6. Videos and other multimedia input

¹Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours

FT - 12

PT – 6

Approx. number of hours of independent study per week (at each level of study, as appropriate)

FT - 42

PT – 21

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).

Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).	FT – 0	PT – 0
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13. Employability

13a Development of graduate competencies

Graduates will be introduced to a range of liberal arts disciplines and be equipped to read, interpret, and evaluate a range of issues from diverse perspectives. Graduates will be specifically equipped to engage empathetically with both familiar and unfamiliar perspectives and to engage critically with important social issues grounded in personal spirituality and Christian faith. This will include training in a range of transferable skills, which students will be equipped to recontextualize across a broad swath of disciplines, activities, and contexts. Graduate development will be supported by:

1. **Group work Activities** – Using group work as a core method of teaching and encouraging student participation in leading groups.
 - *Key skills: communication; interpersonal; critical thinking; teamwork; leadership; self-awareness.*
2. **Use of Case Studies/Role Play Activities** – In many disciplines a case study approach is a core component to any programme to enable students to assess how to relate theory to practice through use of real situations/scenarios.

Role play can also give participants insight into how it feels to operate in a professional context. Working with alumni and employers in your sector will enable you to obtain case studies and real life examples, and will also enable you to build links with professionals in the sector.

 - *Key skills: self-awareness; creativity and initiative; interpersonal skills; communication; ethical awareness; cultural awareness; commercial awareness.*
3. **Multimedia focused activities** – Embedding in programmes and modules a variety of multimedia focused activities as part of the delivery and assessment will provide methods of teaching and learning that enable students to learn how new media resources can be used in relation to their discipline, which will prepare them for their graduate careers.

Multimedia activities include:

- Use of video, such as YouTube clips in lectures to stimulate discussion and exemplify visual arts such as film or television for theological engagement and analysis.
 - Activities/Assignments that require internet research.
 - Use of interviews and profiles to show examples of practice related to the discipline.
 - Assessment methods – delivery a presentation or interview on camera; use of video as part of an assignment.
 - *Key skills: communication; innovation/entrepreneurship; planning/organisation; ICT skills; commercial awareness; ethical awareness; creativity and initiative.*
4. **Reflective Practice** – Reflective practice is used in disciplines where it is essential to reflect on action and the consequences of actions as a core part of the learning process. Reflective practice will give students the tools to analyse their learning and build a model that will be foundational in a graduate career. Reflective practice can be embedded in the following ways:
 - Use of a learning/Reflective journal to encourage students to both log their action and reflect on their experience/learning.
 - Use of case studies and evaluation of work embedded into a programme or module.
 - Using >>Progress>> to encourage students to analyse their development in a module, and bringing their reflections to a tutorial is one way to encourage students to reflect on their learning.

- *Key skills: self-awareness; critical thinking; interpersonal; teamwork; ethical awareness; cultural awareness; analytical skills; numeracy/financial; commercial awareness.*

5. **Entrepreneurial Activities** – There are many types of entrepreneurial activities that can be embedded into academic programmes which introduce students to concepts that will enable them to innovations related to their discipline.

6. **Intercultural Activities** – A key objective of LST, and this programme in particular, is enabling students to develop into Global citizens. Our student body comprises a wide range of nationalities and cultural backgrounds and we have a very diverse campus life. The opportunity for students to learn how to operate in a multi-cultural environment, and from the variety of cultures they interact with within the context of their study is something that must be encouraged.

Intercultural Activities include:

- Activities that encourage students to explore difference cultural practices related to theology and the liberal arts disciplines, using the multi-cultural diversity within the group where possible and centering decolonial approaches to theology, philosophy, the sciences, and the arts.
- Case studies that look at intercultural practice related to theology and worship.
- Group presentations that encourage different cultural groups/nationalities to work together and reflect on their experience.
- *Key skills: self-awareness; teamwork; interpersonal skills; communication; ethical awareness; cultural awareness; commercial awareness; analytical skills; critical thinking; creativity and initiative; teamwork.*

7. **Peer Support** – LST provides a number of avenues for Peer Support, including tutor groups, in-class group work, and peer-review activities associated with particular modules. This is proving to be a valuable learning experience for all the students who participate.

Peer support is something that can be used at a number of levels in academic programmes and individual modules as follows.

- Setting up tutor groups that focus on disciplinary-specific and interdisciplinary peer review.
- Using peer support on a smaller scale for an individual project.
- Codifying peer review activities as formative assessments in specific modules.
- Peer support at a departmental level, organised by post graduate students for undergraduates, supervised by a member of staff. The benefit of peer support is often a higher level of commitment from students.
- *Key skills: self-awareness; leadership; interpersonal; teamwork; cultural awareness; planning/organisation; communication.*

8. **Innovative and Creative Assessment** – Assessment, although remaining rigorous, can also be innovative.

- Use of case studies or live interviews to relate theory to practice enables students to examine how ‘espoused theory’ operates as ‘theory in use’. This is especially vital for supporting student skills in science communication, demonstrating ability to comprehend complex scientific concepts and communicate them effectively and accurately.
- Peer and self-assessment needs training for, but is a valuable method of assessment.
- Use of multi-media on assignments tests students’ ability in different areas. Sponsoring student creativity across various media will not only support a range of transferable skills, but also enable students to utilize a range of tools in communication in future careers.
- Group assignments and projects will test their ability to work together.

There are many different assessment methods depending on the module; the more variety a student is exposed to will enable them to understand how to use different skills.

- *Key skills: critical thinking; teamwork; leadership; entrepreneurship; innovation; interpersonal; planning/organisation; analytical skills; commercial awareness; cultural awareness.*

9. **Student Events** – Organising an academic conference or event is something that will enable students to develop a range of transferrable skills alongside academic skills. This programme will host a bi-annual internal event to display assessed projects, especially those that involve creative and presentation elements. Students will be encouraged to keep a reflective log of their activities and evaluate their own performance.

- *Key Skills: creativity and initiative; innovation/entrepreneurship; planning and organisation; communication; teamwork; interpersonal; commercial awareness; analytical skills; leadership.*

10. **Leadership Skills/Activities** – Ability to lead effectively and appropriately is a key attribute sought by graduate employers. Developing leadership skills in any discipline is something that we should aspire to. There are many ways that this can be encouraged and embedded in the curriculum.

- Assessing leadership styles using key figures in Christian history and the history of Christian engagement with society, encouraging students to examine their preferred leadership style using
- Including a lecture/workshop on leadership as part of a module, with practical application and reflection.
- *Key Skills: leadership; analytical skills; critical thinking; planning and organisation; commercial awareness; ethical awareness; cultural awareness.*

11. **Alumni Involvement** – Alumni are a valuable and often under used resource at LST. There are a number of ways to use alumni to enhance employability in the curriculum. The alumni office can offer support in this area.

- Inviting alumni to participate in a lecture/seminar to give a perspective from the sector on the subject being discussed.
- Organising a networking event with a group of alumni. This will both enable students to develop networking skills, and will also expose them to potential career choices.
- Working with alumni to develop work experience opportunities and internships.

LST has links with local business and voluntary organisations through the Vocational Services office, Alumni Office, and other college contacts and networks both local and global.

- *Key skills: creativity and initiative; interpersonal; communication; commercial awareness; analytical skills; planning and organisation; ICT skills; numeracy/financial; leadership; critical thinking; self-awareness.*

13b Employability development

Employability is central to the development of this programme, and graduate outcomes have been measured against not only the standard benchmarks for TRS students, but also the current professional market across a range of sectors identified as appropriate for Theology & Liberal Arts students. To this end, employability development has been integrated into every level of the programme. This can be seen in the developing of transferable and employable skills including critical thinking, comprehension, communication (oral/visual/other), recontextualization, commercial awareness, planning and organising, cultural awareness and integration, interdisciplinary engagement, creativity and initiative, entrepreneurship, leadership, IT skills, teamwork, and networking. In addition to learning activities detailed above:

1. Group Work
2. Case Studies

3. Multi-media activities
4. Entrepreneurial activities
5. Intercultural activities
6. Peer support
7. Innovative assessment
8. Leadership skills/activities

Students will also be supported in their employability development through:

1. Networking opportunities through LST donor and alumni networks, local and global ministry networks, and local business/voluntary partnerships
2. Interdisciplinary training in assessing, analysing, and evaluating critical social issues to support engagement with broader society with one's Christian faith.
3. Creative assessments that hone a range of communication, analytic, and knowledge skills to develop empathetic understanding of other cultures and perspectives, interdisciplinary engagement, and a variety of communication and comprehension styles
4. Modules designed to promote understanding of EDI and sustainable development in education that not only increase employability but promise to contribute to the common good in a range of employment sectors.

13c Placement and work experience opportunities (if applicable)

13d Future careers / progression

Graduates from the programme will be equipped for a wide range of career pathways, such as teaching, professional Christian ministry, work in Christian organisations and charities, civil service, human resources, management consultancy, publishing, journalism, social work, policing, international relations, community relations, entrepreneurial enterprises, and the public sector, as well as in other professional contexts. They will also be prepared for further study, whether in theology or related disciplines. The nature of interdisciplinary knowledge and skills-oriented learning obtained through this degree will make graduates especially versatile in an increasingly competitive graduate market. The graduate skills gained from this programme are also readily transferable to other sectors, leading to a wide range of graduate job opportunities.

14. Assessment methods

Knowledge and Understanding assessment methods:

1. Essays, portfolios, exams, and reading reports
2. Written reflections and oral presentations
3. Forum discussions
4. Creative and artistic projects coupled with written reflections

Skills assessment methods:

1. Essays, portfolios, exams, and reading reports
2. Written reflections and oral presentations
3. Creative and artistic projects coupled with written reflections

15. Programme structure (level of study, modules, credits and progression requirements)
15a Structure of the programme
CertHE Theology & Liberal Arts – On-campus: Full-time (FT) – Level 4

LEVEL 4 ON-CAMPUS (FT, YEAR 1)	Semester 1	Semester 2
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits) TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)	
	TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament (10 credits)	TH4005 Introduction to Doctrine (10 credits)
Optional: (Choose 1)	TH4008 Faith in Time (10 credits) TH4009 Global Christianity (10 credits)	TH4007 God and Creation (10 credits) TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – Distance Education: Full-time (FT) – Level 4

LEVEL 4 ONLINE (FT, YEAR 1)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits) TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)		
	Sem 1.1 & 1.2 TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	Sem 2.2 TH4005 Introduction to Doctrine (10 credits)	
Optional: (choose 1)	Semester 1.2 TH4009 Global Christianity (10 credits)	Semester 2.1	Semester 3.1 TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) Semester 3.2 TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – On-campus: Part-time (PT) – Level’s 4.1 and 4.2

LEVEL 4.1 ON-CAMPUS (PT, YEAR 1)	Semester 1	Semester 2
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits)	
	TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	TH4005 Introduction to Doctrine (10 credits)
	TH4008 Faith in Time (10 credits)	TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology (10 credits)
Optional: (chose 1 across years 1 & 2)		
LEVEL 4.2 ON-CAMPUS (PT, YEAR 2)	Semester 1	Semester 2
Compulsory:	TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)	
	TH4009 Global Christianity (10 credits)	TH4007 God and Creation (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – Distance Education: Part-time – Level’s 4.1 and 4.2

LEVEL 4.1 ONLINE (PT YEAR 1)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits)		
	Sem 1.2 TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	Sem 2.2 TH4005 Introduction to Doctrine (10 credits)	
Optional: (choose 1)	Semester 1.2 TH4009 Global Christianity (10 credits)	Semester 2.1	Semester 3.1 TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) Semester 3.2 TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

LEVEL 4.2 ONLINE (PT YEAR 2)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)		

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

15b Levels and modules		
Level 4		
Compulsory (Core)	Optional (Elective)	Progression requirements
Students must take all of the following: TL4101 Theology & Liberal Arts I: Introducing Liberal Arts Education (20 credits) TH4001 Introduction to the New Testament (10 Credits) TH4002 Introduction to the Old Testament (10 credits) TL4103 Theology, Imagination and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits) TH4005 Introduction to Doctrine (10 credits)	Students must also choose 1 module from the following list of theology modules: TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) TH4009 Global Christianity (10 credits) TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1(10 credits) <i>Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.</i>	Students must pass at least 110 credits to progress to Level 5. <i>To achieve Honours, failed credit will need to be repeated.</i>

15c Non-compensatory modules	
Module level	Module code
None.	

