Theology & Liberal Arts Programme Specification and Module Narratives 2026–2027

The following programmes are validated 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

London School of Theology | Company limited by guarantee.
Registered in England and Wales No. 381332. Registered Charity No. 312778
All programmes validated by Middlesex University, London

Contents

Appendix 1: Programme Specification 4

Certificate of Higher Education Theology & Liberal Arts 5

CertHE Curriculum Map 18

Diploma of Higher Education Theology & Liberal Arts 20

DipHE Curriculum Map 41

BA (Hons) Theology & Liberal Arts 44

BA (Hons) Curriculum Map 69

Appendix 2: Module Narratives 74

Level 4 Core Modules 75

TL4101 Theology & Liberal Arts I: Introduction to Liberal Arts Education 76

TH4001 Introduction to the New Testament 80

TH4002 Introduction to the Old Testament 84

TL4103 Theology, Imagination and the Arts 88

TL4104 Philosophical Theology 92

TL4105 Science-Engaged Theology 96

TH4005 Introduction to Doctrine 100

Level 4 Optional Modules 104

TH4007 God and Creation 105

TH4008 Faith in Time 109

TH4009 Global Christianity 113

TH4010 Key Christian Thinkers 117

TH4011 Spiritual Theology 121

Level 5 Core Modules 126

TL5101 Theology & Liberal Arts II: Educating for Discipleship 127

TL5102 Learning for Discipleship and Citizenship 131

TL5106 Compassion, Mission and Justice: Divine and Human 135

TH5004 Person and Work of Christ 139

TH5113 Sin, Grace and Eschatology 143

Level 5 Optional Modules 147

TH5003 Scripture, Exegesis and Hermeneutics 148

WS5705 Multimedia and Multisensory Worship A 152

TM5305 Music, Philosophy And God 157

TH5005 Relational Theology 162

TL5103 Reading the Faith: Finding Christ in Literature 166

TL5104 Christ and Culture: Engaging Society Through the Arts 170

TL5105 Analytic Theology: Thinking the Faith 174

TH5006 Apologetics 178

TH5126 Theology and Sociology 183

Level 6 Core Modules 187

TH6002 Person and Work of the Holy Spirit 188

TH6108 Global Theologies 192

TL6107 Integrative Theology and Liberal Arts Project *197*

TL6108 Extended Integrative Theology and Liberal Arts Project *201*

Level 6 Optional Modules **205**

TL6101 Persons: Divine and Human *206*

TL6102: Dungeons, Dragons and Divinity: Theology in Science Fiction and Fantasy *210*

TL6103 Science, Theology, and the Mind *214*

TL6104 Race, Reconciliation, and Liberation *218*

TL6105 Ecotheology: The Bible and The Environment *223*

TL6106 Women, Gender, and the Bible *228*

Appendix 1: Programme Specification

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 Mixed mode
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).

Recognition of Prior learning (RPL) may be recognised into level 4 and 5 of study as outlined in LST's Recognition of Prior Learning 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, mixed mode activities, and discussions
2. Forum discussions and other online and mixed mode 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

[1]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 – 0	PT – 0

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.

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

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 (10 credits) 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 5-7 students each year.

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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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) *Optional modules require a minimum of 5-7 students to run.*	Students must pass at least 110 credits to progress to Level 5. *To achieve Honours, failed credit will need to be repeated.*

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)

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

- 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 Mixed mode
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.

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:

3. 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, mixed mode activities, and discussions
2. Forum discussions and other online and mixed mode 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.

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

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. **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 5-7 students to run.

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 5-7 students to run.

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

<table>
<tr><th>LEVEL 4 DISTANCE EDUCATION (FT, YEAR 1)</th><th>Semester 1</th><th>Semester 2</th><th>Semester 3</th></tr>
<tr><td rowspan="2">Compulsory:</td><td colspan="2">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)</td><td></td></tr>
<tr><td>Sem 1.1 & 1.2
TH4001 Introduction to the New Testament (10 credits)
TH4002 Introduction to the Old Testament (10 credits)</td><td>Sem 2.2
TH4005 Introduction to Doctrine (10 credits)</td><td></td></tr>
<tr><td>Optional: (choose 1)</td><td>Semester 1.2
TH4009 Global Christianity (10 credits)</td><td>Semester 2.1</td><td>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)</td></tr>
</table>

Optional modules require a minimum of 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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) *Optional modules require a minimum of 5-7 students to run.*	Students must pass at least 110 credits to progress to Level 5. *To achieve Honours, failed credit will need to be repeated.*
Level 5		
Compulsory (Core)	**Optional (Elective)**	**Progression requirements**
Students must take all of the following: **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)	Students must also choose 1 of the following list of theology modules: **TH5003** Scripture, Exegesis and Hermeneutics (10 credits) **TH5005** Relational Theology (10 credits) Students must also choose 4 modules from the following list of theology and liberal arts modules:	Students must have passed at least 110 Level 5 credits to progress to Level 6. Students wishing to enrol in TL6102 – Dungeons, Dragons, and Divinity must first pass TL5103 – Reading the Faith.

TH5113 Sin, Grace and Eschatology (10 credits)	**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) *Optional modules require a minimum of 5-7 students to run.*	*To achieve Honours, failed credit will need to be repeated.*

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

16. Programme-specific support for learning
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.

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
• 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.

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 Mixed mode
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 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 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 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, mixed mode activities, and discussions
2. Forum discussions and other online and mixed mode 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

[3]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, 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:

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

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. **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)	
	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)

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 5-7 students to run.

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:	**In consultation with the Programme Leader, students will choose either:** 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 module from Group A or Group B below.**	
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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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:	**In consultation with the Programme Leader, students will choose either:** 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 module from Group A or Group B below.**		
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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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:	**Students will choose either:** TL6107 Integrative Theology & Liberal Arts Project (20 credits) ***or*** TL6108 Extended Integrative Theology & 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 5-7 students to run.

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 5-7 students to run.

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 5-7 students to run.

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

LEVEL 6.1 DISTANCE EDUCATION (PT YEAR 5)	Semester 1	