16. Programme-specific support for learning
The CertHE Theology & Liberal Arts will host workshops to equip and develop students with artistic skills to support their creative and innovative assessments taken throughout the course. At least two of these will take place as part of a module seminar as a formative assessment.

17. HECos code(s)	100340 (Theology) 100065 (Liberal Arts)
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18. Relevant QAA subject benchmark(s)	Theology and Religious Studies 2022
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19. University Regulations
This programme will run in line with general LST's Undergraduate Regulations: Policies London School of Theology

20. Reference points

- Internal reference points include:
 - LST Assessment Regulations
 - University Learning and Teaching policies and strategies, such as 2031 Learning Framework or Graduate Competencies
- External reference points include:
 - The QAA Quality Code for Higher Education.
 - The QAA Frameworks for Higher Education Qualifications.
 - United Nations Sustainable Development Goals and its 2030 Agenda for Sustainable Development.
 - Teaching experience on other liberal arts programmes across the UK, including at a Russel Group University
 - Programme designs for Christian liberal arts programmes in the US.
 - QAA Subject Benchmark statements: Theology and Religious Studies

21. Methods for evaluating and improving the quality and standards of learning

LST uses the following methods for evaluating and improving the quality and standards of learning:

- Operating within a School, Faculty and University framework for quality evaluation and enhancement.
- Maintaining and developing a Rolling Resource List of books, articles, websites, blogs and vlogs from global majority, western ethnic minority and marginalized perspectives in Christian theology.
- Regularly monitoring of programme and module delivery.
- Implementing a robust Learning and Teaching Framework focused on maintaining and enhancing programme quality, and highlighting a global diversity of sources and perspectives across different modes of delivery.
- Continuing and fostering opportunities for feedback from students during workshops and seminars.
- Regular feedback from students through Programme Voice Groups.
- Surveys completed by students during their programme (e.g. module survey, NSS, PTES).
- Participation by staff in external curriculum related staff development programmes.
- Regular discussions in Departmental meetings.
- Annual appraisal of academic staff.
- Peer observation of teaching.
- External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.
- Annual monitoring and enhancement review process.

22. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

CertHE Curriculum Map

23. Curriculum map for CertHE Theology and Liberal Arts

23a Programme learning outcomes

Knowledge and understanding: On completion of this programme the successful student will have knowledge and understanding of	
A1	The aims, methods, and content of liberal arts education supported by a strong, foundational education in Christian theology.
A2	The tools and methods of philosophy, the sciences, and the arts, as well as theological integrations of these disciplines found in philosophical theology, science-engaged theology, and theology, imagination, and the arts.
A3	A global range of relevant resources, including indigenous, global south, decolonial, and liberationist perspectives, across theology, philosophy, the sciences, and the arts that can sponsor the aims of theologically-engaged liberal arts education to promote good citizenship and societal flourishing.
Skills: On completion of this programme, the successful student will be able to	
B1	Demonstrate a variety of transferable and employable skills, applicable to a range of vocations, as well as the ability to recontextualize learning across disciplines, activities, and vocations. A particular emphasis will be given to diversifying communication skills used to articulate complex topics to a public audience.
B2	Engage, interpret, and evaluate resources from theology, philosophy, the sciences, and the arts in ways that support and demonstrate interdisciplinary integration and advanced critical thought, with an emphasis on decentralizing western European perspectives through engagement with a truly global and decolonial corpus of resources.
B3	Evaluate various approaches to theological engagement with philosophy, the sciences, and the arts, demonstrating integrative and advanced critical skills.

Programme learning outcomes – Level 4						
A1	A2	A3	B1	B2	B3	
Highest level achieved by all graduates						
4	4	4	4	4	4	

23b Mapping by level of study and module

Module Title	Module Code by Level of study	A1	A2	A3	B1	B2	B3
		Level 4					
Core Modules							
Theology & Liberal Arts I: Introducing Liberal Arts Education	TL4101	x		x	x		
Introduction to the New Testament	TH4001	x		x		x	
Introduction to the Old Testament	TH4002	x		x		x	
Theology, Imagination and the Arts	TL4103		x	x	x	x	x
Philosophical Theology	TL4104		x	x	x	x	x
Science-Engaged Theology	TL4105		x	x	x	x	x
Introduction to Doctrine	TH4005	x					
Optional Modules							
Students must choose one of the following:							
God and Creation	TH4007	x					
Faith in Time	TH4008	x					
Global Christianity	TH4009	x		x			
Key Christian Thinkers	TH4010	x					
Spiritual Theology 1	TH4011	x					

Diploma of Higher Education Theology & Liberal Arts

1. Programme title	DipHE Theology & Liberal Arts
2. Awarding institution	Middlesex University
3a Teaching institution	London School of Theology
3b Language of study	English
4a Valid intake dates	October
4b Mode and duration of study	DipHE: Full time (2 years) or Part time (4 years)
4c Delivery method	On-campus or Distance Education or Blended
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	DipHE Theology & Liberal Arts CertHE Theology & Liberal Arts
8. Academic year effective from	2026/2027

9. Criteria for admission to the programme

The programme uses the School's standard entrance requirements which is normally 64 UCAS tariff points, plus 3 different GCSE passes of grade C or higher (or equivalent qualifications). For mature students, LST is additionally willing to recognise informal qualifications or learning experience. All students must have a minimum of a Grade C or 4 in English Language, or an equivalent international qualification.

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Those whose first language is not English, or who were not educated in English, are normally required to have a mark of 6.5 or better in the IELTS test (or equivalent in other tests).

Accredited Prior learning (APL) may be recognised into level 4 and 5 of study as outlined in LST's [APL and Credit Transfer Policy](#).

10. Aims of the programme

The programme aims to:

- To provide a strong grounding in Christian theology that brings theology into dialogue other cognate academic disciplines, focusing on engagement with philosophy, the sciences, the humanities and the arts.

4. To develop a range of academic and professional skills through theological engagement with the liberal arts disciplines which are transferable to a range of vocations and practical applications.
5. To apply acquired skills creatively to benefiting the common good of society, focusing on compassion, mission and social justice as ways that Christian faith can be applied to good citizenship and promote social cohesion, environmental awareness and respect for, and empathetic understanding of, diverse perspectives and worldviews.

11. Programme learning outcomes

A. Knowledge and understanding

On completion of this programme the successful student will demonstrate knowledge and understanding of:

1. The aims, methods, and content of liberal arts education supported by a strong, foundational education in Christian theology.
2. The tools and methods of philosophy, the sciences, and the arts, as well as theological integrations of these disciplines found in philosophical theology, science-engaged theology, and theology, imagination, and the arts.
3. A range of social and cultural issues facing the Church and society today, as well as models of and solutions to those issues currently on offer. This includes the particular roles that philosophy, the sciences, the arts, and theology play in the formation of and response to these crucial societal issues.
4. A global range of relevant resources across theology, philosophy, the sciences, and the arts that can sponsor the aims of theologically-engaged liberal arts education. This includes engaging decolonizing and liberationist discourses in education and theology.

B. Skills

On completion of this programme the successful student will be able to:

1. Demonstrate a variety of transferable and employable skills, applicable to range of vocations, as well as the ability to recontextualize learning across disciplines, activities, and vocations. A particular emphasis will be given to diversifying communication skills used to articulate complex topics to a public audience.
2. Engage, interpret, and analyse resources from theology, philosophy, the sciences, and the arts in ways that support and demonstrate interdisciplinary integration and advanced critical thought, with an emphasis on decentralizing western European perspectives through engagement with a truly global and decolonial corpus of resources.
3. Analyse, and evaluate various approaches to theological engagement with philosophy, the sciences, and the arts, demonstrating integrative and advanced critical skills.
4. Articulate and evaluate significant social issues facing the Church and society today and develop new, creative solutions to these issues that further demonstrate the ability to recontextualize and integrate learning across a range of disciplines, methodologies, and global and local contexts.

12. Teaching/learning methods

Students gain **knowledge and understanding** through:

1. Lectures, presentations, seminars, blended activities, and discussions
2. Forum discussions and other online and blended activities on our Virtual Learning Environment (VLE)
3. Guided and independent reading, preparation, and study
4. Workplace placements and employable skills training
5. Creative workshops to support the understanding of various artistic methods.

Students learn **skills** through

1. Placements and field trips
2. Skills taught and modelled in lectures, online module materials, integrative activities
3. Skills-based workshops

4. Engagements with assessment tasks
5. Individual reading and theological reflection
6. Seminars, presentations, and discussions
7. Videos and other multimedia input

² Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT - 12	PT – 6
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT - 42	PT – 21
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).	FT – 50	PT – 50

13. Employability

13a Development of graduate competencies

Graduates will be introduced to a range of liberal arts disciplines and be equipped to read, interpret, analyse, and evaluate a range of issues from diverse perspectives. Graduates will be specifically equipped to engage empathetically with both familiar and unfamiliar perspectives and to engage critically with important social issues grounded in personal spirituality and Christian faith. This will include training in a range of transferable skills, which students will be equipped to recontextualize across a broad swath of disciplines, activities, and contexts. Graduate development will be supported by:

1. **Group work Activities** – Using group work as a core method of teaching and encouraging student participation in leading groups.
 - *Key skills: communication; interpersonal; critical thinking; teamwork; leadership; self-awareness.*
2. **Use of Case Studies/Role Play Activities** – In many disciplines a case study approach is a core component to any programme to enable students to assess how to relate theory to practice through use of real situations/scenarios. Role play can also give participants insight into how it feels to operate in a professional context. Working with alumni and employers in your sector will enable you to obtain case studies and real life examples, and will also enable you to build links with professionals in the sector.
 - *Key skills: self-awareness; creativity and initiative; interpersonal skills; communication; ethical awareness; cultural awareness; commercial awareness.*
3. **Multimedia focused activities** – Embedding in programmes and modules a variety of multimedia focused activities as part of the delivery and assessment will provide methods of teaching and learning that enable students to learn how new media resources can be used in relation to their discipline, which will prepare them for their graduate careers.

Multimedia activities include:

- Use of video, such as YouTube clips in lectures to stimulate discussion and exemplify visual arts such as film or television for theological engagement and analysis.
- Activities/Assignments that require internet research.
- Use of interviews and profiles to show examples of practice related to the discipline.
- Assessment methods – delivery a presentation or interview on camera; use of video as part of an assignment.

² This information will be used as part of our submission to Discover Uni (previously Unistats).

- *Key skills: communication; innovation/entrepreneurship; planning/organisation; ICT skills; commercial awareness; ethical awareness; creativity and initiative.*

4. **Reflective Practice** – Reflective practice is used in disciplines where it is essential to reflect on action and the consequences of actions as a core part of the learning process.

Reflective practice will give students the tools to analyse their learning and build a model that will be foundational in a graduate career. Reflective practice can be embedded in the following ways:

- Use of a learning/Reflective journal to encourage students to both log their action and reflect on their experience/learning.
- Use of case studies and evaluation of work embedded into a programme or module.
- Using >>Progress>> to encourage students to analyse their development in a module, and bringing their reflections to a tutorial is one way to encourage students to reflect on their learning.
- *Key skills: self-awareness; critical thinking; interpersonal; teamwork; ethical awareness; cultural awareness; analytical skills; numeracy/financial; commercial awareness.*

5. **Work or voluntary placements** – More and more disciplines are integrating work experience placements as a core part of an academic programme. This is an essential part of learning across the liberal arts disciplines. It is also possible to include work experience as part of a programme in less traditional disciplines, and this is welcomed by employers who will use the work experience to recruit potential graduate employees.

Recruiting potential employer partners may take time, and support and advice can be obtained from Vocational Services. Voluntary placements can be the first stage of setting up an internship programme with an employer and will give students valuable experience with a graduate employer.

- *Key skills: self-awareness; leadership; interpersonal; teamwork; commercial awareness; creativity and initiative; ICT skills; numeracy/financial.*

6. **Entrepreneurial Activities** – There are many types of entrepreneurial activities that can be embedded into academic programmes which introduce students to concepts that will enable them to innovations related to their discipline.

7. **Intercultural Activities** – A key objective of LST, and this programme in particular, is enabling students to develop into Global citizens. Our student body comprises a wide range of nationalities and cultural backgrounds and we have a very diverse campus life. The opportunity for students to learn how to operate in a multi-cultural environment, and from the variety of cultures they interact with within the context of their study is something that must be encouraged.

Intercultural Activities include:

- Activities that encourage students to explore difference cultural practices related to theology and the liberal arts disciplines, using the multi-cultural diversity within the group where possible and centering decolonial approaches to theology, philosophy, the sciences, and the arts.
-
- Case studies that look at intercultural practice related to theology and worship.
- Group presentations that encourage different cultural groups/nationalities to work together and reflect on their experience.
- *Key skills: self-awareness; teamwork; interpersonal skills; communication; ethical awareness; cultural awareness; commercial awareness; analytical skills; critical thinking; creativity and initiative; teamwork.*

8. **Peer Support** – LST provides a number of avenues for Peer Support, including tutor groups, in-class [group work](#), and [peer-review activities associated with particular modules](#). This is proving to be a valuable learning experience for all the students who participate.

Peer support is something that can be used at a number of levels in academic programmes and individual modules as follows.

- Setting up tutor groups that focus on disciplinary-specific and interdisciplinary peer review.
- Using peer support on a smaller scale for an individual project.
- Codifying peer review activities as formative assessments in specific modules.
- Peer support at a departmental level, organised by post graduate students for undergraduates, supervised by a member of staff. The benefit of peer support is often a higher level of commitment from students.
- *Key skills: self-awareness; leadership; interpersonal; teamwork; cultural awareness; planning/organisation; communication.*

9. **Innovative and Creative Assessment** – Assessment, although remaining rigorous, can also be innovative.

- Use of case studies or live interviews to relate theory to practice enables students to examine how ‘espoused theory’ operates as ‘theory in use’. This is especially vital for supporting student skills in science communication, demonstrating ability to comprehend complex scientific concepts and communicate them effectively and accurately.
- Peer and self-assessment needs training for, but is a valuable method of assessment.
- Use of multi-media on assignments tests students’ ability in different areas. Sponsoring student creativity across various media will not only support a range of transferable skills, but also enable students to utilize a range of tools in communication in future careers.
- Group assignments and projects will test their ability to work together.

There are many different assessment methods depending on the module; the more variety a student is exposed to will enable them to understand how to use different skills.

- *Key skills: critical thinking; teamwork; leadership; entrepreneurship; innovation; interpersonal; planning/organisation; analytical skills; commercial awareness; cultural awareness.*

10. **Real world Activities** – These activities give students an opportunity to have a go at operating in their field on a project, but limited responsibilities.

Types of ‘real world activities include:

- ‘Venture games’ to encourage students to plan and initiate a business/project idea from conception to completion. This allows students to face the challenges that occur at each stage, and work out solutions to solve problems within a safe environment before they enter a commercial environment.
- Supervised placements in a work environment that includes a mentor/supervisor with reflection on experience as a critical part of the process.
- Student led Project organised as part of a module in partnership with a business or voluntary organisation.
- Real World activities involve students in critical reflection directly related to their discipline as well as giving students’ skills in practical engagement.
- *Key Skills: leadership; innovation/entrepreneurship; communication; commercial awareness; planning/organisation; analytical skills; self-awareness.*

11. **Student Events** – Organising an academic conference or event is something that will enable students to develop a range of transferrable skills alongside academic skills. This programme will host a bi-annual internal event to display assessed projects,

especially those that involve creative and presentation elements. Students will be encouraged to keep a reflective log of their activities and evaluate their own performance.

- *Key Skills: creativity and initiative; innovation/entrepreneurship; planning and organisation; communication; teamwork; interpersonal; commercial awareness; analytical skills; leadership.*

12. **Leadership Skills/Activities** – Ability to lead effectively and appropriately is a key attribute sought by graduate employers. Developing leadership skills in any discipline is something that we should aspire to. There are many ways that this can be encouraged and embedded in the curriculum.

- Assessing leadership styles using key figures in Christian history and the history of Christian engagement with society, encouraging students to examine their preferred leadership style using
- Including a lecture/workshop on leadership as part of a module, with practical application and reflection.
- *Key Skills: leadership; analytical skills; critical thinking; planning and organisation; commercial awareness; ethical awareness; cultural awareness.*

13. **Alumni Involvement** – Alumni are a valuable and often under used resource at LST. There are a number of ways to use alumni to enhance employability in the curriculum. The alumni office can offer support in this area.

- Inviting alumni to participate in a lecture/seminar to give a perspective from the sector on the subject being discussed.
- Organising a networking event with a group of alumni. This will both enable students to develop networking skills, and will also expose them to potential career choices.
- Working with alumni to develop work experience opportunities and internships.

14. **Partnerships with local business/voluntary sector** – Working in partnership with local business and voluntary sector organisations enables students to receive a developmental learning experience alongside providing a service to local business and community. Partnership could operate in the following ways:

- Specialist advice/support from students in their areas of expertise for a business/organisation i.e. consultancy work.
- Paid or voluntary workers with specialist knowledge used on a project.
- Work experience in a real-life situation that allows students to apply theory to practice.
- Work undertaken at a placement could be linked to dissertation or final project.

LST has links with local business and voluntary organisations through the Vocational Services office, Alumni Office, and other college contacts and networks both local and global.

- *Key skills: creativity and initiative; interpersonal; communication; commercial awareness; analytical skills; planning and organisation; ICT skills; numeracy/financial; leadership; critical thinking; self-awareness.*

13b Employability development

Employability is central to the development of this programme, and graduate outcomes have been measured against not only the standard benchmarks for TRS students, but also the current professional market across a range of sectors identified as appropriate for Theology & Liberal Arts students. To this end, employability development has been integrated into every level of the programme. This can be seen in the developing of transferable and employable skills including critical thinking, comprehension, communication (oral/visual/other), recontextualization, commercial awareness, planning and organising, cultural awareness and integration, interdisciplinary engagement, creativity and initiative, entrepreneurship, leadership, IT skills, teamwork, and networking. In addition to learning activities detailed above:

1. Group Work
2. Case Studies
3. Multi-media activities
4. Work/voluntary placements
5. Entrepreneurial activities
6. Intercultural activities
7. Peer support
8. Innovative assessment
9. Leadership skills/activities

Students will also be supported in their employability development through:

1. Networking opportunities through LST donor and alumni networks, local and global ministry networks, and local business/voluntary partnerships
2. A module dedicated to cultivating employability skills, including job application/interview prep, job market research skills, communication and networking skills, and recontextualization skills.
3. Interdisciplinary training in assessing, analysing, and evaluating critical social issues to support engagement with broader society with one's Christian faith.
4. Creative assessments that hone a range of communication, analytic, and knowledge skills to develop empathetic understanding of other cultures and perspectives, interdisciplinary engagement, and a variety of communication and comprehension styles
5. Modules designed to promote understanding of EDI and sustainable development in education that not only increase employability but promise to contribute to the common good in a range of employment sectors.

13c Placement and work experience opportunities (if applicable)

Diploma and BA students undertake a supervised placement during Level 5 (TL5102 Learning for Discipleship and Citizenship). Placements are overseen by LST's Vocational Services Department. Details relating to placement identification, organisation, supervision and ongoing support can be found on LST's VLE, but will be initially guided by in class activities and guest speakers from a range of ministries, NGOs, and other vocations. Modular requirements include the completion of a minimum number of placement hours and submission of supporting paperwork. Students are supported by Vocational Services throughout their placement with initial training, employability skills workshops, regular communications, mid-year assessment and 1-1 interviews. These will aid the development of a student's career aspirations and enable them to gain a large range of employability competencies. Placement supervisors are also supported by the Vocations Dept with initial training, seminars, regular communications and 1-1 meetings when necessary.

13d Future careers / progression

Graduates from the programme will be equipped for a wide range of career pathways, such as teaching, professional Christian ministry, work in Christian organisations and charities, civil service, human resources, management consultancy, publishing, journalism, social work, policing, international relations, community relations, entrepreneurial enterprises, and the public sector, as well as in other professional contexts. They will also be prepared for further study, whether in theology or related disciplines. The nature of interdisciplinary knowledge and skills-oriented learning obtained through this degree will make graduates especially

versatile in an increasingly competitive graduate market. The graduate skills gained from this programme are also readily transferable to other sectors, leading to a wide range of graduate job opportunities.

14. Assessment methods

Knowledge and Understanding assessment methods:

1. Essays, portfolios, exams, and reading reports
2. Written reflections and oral presentations
3. Forum discussions
4. Creative and artistic projects coupled with written reflections

Skills assessment methods:

1. Essays, portfolios, exams, and reading reports
2. Written reflections and oral presentations
3. Creative and artistic projects coupled with written reflections
4. Placement supervisors' feedback

15. Programme structure (level of study, modules, credits and progression requirements)
15a Structure of the programme
CertHE Theology & Liberal Arts – On-campus: Full-time (FT) – Level 4

LEVEL 4 ON-CAMPUS (FT, YEAR 1)	Semester 1	Semester 2
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits) TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)	
	TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament (10 credits)	TH4005 Introduction to Doctrine (10 credits)
Optional: (Choose 1)	TH4008 Faith in Time (10 credits) TH4009 Global Christianity (10 credits)	TH4007 God and Creation (10 credits) TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – On-campus: Full-time (FT) – Level 5

LEVEL 5 ON-CAMPUS (FT, YEAR 2)	Semester 1	Semester 2
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)	
	TH5113 Sin, Grace and Eschatology (10 credits)	TH5004 Person and Work of Christ (10 credits) TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits)
Optional Group A (choose 1 module)		TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) OR TH5005 Relational Theology (10 credits)
Optional Group B (choose 4)	TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits) TM5305 Music, Philosophy, and God* (10 credits)	TH5006 Apologetics (10 credits) TH5126 Theology and Sociology (10 credits) TM5305 Music, Philosophy, and God* (10 credits) WS5705 Multimedia and Multisensory Worship A (10 credits)

**This module runs over 2 semesters*

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – Distance Education: Full-time (FT) – Level 4

LEVEL 4 DISTANCE EDUCATION (FT, YEAR 1)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits) TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)		
	Sem 1.1 & 1.2 TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	Sem 2.2 TH4005 Introduction to Doctrine (10 credits)	
Optional: (choose 1)	Semester 1.2 TH4009 Global Christianity (10 credits)	Semester 2.1	Semester 3.1 TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) Semester 3.2 TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – Distance Education: Full-time (FT) – Level 5

LEVEL 5 DISTANCE EDUCATION (FT, YEAR 2)	Semester 1	Semester 2	Semester 3
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)		
		Semesters 2.1 & 2.2 TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits) Semester 2.2 only TH5004 Person and Work of Christ (10 credits)	Semester 3.1 TH5113 Sin, Grace and Eschatology (10 credits)
Optional Group A (choose 1 module)	Semester 1.2 TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) or TH5005 Relational Theology (10 credits)		
Optional Group B (choose 4)	TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits)	WS5705 Multimedia and Multisensory Worship A (10 credits)	TH5006 Apologetics (10 credits) TH5126 Theology and Sociology (10 credits) TM5305 Music, Philosophy, and God (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – On-campus: Part-time (PT) – Level’s 4.1 and 4.2

LEVEL 4.1 ON-CAMPUS (PT, YEAR 1)	Semester 1	Semester 2
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits)	
	TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	TH4005 Introduction to Doctrine (10 credits)
Optional: (chose 1 across years 1 & 2)	TH4008 Faith in Time (10 credits)	TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology (10 credits)
LEVEL 4.2 ON-CAMPUS (PT, YEAR 2)	Semester 1	Semester 2
Compulsory:	TL4103 Theology, Imagination, and the Arts (20 credits)	
	TL4104 Philosophical Theology (20 credits)	
	TL4105 Science-Engaged Theology (20 credits)	
Optional: (choose 1 across years 1 & 2)	TH4009 Global Christianity (10 credits)	TH4007 God and Creation (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – On-campus: Part-time (PT) – Level’s 5.1 and 5.2

LEVEL 5.1 ON-CAMPUS (PT YEAR 3)	Semester 1	Semester 2
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits)	
	TL5102 Learning for Discipleship and Citizenship (20 credits)	
	TH5113 Sin, Grace, Eschatology (10 credits)	
Optional Group A (Choose 1)		TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) TH5005 Relational Theology (10 credits)

LEVEL 5.2 ON-CAMPUS (PT YEAR 4)	Semester 1	Semester 2
Compulsory:		TH5004 Person and Work of Christ (10 credits) TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits)
	TM5305 Music, Philosophy, and God (10 credits) * TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits)	TM5305 Music, Philosophy, and God (10 credits) * TH5006 Apologetics (10 credits) TH5126 Theology and Sociology (10 credits) WS5705 Multimedia and Multisensory Worship A (10 credits)

**This module runs over 2 semesters*

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – Distance Education: Part-time – Level’s 4.1 and 4.2

LEVEL 4.1 DISTANCE EDUCATION (PT YEAR 1)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits)		
	Sem 1.2 TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	Sem 2.2 TH4005 Introduction to Doctrine (10 credits)	
Optional: (choose 1)	Semester 1.2 TH4009 Global Christianity (10 credits)	Semester 2.1	Semester 3.1 TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) Semester 3.2 TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

LEVEL 4.2 DISTANCE EDUCATION (PT YEAR 2)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)		

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – Distance Education: Part-time – Level’s 5.1 and 5.2

LEVEL 5.1 DISTANCE EDUCATION (PT YEAR 3)	Semester 1	Semester 2	Semester 3
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)		TH5113 Sin, Grace, Eschatology (10 credits)
Optional Group A (choose 1):	Semester 1.2 TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) or TH5005 Relational Theology (10 credits)		
LEVEL 5.2 DISTANCE EDUCATION (PT YEAR 4)	Semester 1	Semester 2	Semester 3
Compulsory:		TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits) TH5004 Person and Work of Christ (10 credits)	
Optional Group B: (choose 4)	TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits)	WS5705 Multimedia and Multisensory Worship A (10 credits)	TM5305 Music, Philosophy, and God (10 credits) TH5126 Theology and Sociology (10 credits) TH5006 Apologetics (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

15b Levels and modules		
Level 4		
Compulsory (Core)	Optional (Elective)	Progression requirements
<p>Students must take all of the following:</p> <p>TL4101 Theology & Liberal Arts I: Introducing Liberal Arts Education (20 credits) TH4001 Introduction to the New Testament (10 Credits) TH4002 Introduction to the Old Testament (10 credits) TL4103 Theology, Imagination and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits) TH4005 Introduction to Doctrine (10 credits)</p>	<p>Students must also choose 1 module from the following list of theology modules:</p> <p>TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) TH4009 Global Christianity (10 credits) TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1(10 credits)</p> <p><i>Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.</i></p>	<p>Students must pass at least 110 credits to progress to Level 5.</p> <p><i>To achieve Honours, failed credit will need to be repeated.</i></p>
Level 5		
Compulsory (Core)	Optional (Elective)	Progression requirements
<p>Students must take all of the following:</p> <p>TL5101 Theology and Liberal Arts II: Education for Discipleship (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits) TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits) TH5004 Person and Work of Christ (10 credits) TH5113 Sin, Grace and Eschatology (10 credits)</p>	<p>Students must also choose 1 of the following list of theology modules:</p> <p>TH5003 Scripture, Exegesis and Hermeneutics (10 credits) TH5005 Relational Theology (10 credits)</p> <p>Students must also choose 4 modules from the following list of theology and liberal arts modules:</p> <p>WS5705 Multimedia and Multisensory Worship A (10 credits) TM5305 Music, Philosophy and God (10 credits) TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5106 Analytic Theology (10 credits) TH5006 Apologetics (10 credits) TH5126 Theology & Sociology (10 credits)</p> <p><i>Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.</i></p>	<p>Students must have passed at least 110 Level 5 credits to progress to Level 6.</p> <p>Students wishing to enrol in TL6102 – Dungeons, Dragons, and Divinity must first pass TL5103 – Reading the Faith.</p> <p><i>To achieve Honours, failed credit will need to be repeated.</i></p>

15c Non-compensatory modules	
Module level	Module code
None.	
16. Programme-specific support for learning	
<p>The DipHE Theology & Liberal Arts will host workshops to equip and develop students with artistic skills to support their creative and innovative assessments taken throughout the course. At least two of these will take place as part of a module seminar as a formative assessment.</p>	
17. HECos code(s)	100340 (Theology) 100065 (Liberal Arts)
18. Relevant QAA subject benchmark(s)	Theology and Religious Studies 2022
19. University Regulations	
<p>This programme will run in line with general LST's Undergraduate Regulations: Policies London School of Theology</p>	
20. Reference points	
<ul style="list-style-type: none"> • Internal reference points include: <ul style="list-style-type: none"> ▪ LST Assessment Regulations ▪ University Learning and Teaching policies and strategies, such as 2031 Learning Framework or Graduate Competencies • External reference points include: <ul style="list-style-type: none"> ▪ The QAA Quality Code for Higher Education. ▪ The QAA Frameworks for Higher Education Qualifications. ▪ United Nations Sustainable Development Goals and its 2030 Agenda for Sustainable Development. ▪ Teaching experience on other liberal arts programmes across the UK, including at a Russel Group University ▪ Programme designs for Christian liberal arts programmes in the US. ▪ QAA Subject Benchmark statements: Theology and Religious Studies 	
21. Methods for evaluating and improving the quality and standards of learning	
<p>LST uses the following methods for evaluating and improving the quality and standards of learning:</p> <ul style="list-style-type: none"> ▪ Operating within a School, Faculty and University framework for quality evaluation and enhancement. ▪ Maintaining and developing a Rolling Resource List of books, articles, websites, blogs and vlogs from global majority, western ethnic minority and marginalized perspectives in Christian theology. ▪ Regularly monitoring of programme and module delivery. 	

- Implementing a robust Learning and Teaching Framework focused on maintaining and enhancing programme quality, and highlighting a global diversity of sources and perspectives across different modes of delivery.
- Continuing and fostering opportunities for feedback from students during workshops and seminars.
- Regular feedback from students through Programme Voice Groups.
- Surveys completed by students during their programme (e.g. module survey, NSS, PTES).
- Participation by staff in external curriculum related staff development programmes.
- Regular discussions in Departmental meetings.
- Annual appraisal of academic staff.
- Peer observation of teaching.
- External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.
- Annual monitoring and enhancement review process.

22. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

DipHE Curriculum Map

23. Curriculum map for DipHE Theology and Liberal Arts

23a Programme learning outcomes

Knowledge and understanding: On completion of this programme the successful student will have knowledge and understanding of	
A1	The aims, methods, and content of liberal arts education supported by a strong, foundational education in Christian theology.
A2	The tools and methods of philosophy, the sciences, and the arts, as well as theological integrations of these disciplines found in philosophical theology, science-engaged theology, and theology, imagination, and the arts.
A3	A range of social and cultural issues facing the Church and society today, as well as models of and solutions to those issues currently on offer. This includes the particular roles that philosophy, the sciences, the arts, and theology from a range of cultures and global perspectives play in the formation of and response to these crucial societal issues.
A4	A global range of relevant resources, including indigenous, global south, decolonial, and liberationist perspectives, across theology, philosophy, the sciences, and the arts that can sponsor the aims of theologically-engaged liberal arts education to promote good citizenship and societal flourishing.
Skills: On completion of this programme, the successful student will be able to	
B1	Demonstrate a variety of transferable and employable skills, applicable to a range of vocations, as well as the ability to recontextualize learning across disciplines, activities, and vocations. A particular emphasis will be given to diversifying communication skills used to articulate complex topics to a public audience.
B2	Engage, interpret, and analyse resources from theology, philosophy, the sciences, and the arts in ways that support and demonstrate interdisciplinary integration and advanced critical thought, with an emphasis on decentralizing western European perspectives through engagement with a truly global and decolonial corpus of resources.
B3	Analyse, and evaluate various approaches to theological engagement with philosophy, the sciences, and the arts, demonstrating integrative and advanced critical skills.
B4	Articulate and analyse significant social issues facing the Church and society today and develop new, creative solutions to these issues that further demonstrate the ability to recontextualize and integrate learning across a range of disciplines, methodologies, and global and local contexts.

Programme learning outcomes – Level 4							
A1	A2	A3	A4	B1	B2	B3	B4
Highest level achieved by all graduates							
4	4	4	4	4	4	4	4
Programme learning outcomes – Level 5							
A1	A2	A3	A4	B1	B2	B3	B4
Highest level achieved by all graduates							
5	5	5	5	5	5	5	5

23b Mapping by level of study and module

Module Title	Module Code by Level of study								
		A1	A2	A3	A4	B1	B2	B3	B4
Level 4									
Core Modules									
Theology & Liberal Arts I: Introducing Liberal Arts Education	TL4101	x		x	x	x			x
Introduction to the New Testament	TH4001	x			x		x		
Introduction to the Old Testament	TH4002	x			x		x		
Theology, Imagination and the Arts	TL4103		x		x	x	x	x	
Philosophical Theology	TL4104		x		x	x	x	x	
Science-Engaged Theology	TL4105		x		x	x	x	x	
Introduction to Doctrine	TH4005	x							
Optional Modules									
Students must choose one of the following:									
God and Creation	TH4007	x							
Faith in Time	TH4008	x							
Global Christianity	TH4009	x			x				
Key Christian Thinkers	TH4010	x							

Spiritual Theology 1	TH4011	x							
Level 5									
Core Modules									
Theology and Liberal Arts II: Education for Discipleship	TL5101	x		x	x	x		x	x
Learning for Discipleship and Citizenship	TL5102	x		x		x		x	
Person and Work of Christ	TH5004	x							
Compassion, Mission, and Justice: Divine and Human	TL5106			x	x		x		x
Sin, Grace and Eschatology	TH5113	x				x		x	
Optional Modules									
Scripture, Exegesis and Hermeneutics	TH5003	x				x		x	
Relational Theology	TH5005	x				x		x	
Students must choose four of the following:									
Multimedia and Multisensory Worship A	WS5705		x				x	x	
Music, Philosophy and God	TM5305		x				x	x	
Reading the Faith: Finding Christ in Literature	TL5103		x		x		x	x	
Christ and Culture	TL5104		x	x	x		x	x	
Analytic Theology: Thinking the Faith	TL5106		x		x		x	x	
Apologetics	TH5006		x				x	x	
Theology & Sociology	TH5126		x				x	x	

BA (Hons) Theology & Liberal Arts

1. Programme title	BA (Hons) Theology & Liberal Arts
2. Awarding institution	Middlesex University
3a Teaching institution	London School of Theology
3b Language of study	English
4a Valid intake dates	October
4b Mode and duration of study	BA (Hons): Full time (3 years) or Part time (6 years)
4c Delivery method	On-campus or Distance Education or Blended
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	BA (Hons) Theology & Liberal Arts BA Theology & Liberal Arts DipHE Theology & Liberal Arts CertHE Theology & Liberal Arts
8. Academic year effective from	2027/2028

9. Criteria for admission to the programme

The programme uses the School's standard entrance requirements which is normally 64 UCAS tariff points, plus 3 different GCSE passes of grade C or higher (or equivalent qualifications). For mature students, LST is additionally willing to recognise informal qualifications or learning experience. All students must have a minimum of a Grade C or 4 in English Language, or an equivalent international qualification.

LST normally interviews all prospective students, via video call for those living at a distance (for example students studying by Distance Education).

Those whose first language is not English, or who were not educated in English, are normally required to have a mark of 6.5 or better in the IELTS test (or equivalent in other tests).

Accredited Prior learning (APL) may be recognised into level 4 and 5 of study as outlined in LST's [APL and Credit Transfer Policy](#).

10. Aims of the programme

The programme aims to:

1. To provide a strong grounding in Christian theology that brings theology into dialogue with other cognate academic disciplines, focusing on engagement with philosophy, the sciences, the humanities and the arts.
2. To develop a range of academic and professional skills through theological engagement with the liberal arts disciplines which are transferable to a range of vocations and practical applications.
3. To apply acquired skills creatively to benefiting the common good of society, focusing on compassion, mission and social justice as ways that Christian faith can be applied to good citizenship and promote social cohesion, environmental awareness and respect for, and empathetic understanding of, diverse perspectives and worldviews.
4. To integrate Christian theology into the broader goal of a liberal arts education in order to aid the development of theologically-informed citizenship through well-rounded, globally-conscious education in philosophical theology, science-engaged theology, and theology, imagination, and the arts.

11. Programme learning outcomes

A. Knowledge and understanding

On completion of this programme the successful student will demonstrate knowledge and understanding of:

1. The aims, methods, and content of liberal arts education supported by a strong, foundational education in Christian theology.
2. The tools and methods of philosophy, the sciences, and the arts, as well as theological integrations of these disciplines found in philosophical theology, science-engaged theology, and theology, imagination, and the arts.
3. A range of social and cultural issues facing the Church and society today, as well as models of and solutions to those issues currently on offer. This includes the particular roles that philosophy, the sciences, the arts, and theology play in the formation of and response to these crucial societal issues.
4. A global range of relevant resources across theology, philosophy, the sciences, and the arts that can sponsor the aims of theologically-engaged liberal arts education. This includes engaging decolonizing and liberationist discourses in education and theology.

B. Skills

On completion of this programme the successful student will be able to:

1. Demonstrate a variety of transferable and employable skills, applicable to a range of vocations, as well as the ability to recontextualize learning across disciplines, activities, and vocations. A particular emphasis will be given to diversifying communication skills used to articulate complex topics to a public audience.
2. Engage, interpret, and critique resources from theology, philosophy, the sciences, and the arts in ways that support and demonstrate interdisciplinary integration and advanced critical thought, with an emphasis on decentralizing western European perspectives through engagement with a truly global and decolonial corpus of resources.
3. Critically analyse, and evaluate various approaches to theological engagement with philosophy, the sciences, and the arts, demonstrating integrative and advanced critical skills.
4. Articulate and critically evaluate significant social issues facing the Church and society today and develop new, creative solutions to these issues that further demonstrate the ability to recontextualize and integrate learning across a range of disciplines, methodologies, and global and local contexts.
5. Demonstrate creativity and advanced criticality in reflection on the contribution of Christian faith to the common good of society, with a particular emphasis on the nuances of applying this creativity and advanced criticality to various levels of local, national, and global society.

12. Teaching/learning methods

Students gain **knowledge and understanding** through:

1. Lectures, presentations, seminars, blended activities, and discussions
2. Forum discussions and other online and blended activities on our Virtual Learning Environment (VLE)
3. Guided and independent reading, preparation, and study
4. Workplace placements and employable skills training
5. Creative workshops to support the understanding of various artistic methods.

Students learn **skills** through

1. Placements and field trips
2. Skills taught and modelled in lectures, online module materials, integrative activities
3. Skills-based workshops
4. Engagements with assessment tasks
5. Individual reading and theological reflection
6. Seminars, presentations, and discussions
7. Videos and other multimedia input

³Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours

FT - 12

PT – 6

Approx. number of hours of independent study per week (at each level of study, as appropriate)

FT - 42

PT – 21

Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).

FT – 50

PT – 50

13. Employability

13a Development of graduate competencies

Graduates will be introduced to a range of liberal arts disciplines and be equipped to read, interpret, analyse, evaluate, and critique a range of issues from diverse perspectives. Graduates will be specifically equipped to engage empathetically with both familiar and unfamiliar perspectives and to engage critically with important social issues grounded in personal spirituality and Christian faith. This will include training in a range of transferable skills, which students will be equipped to recontextualize across a broad swath of disciplines, activities, and contexts. Graduate development will be supported by:

1. **Group work Activities** – Using group work as a core method of teaching and encouraging student participation in leading groups.
 - *Key skills: communication; interpersonal; critical thinking; teamwork; leadership; self-awareness.*
2. **Use of Case Studies/Role Play Activities** – In many disciplines a case study approach is a core component to any programme to enable students to assess how to relate theory to practice through use of real situations/scenarios.

Role play can also give participants insight into how it feels to operate in a professional context. Working with alumni and employers in your sector will enable you to obtain case studies and real life examples, and will also enable you to build links with professionals in the sector.

³ This information will be used as part of our submission to Discover Uni (previously Unistats).

- *Key skills: self-awareness; creativity and initiative; interpersonal skills; communication; ethical awareness; cultural awareness; commercial awareness.*

3. **Research focused activity** – a dissertation as a key component (BA students only) of a programme is common and will give students both research skills, and give them the opportunity to work on an aspect of their discipline in which they have a professional interest. Focusing on one aspect of a discipline can also give a student a deeper insight into how to gain access into a chosen career or enable them to make contacts for the future.

- *Key skills: critical thinking; creativity and initiative; innovation/entrepreneurship; communication; analytical skills; ICT skills; ethical awareness; planning and organisation.*

4. **Multimedia focused activities** – Embedding in programmes and modules a variety of multimedia focused activities as part of the delivery and assessment will provide methods of teaching and learning that enable students to learn how new media resources can be used in relation to their discipline, which will prepare them for their graduate careers.

Multimedia activities include:

- Use of video, such as YouTube clips in lectures to stimulate discussion and exemplify visual arts such as film or television for theological engagement and analysis.
- Activities/Assignments that require internet research.
- Use of interviews and profiles to show examples of practice related to the discipline.
- Assessment methods – delivery a presentation or interview on camera; use of video as part of an assignment.
- *Key skills: communication; innovation/entrepreneurship; planning/organisation; ICT skills; commercial awareness; ethical awareness; creativity and initiative.*

5. **Reflective Practice** – Reflective practice is used in disciplines where it is essential to reflect on action and the consequences of actions as a core part of the learning process.

Reflective practice will give students the tools to analyse their learning and build a model that will be foundational in a graduate career. Reflective practice can be embedded in the following ways:

- Use of a learning/Reflective journal to encourage students to both log their action and reflect on their experience/learning.
- Use of case studies and evaluation of work embedded into a programme or module.
- Using >>Progress>> to encourage students to analyse their development in a module, and bringing their reflections to a tutorial is one way to encourage students to reflect on their learning.
- *Key skills: self-awareness; critical thinking; interpersonal; teamwork; ethical awareness; cultural awareness; analytical skills; numeracy/financial; commercial awareness.*

6. **Work or voluntary placements** – More and more disciplines are integrating work experience placements as a core part of an academic programme. This is an essential part of learning across the liberal arts disciplines. It is also possible to include work experience as part of a programme in less traditional disciplines, and this is welcomed by employers who will use the work experience to recruit potential graduate employees.

Recruiting potential employer partners may take time, and support and advice can be obtained from Vocational Services. Voluntary placements can be the first stage of setting up an internship programme with an employer and will give students valuable experience with a graduate employer.

- *Key skills: self-awareness; leadership; interpersonal; teamwork; commercial awareness; creativity and initiative; ICT skills; numeracy/financial.*

7. **Entrepreneurial Activities** – There are many types of entrepreneurial activities that can be embedded into academic programmes which introduce students to concepts that will enable them to innovations related to their discipline.
8. **Intercultural Activities** – A key objective of LST, and this programme in particular, is enabling students to develop into Global citizens. Our student body comprises a wide range of nationalities and cultural backgrounds and we have a very diverse campus life. The opportunity for students to learn how to operate in a multi-cultural environment, and from the variety of cultures they interact with within the context of their study is something that must be encouraged.

Intercultural Activities include:

- Activities that encourage students to explore difference cultural practices related to theology and the liberal arts disciplines, using the multi-cultural diversity within the group where possible and centering decolonial approaches to theology, philosophy, the sciences, and the arts.
 - Research projects that focus on intercultural practice related to theology.
 - Case studies that look at intercultural practice related to theology and worship.
 - Group presentations that encourage different cultural groups/nationalities to work together and reflect on their experience.
 - *Key skills: self-awareness; teamwork; interpersonal skills; communication; ethical awareness; cultural awareness; commercial awareness; analytical skills; critical thinking; creativity and initiative; teamwork.*
9. **Peer Support** – LST provides a number of avenues for Peer Support, including tutor groups, in-class [group work](#), and [peer-review activities associated with particular modules](#). This is proving to be a valuable learning experience for all the students who participate.
Peer support is something that can be used at a number of levels in academic programmes and individual modules as follows.
 - Setting up tutor groups that focus on disciplinary-specific and interdisciplinary peer review.
 - Using peer support on a smaller scale for an individual project.
 - Codifying peer review activities as formative assessments in specific modules.
 - Peer support at a departmental level, organised by post graduate students for undergraduates, supervised by a member of staff. The benefit of peer support is often a higher level of commitment from students.
 - *Key skills: self-awareness; leadership; interpersonal; teamwork; cultural awareness; planning/organisation; communication.*
 10. **Innovative and Creative Assessment** – Assessment, although remaining rigorous, can also be innovative.
 - Use of case studies or live interviews to relate theory to practice enables students to examine how ‘espoused theory’ operates as ‘theory in use’. This is especially vital for supporting student skills in science communication, demonstrating ability to comprehend complex scientific concepts and communicate them effectively and accurately.
 - Peer and self-assessment needs training for, but is a valuable method of assessment.
 - Design of a project and testing of a product/idea enables students to see if their innovation is valid.
 - Use of multi-media on assignments tests students’ ability in different areas. Sponsoring student creativity across various media will not only support a range of transferable skills, but also enable students to utilize a range of tools in communication in future careers.
 - Group assignments and projects will test their ability to work together.

There are many different assessment methods depending on the module; the more variety a student is exposed to will enable them to understand how to use different skills.

- *Key skills: critical thinking; teamwork; leadership; entrepreneurship; innovation; interpersonal; planning/organisation; analytical skills; commercial awareness; cultural awareness.*

11. **Real world Activities** – These activities give students an opportunity to have a go at operating in their field on a project, but limited responsibilities.

Types of 'real world activities include:

- 'Venture games' to encourage students to plan and initiate a business/project idea from conception to completion. This allows students to face the challenges that occur at each stage, and work out solutions to solve problems within a safe environment before they enter a commercial environment.
- Supervised placements in a work environment that includes a mentor/supervisor with reflection on experience as a critical part of the process.
- Student led Project organised as part of a module in partnership with a business or voluntary organisation.
- Real World activities involve students in critical reflection directly related to their discipline as well as giving students' skills in practical engagement.
- *Key Skills: leadership; innovation/entrepreneurship; communication; commercial awareness; planning/organisation; analytical skills; self-awareness.*

12. **Student Events** – Organising an academic conference or event is something that will enable students to develop a range of transferrable skills alongside academic skills. This programme will host a bi-annual internal event to display assessed projects, especially those that involve creative and presentation elements. Students will be encouraged to keep a reflective log of their activities and evaluate their own performance.

- *Key Skills: creativity and initiative; innovation/entrepreneurship; planning and organisation; communication; teamwork; interpersonal; commercial awareness; analytical skills; leadership.*

13. **Leadership Skills/Activities** – Ability to lead effectively and appropriately is a key attribute sought by graduate employers. Developing leadership skills in any discipline is something that we should aspire to. There are many ways that this can be encouraged and embedded in the curriculum.

- Assessing leadership styles using key figures in Christian history and the history of Christian engagement with society, encouraging students to examine their preferred leadership style using
- Including a lecture/workshop on leadership as part of a module, with practical application and reflection.
- *Key Skills: leadership; analytical skills; critical thinking; planning and organisation; commercial awareness; ethical awareness; cultural awareness.*

14. **Alumni Involvement** – Alumni are a valuable and often under used resource at LST. There are a number of ways to use alumni to enhance employability in the curriculum. The alumni office can offer support in this area.

- Inviting alumni to participate in a lecture/seminar to give a perspective from the sector on the subject being discussed.
- Organising a networking event with a group of alumni. This will both enable students to develop networking skills, and will also expose them to potential career choices.
- Working with alumni to develop work experience opportunities and internships.

15. **Partnerships with local business/voluntary sector** – Working in partnership with local business and voluntary sector organisations enables students to receive a developmental learning experience alongside providing a service to local business and community. Partnership could operate in the following ways:
- Specialist advice/support from students in their areas of expertise for a business/organisation i.e. consultancy work.
 - Paid or voluntary workers with specialist knowledge used on a project.
 - Work experience in a real-life situation that allows students to apply theory to practice.
 - Work undertaken at a placement could be linked to dissertation or final project.

LST has links with local business and voluntary organisations through the Vocational Services office, Alumni Office, and other college contacts and networks both local and global.

- *Key skills: creativity and initiative; interpersonal; communication; commercial awareness; analytical skills; planning and organisation; ICT skills; numeracy/financial; leadership; critical thinking; self-awareness.*

13b Employability development

Employability is central to the development of this programme, and graduate outcomes have been measured against not only the standard benchmarks for TRS students, but also the current professional market across a range of sectors identified as appropriate for Theology & Liberal Arts students. To this end, employability development has been integrated into every level of the programme. This can be seen in the developing of transferable and employable skills including critical thinking, comprehension, communication (oral/visual/other), recontextualization, commercial awareness, planning and organising, cultural awareness and integration, interdisciplinary engagement, creativity and initiative, entrepreneurship, leadership, IT skills, teamwork, and networking. In addition to learning activities detailed above:

1. Group Work
2. Case Studies
3. Multi-media activities
4. Work/voluntary placements
5. Entrepreneurial activities
6. Intercultural activities
7. Peer support
8. Innovative assessment
9. Leadership skills/activities

Students will also be supported in their employability development through:

1. Networking opportunities through LST donor and alumni networks, local and global ministry networks, and local business/voluntary partnerships
2. A module dedicated to cultivating employability skills, including job application/interview prep, job market research skills, communication and networking skills, and recontextualization skills.
3. Interdisciplinary training in assessing, analysing, and evaluating critical social issues to support engagement with broader society with one's Christian faith.
4. Creative assessments that hone a range of communication, analytic, and knowledge skills to develop empathetic understanding of other cultures and perspectives, interdisciplinary engagement, and a variety of communication and comprehension styles

5. Modules designed to promote understanding of EDI and sustainable development in education that not only increase employability but promise to contribute to the common good in a range of employment sectors.

13c Placement and work experience opportunities (if applicable)

Diploma and BA students undertake a supervised placement during Level 5 (TL5102 Learning for Discipleship and Citizenship). Placements are overseen by LST's Vocational Services Department. Details relating to placement identification, organisation, supervision and ongoing support can be found on LST's VLE, but will be initially guided by in class activities and guest speakers from a range of ministries, NGOs, and other vocations. Modular requirements include the completion of a minimum number of placement hours and submission of supporting paperwork. Students are supported by Vocational Services throughout their placement with initial training, employability skills workshops, regular communications, mid-year assessment and 1-1 interviews. These will aid the development of a student's career aspirations and enable them to gain a large range of employability competencies. Placement supervisors are also supported by the Vocations Dept with initial training, seminars, regular communications and 1-1 meetings when necessary.

13d Future careers / progression

Graduates from the programme will be equipped for a wide range of career pathways, such as teaching, professional Christian ministry, work in Christian organisations and charities, civil service, human resources, management consultancy, publishing, journalism, social work, policing, international relations, community relations, entrepreneurial enterprises, and the public sector, as well as in other professional contexts. They will also be prepared for further study, whether in theology or related disciplines. The nature of interdisciplinary knowledge and skills-oriented learning obtained through this degree will make graduates especially versatile in an increasingly competitive graduate market. The graduate skills gained from this programme are also readily transferable to other sectors, leading to a wide range of graduate job opportunities.

14. Assessment methods

Knowledge and Understanding assessment methods:

1. Essays, portfolios, exams, and reading reports
2. Written reflections and oral presentations
3. Forum discussions
4. Creative and artistic projects coupled with written reflections

Skills assessment methods:

1. Essays, portfolios, exams, and reading reports
2. Written reflections and oral presentations
3. Creative and artistic projects coupled with written reflections
- 4.

15. Programme structure (level of study, modules, credits and progression requirements)
15a Structure of the programme
CertHE Theology & Liberal Arts – On-campus: Full-time (FT) – Level 4

LEVEL 4 ON-CAMPUS (FT, YEAR 1)	Semester 1	Semester 2
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits) TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)	TH4005 Introduction to Doctrine (10 credits)
Optional: (Choose 1)	TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament (10 credits) TH4008 Faith in Time (10 credits) TH4009 Global Christianity (10 credits)	TH4007 God and Creation (10 credits) TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – On-campus: Full-time (FT) – Level 5

LEVEL 5 ON-CAMPUS (FT, YEAR 2)	Semester 1	Semester 2
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)	
	TH5113 Sin, Grace and Eschatology (10 credits)	TH5004 Person and Work of Christ (10 credits) TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits)
Optional Group A (choose 1 module)		TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) OR TH5005 Relational Theology (10 credits)
Optional Group B (choose 4)	TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits) TM5305 Music, Philosophy, and God* (10 credits)	TH5006 Apologetics (10 credits) TH5126 Theology and Sociology (10 credits) TM5305 Music, Philosophy, and God* (10 credits) WS5705 Multimedia and Multisensory Worship A (10 credits)

**This module runs over 2 semesters*

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

BA (Hons) Theology & Liberal Arts – On-campus: Full-time (FT) – Level 6

LEVEL 6 ON-CAMPUS (FT, YEAR 3)	Semester 1	Semester 2
Compulsory:	TH6002 – Person and Work of the Holy Spirit (20 credits) TH6108 – Global Theologies (20 credits)	
Project:	<p>In consultation with the Programme Leader, students will choose either:</p> TL6107 Integrative Theology and Liberal Arts Project (20 credits) or TL6108 Extended Integrative Theology and Liberal Arts Project (40 credits) <p>Students enrolled in the 20-credit project (TL6107) must take an additional module from Group A or Group B below.</p>	
Optional Group A: (choose 1)	TL6101 Persons: Divine and Human (20 credits) TL6102 Dungeons, Dragons, and Divinity: Theology in Science Fiction and Fantasy (20 credits) TL6103 Science, Theology, and the Mind (20 credits)	
Optional Group B: (choose 1)	TL6104 Race, Reconciliation, and Liberation (20 credits) TL6105 Ecotheology: The Bible and Environment (20 credits) TL6106 Women, Gender, and the Bible (20 credits)	

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – Distance Education: Full-time (FT) – Level 4

LEVEL 4 DISTANCE EDUCATION (FT, YEAR 1)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits) TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)		
	Sem 1.1 & 1.2 TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	Sem 2.2 TH4005 Introduction to Doctrine (10 credits)	
Optional: (choose 1)	Semester 1.2 TH4009 Global Christianity (10 credits)	Semester 2.1	Semester 3.1 TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) Semester 3.2 TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – Distance Education: Full-time (FT) – Level 5

LEVEL 5 DISTANCE EDUCATION (FT, YEAR 2)	Semester 1	Semester 2	Semester 3
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)		
		Semesters 2.1 & 2.2 TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits) Semester 2.2 only TH5004 Person and Work of Christ (10 credits)	Semester 3.1 TH5113 Sin, Grace and Eschatology (10 credits)
Optional Group A (choose 1 module)	Semester 1.2 TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) <i>or</i> TH5005 Relational Theology (10 credits)		
Optional Group B (choose 4)	TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits)	WS5705 Multimedia and Multisensory Worship A (10 credits)	TH5006 Apologetics (10 credits) TH5126 Theology and Sociology (10 credits) TM5305 Music, Philosophy, and God (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

BA (Hons) Theology & Liberal Arts – Distance Education: Full-time (FT) – Level 6

LEVEL 6 DISTANCE EDUCATION (FT, YEAR 3)	Semester 1	Semester 2	Semester 3
Compulsory:	TH6002 – Person and Work of the Holy Spirit (20 credits)	TH6108 – Global Theologies (20 credits)	
Project:	<p>In consultation with the Programme Leader, students will choose either:</p> <p>TL6107 Integrative Theology and Liberal Arts Project (20 credits)</p> <p>Or</p> <p>TL6108 Extended Integrative Theology and Liberal Arts Project (40 credits)</p> <p>Students enrolled in the 20-credit project (TL6107) must take an additional module from Group A or Group B below.</p>		
Optional Group A: (choose 1)	TL6101 Persons: Divine and Human (20 credits) TL6102 Dungeons, Dragons, and Divinity: Theology in Science Fiction and Fantasy (20 credits) TL6103 Science, Theology, and the Mind (20 credits)		
Optional Group B: (choose 1)	TL6104 Race, Reconciliation, and Liberation (20 credits) TL6105 Ecotheology: The Bible and Environment (20 credits) TL6106 Women, Gender, and the Bible (20 credits)		

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – On-campus: Part-time (PT) – Level’s 4.1 and 4.2

LEVEL 4.1 ON-CAMPUS (PT, YEAR 1)	Semester 1	Semester 2
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits)	
	TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	TH4005 Introduction to Doctrine (10 credits)
Optional: (chose 1 across years 1 & 2)	TH4008 Faith in Time (10 credits)	TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology (10 credits)
LEVEL 4.2 ON-CAMPUS (PT, YEAR 2)	Semester 1	Semester 2
Compulsory:	TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)	
Optional: (choose 1 across years 1 & 2)	TH4009 Global Christianity (10 credits)	TH4007 God and Creation (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – On-campus: Part-time (PT) – Level’s 5.1 and 5.2

LEVEL 5.1 ON-CAMPUS (PT YEAR 3)	Semester 1	Semester 2
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)	
	TH5113 Sin, Grace, Eschatology (10 credits)	
Optional Group A (Choose 1)		TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) TH5005 Relational Theology (10 credits)

LEVEL 5.2 ON-CAMPUS (PT YEAR 4)	Semester 1	Semester 2
Compulsory:		TH5004 Person and Work of Christ (10 credits) TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits)
Optional Group B: (Choose 4)	TM5305 Music, Philosophy, and God (10 credits) * TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits)	TM5305 Music, Philosophy, and God (10 credits) * TH5006 Apologetics (10 credits) TH5126 Theology and Sociology (10 credits) WS5705 Multimedia and Multisensory Worship A (10 credits)

**This module runs over 2 semesters*

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

BA (Hons) Theology & Liberal Arts – On-campus: Part-time (PT) – Level's 6.1 and 6.2

LEVEL 6.1 ON-CAMPUS (PT YEAR 5)	Semesters 1 & 2
Compulsory:	TH6002 Person and Work of the Holy Spirit (20 credits) TH6108 Global Theologies (20 credits)
Optional Group A: (choose 1)	TL6101 Persons: Divine and Human (20 credits) TL6102 Dungeons, Dragons, and Divinity: Theology in Science Fiction and Fantasy (20 credits) TL6103 Science, Theology, and the Mind (20 credits)

LEVEL 6.2 ON-CAMPUS (PT YEAR 6)	Semester 1 & 2
Project:	<p>Students will choose either:</p> <p>TL6107 Integrative Theology & Liberal Arts Project (20 credits)</p> <p><i>or</i></p> <p>TL6108 Extended Integrative Theology & Liberal Arts Project (40 credits)</p> <p>Students enrolled in the 20-credit project (TL6107) must take an additional optional module from either Group A or Group B.</p>
Optional Group B: (choose 1)	TL6104 Race, Reconciliation, and Liberation (20 credits) TL6105 Ecotheology: The Bible and Environment (20 credits) TL6106 Women, Gender, and the Bible (20 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

CertHE Theology & Liberal Arts – Distance Education: Part-time – Level’s 4.1 and 4.2

LEVEL 4.1 DISTANCE EDUCATION (PT YEAR 1)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4101 Theology and Liberal Arts I (20 credits)		
	Sem 1.2 TH4001 Introduction to the New Testament (10 credits) TH4002 Introduction to the Old Testament (10 credits)	Sem 2.2 TH4005 Introduction to Doctrine (10 credits)	
Optional: (choose 1)	Semester 1.2 TH4009 Global Christianity (10 credits)	Semester 2.1	Semester 3.1 TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) Semester 3.2 TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1 (10 credits)

LEVEL 4.2 DISTANCE EDUCATION (PT YEAR 2)	Semester 1	Semester 2	Semester 3
Compulsory:	TL4103 Theology, Imagination, and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits)		

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

DipHE Theology & Liberal Arts – Distance Education: Part-time – Level’s 5.1 and 5.2

LEVEL 5.1 DISTANCE EDUCATION (PT YEAR 3)	Semester 1	Semester 2	Semester 3
Compulsory:	TL5101 Theology and Liberal Arts II (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits)		TH5113 Sin, Grace, Eschatology (10 credits)
Optional Group A (choose 1):	Semester 1.2 TH5003 Scripture, Exegesis, and Hermeneutics (10 credits) or TH5005 Relational Theology (10 credits)		

LEVEL 5.2 DISTANCE EDUCATION (PT YEAR 4)	Semester 1	Semester 2	Semester 3
Compulsory:		TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits) TH5004 Person and Work of Christ (10 credits)	
Optional Group B: (choose 4)	TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits)	WS5705 Multimedia and Multisensory Worship A (10 credits)	TM5305 Music, Philosophy, and God (10 credits) TH5126 Theology and Sociology (10 credits) TH5006 Apologetics (10 credits)

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

BA (Hons) Theology & Liberal Arts – Distance Education: Part-time – Level’s 6.1 and 6.2

LEVEL 6.1 DISTANCE	Semester 1	Semester 2	Semester 3
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EDUCATION (PT YEAR 5)			
Compulsory:	TH6002 – Person and Work of the Holy Spirit (20 credits)	TH6108 – Global Theologies (20 credits)	
Optional Group A: (choose 1)	TL6101 Persons: Divine and Human (20 credits) TL6102 Dungeons, Dragons, and Divinity: Theology in Science Fiction and Fantasy (20 credits) TL6103 Science, Theology, and the Mind (20 credits)		
LEVEL 6.2 DISTANCE EDUCATION (PT YEAR 6)	Semester 1	Semester 2	Semester 3
Project:	<p>In consultation with the Programme Leader, students will take either:</p> TL6107 Integrative Theology and Liberal Arts Project (20 credits) or TL6108 Extended Integrative Theology and Liberal Arts Project (40 credits) Students enrolled in the 20-credit project (TL6107) must take an additional optional module from either Group A OR Group B.		
Optional Group B: (choose 1)	TL6104 Race, Reconciliation, and Liberation (20 credits) TL6105 Ecotheology: The Bible and Environment (20 credits) TL6106 Women, Gender, and the Bible (20 credits)		

Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.

15b Levels and modules		
Level 4		
Compulsory (Core)	Optional (Elective)	Progression requirements
<p>Students must take all of the following:</p> <p>TL4101 Theology & Liberal Arts I: Introducing Liberal Arts Education (20 credits) TH4001 Introduction to the New Testament (10 Credits) TH4002 Introduction to the Old Testament (10 credits) TL4103 Theology, Imagination and the Arts (20 credits) TL4104 Philosophical Theology (20 credits) TL4105 Science-Engaged Theology (20 credits) TH4005 Introduction to Doctrine (10 credits)</p>	<p>Students must also choose 1 module from the following list of theology modules:</p> <p>TH4007 God and Creation (10 credits) TH4008 Faith in Time (10 credits) TH4009 Global Christianity (10 credits) TH4010 Key Christian Thinkers (10 credits) TH4011 Spiritual Theology 1(10 credits)</p> <p><i>Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.</i></p>	<p>Students must pass at least 110 credits to progress to Level 5.</p> <p><i>To achieve Honours, failed credit will need to be repeated.</i></p>
Level 5		
Compulsory (Core)	Optional (Elective)	Progression requirements
<p>Students must take all of the following:</p> <p>TL5101 Theology and Liberal Arts II: Education for Discipleship (20 credits) TL5102 Learning for Discipleship and Citizenship (20 credits) TL5106 Compassion, Mission, and Justice: Divine and Human (10 credits) TH5004 Person and Work of Christ (10 credits) TH5113 Sin, Grace and Eschatology (10 credits)</p>	<p>Students must also choose 1 of the following list of theology modules:</p> <p>TH5003 Scripture, Exegesis and Hermeneutics (10 credits) TH5005 Relational Theology (10 credits)</p> <p>Students must also choose 4 modules from the following list of theology and liberal arts modules:</p> <p>WS5705 Multimedia and Multisensory Worship A (10 credits) TM5305 Music, Philosophy and God (10 credits) TL5103 Reading the Faith (10 credits) TL5104 Christ and Culture (10 credits) TL5105 Analytic Theology (10 credits) TH5006 Apologetics (10 credits) TH5126 Theology & Sociology (10 credits)</p> <p><i>Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.</i></p>	<p>Students must have passed at least 110 Level 5 credits to progress to Level 6.</p> <p>Students wishing to enrol in TL6102 – Dungeons, Dragons, and Divinity must first pass TL5103 – Reading the Faith.</p> <p><i>To achieve Honours, failed credit will need to be repeated.</i></p>

Level 6		
Compulsory (Core)	Optional (Elective)	Progression requirements
<p>In consultation with the Programme Leader, students will choose either:</p> <p>Core A: TH6002 Person and Work of the Holy Spirit (20 credits) TH6108 Global Theologies (20 credits) TH6107 Integrative Theology & Liberal Arts Project (20 credits)</p> <p>OR</p> <p>Core B: TH6002 Person and Work of the Holy Spirit (20 credits) TH6108 Global Theologies (20 credits) TL6108 Extended Integrative Theology & Liberal Arts Project (40 credits)</p>	<p>Students must also choose 1 or 2 modules from the optional Liberal Arts Module list, and 1 or 2 modules from the optional Theology and Social Justice Module list. The number of optional modules taken is determined by whether a student is enrolled in Core A or Core B.</p> <p><u>Liberal Arts modules:</u> TL6101 Persons: Divine and Human (20 credits) TL6102 Dungeons, Dragons and Divinity: Theology in Science Fiction/Fantasy Media (20 credits) TL6103 Science, Theology and the Mind (20 credits)</p> <p><u>Compassion, Mission, and Social Justice modules:</u> TL6104 Race, Reconciliation and Liberation (20 credits) TL6105 Ecotheology: The Bible and the Environment (20 credits) TL6106 Women, Gender and the Bible (20 credits)</p> <p><i>Optional modules require a minimum of 5 students in the 2025-26 academic year to run, and 7 students each academic year thereafter.</i></p>	<p>N/A.</p>

15c Non-compensatory modules	
Module level	Module code
Level 6	TL6108 Extended Integrative Theology & Liberal Arts Project TL6107 Integrative Theology & Liberal Arts Project

16. Programme-specific support for learning
The BA (Hons) Theology & Liberal Arts will host workshops to equip and develop students with artistic skills to support their creative and innovative assessments taken throughout the course. At least two of these will take place as part of a module seminar as a formative assessment.

17. HECos code(s)	
	100340 (Theology) 100065 (Liberal Arts)

18. Relevant QAA subject benchmark(s)	Theology and Religious Studies 2022

19. University Regulations
This programme will run in line with general LST's Undergraduate Regulations: Policies London School of Theology

20. Reference points
<ul style="list-style-type: none"> • Internal reference points include: <ul style="list-style-type: none"> ▪ LST Assessment Regulations ▪ University Learning and Teaching policies and strategies, such as 2031 Learning Framework or Graduate Competencies • External reference points include: <ul style="list-style-type: none"> ▪ The QAA Quality Code for Higher Education. ▪ The QAA Frameworks for Higher Education Qualifications. ▪ United Nations Sustainable Development Goals and its 2030 Agenda for Sustainable Development. ▪ Teaching experience on other liberal arts programmes across the UK, including at a Russel Group University ▪ Programme designs for Christian liberal arts programmes in the US. ▪ QAA Subject Benchmark statements: Theology and Religious Studies

21. Methods for evaluating and improving the quality and standards of learning

LST uses the following methods for evaluating and improving the quality and standards of learning:

- Operating within a School, Faculty and University framework for quality evaluation and enhancement.
- Maintaining and developing a Rolling Resource List of books, articles, websites, blogs and vlogs from global majority, western ethnic minority and marginalized perspectives in Christian theology.
- Regularly monitoring of programme and module delivery.
- Implementing a robust Learning and Teaching Framework focused on maintaining and enhancing programme quality, and highlighting a global diversity of sources and perspectives across different modes of delivery.
- Continuing and fostering opportunities for feedback from students during workshops and seminars.
- Regular feedback from students through Programme Voice Groups.
- Surveys completed by students during their programme (e.g. module survey, NSS, PTES).
- Participation by staff in external curriculum related staff development programmes.
- Regular discussions in Departmental meetings.
- Annual appraisal of academic staff.
- Peer observation of teaching.
- External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.
- Annual monitoring and enhancement review process.

22. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

BA (Hons) Curriculum Map

23. Curriculum map for BA Theology and Liberal Arts

23a Programme learning outcomes

Knowledge and understanding: On completion of this programme the successful student will have knowledge and understanding of	
A1	The aims, methods, and content of liberal arts education supported by a strong, foundational education in Christian theology.
A2	The tools and methods of philosophy, the sciences, and the arts, as well as theological integrations of these disciplines found in philosophical theology, science-engaged theology, and theology, imagination, and the arts.
A3	A range of social and cultural issues facing the Church and society today, as well as models of and solutions to those issues currently on offer. This includes the particular roles that philosophy, the sciences, the arts, and theology from a range of cultures and global perspectives play in the formation of and response to these crucial societal issues.
A4	A global range of relevant resources, including indigenous, global south, decolonial, and liberationist perspectives, across theology, philosophy, the sciences, and the arts that can sponsor the aims of theologically-engaged liberal arts education to promote good citizenship and societal flourishing.
Skills: On completion of this programme, the successful student will be able to	
B1	Demonstrate a variety of transferable and employable skills, applicable to a range of vocations, as well as the ability to recontextualize learning across disciplines, activities, and vocations. A particular emphasis will be given to diversifying communication skills used to articulate complex topics to a public audience.
B2	Engage, interpret, and critique resources from theology, philosophy, the sciences, and the arts in ways that support and demonstrate interdisciplinary integration and advanced critical thought, with an emphasis on decentralizing western European perspectives through engagement with a truly global and decolonial corpus of resources.
B3	Critically analyse, and evaluate various approaches to theological engagement with philosophy, the sciences, and the arts, demonstrating integrative and advanced critical skills.
B4	Articulate and critically evaluate significant social issues facing the Church and society today and develop new, creative solutions to these issues that further demonstrate the ability to recontextualize and integrate learning across a range of disciplines, methodologies, and global and local contexts.
B5	Demonstrate creativity and advanced criticality in reflection on the contribution of Christian faith to the common good of society, with a particular emphasis on the nuances of applying this creativity and advanced criticality to various levels of local, national, and global society.

23b Mapping by level of study and module

Module Title	Module Code by Level of study										
		A1	A2	A3	A4	B1	B2	B3	B4	B5	
Level 4											
Core Modules											
Theology & Liberal Arts I: Introducing Liberal Arts Education	TL4101	x		x	x	x			x		
Introduction to the New Testament	TH4001	x			x		x				
Introduction to the Old Testament	TH4002	x			x		x				
Theology, Imagination and the Arts	TL4103		x		x	x	x	x			
Philosophical Theology	TL4104		x		x	x	x	x			
Science-Engaged Theology	TL4105		x		x	x	x	x			
Introduction to Doctrine	TH4005	x									
Optional Modules											
Students must choose one of the following:											
God and Creation	TH4007	x									
Faith in Time	TH4008	x									
Global Christianity	TH4009	x			x						
Key Christian Thinkers	TH4010	x									
Spiritual Theology 1	TH4011	x									
Level 5											
Core Modules											
Theology and Liberal Arts II: Education for Discipleship	TL5101	x		x	x	x		x	x		
Learning for Discipleship and Citizenship	TL5102	x		x		x		x			
Person and Work of Christ	TH5004	x									
Compassion, Mission, and Justice: Divine and Human	TL5106			x	x		x		x		
Sin, Grace and Eschatology	TH5113	x				x		x			
Optional Modules											
Students must choose one of the following:											

Scripture, Exegesis and Hermeneutics	TH5003	x				x		x		
Relational Theology	TH5005	x				x		x		
Students must choose four of the following:										
Multimedia and Multisensory Worship A	WS5705		x				x	x		
Music, Philosophy and God	TM5305		x				x	x		
Reading the Faith: Finding Christ in Literature	TL5103		x		x		x	x		
Christ and Culture	TL5104		x	x	x		x	x		
Analytic Theology: Thinking the Faith	TL5106		x		x		x	x		
Apologetics	TH5006		x				x	x		
Theology & Sociology	TH5126		x				x	x		
Level 6										
Core A and B Modules										
Person and Work of the Holy Spirit (Core A and B)	TH6002	x				x		x		
Global Theologies (Core A and B)	TH6108	x					x	x		
Students must choose one of the following in conversation with the Programme Leader:										
Integrative Theology & Liberal Arts Project (Core A)	TL6107		x	x		x	x	x	x	x
Extended Integrative Theology & Liberal Arts Project (Core B)	TL6108		x	x		x	x	x	x	x
Optional Modules (students enrolled on TL6107 must choose an additional optional module from either list below):										
Students must choose one of the following:										
Persons: Divine and Human	TL6101		x					x		
Dungeons, Dragons and Divinity: Theology in Science Fiction/Fantasy Media	TL6102		x					x		
Science, Theology and the Mind	TL6103		x					x		
Students must choose one of the following:										
Race, Reconciliation and Liberation	TL6104			x	x		x		x	x
Ecotheology: The Bible and the Environment	TL6105			x	x		x		x	x
Women, Gender and the Bible	TL6106			x	x		x		x	x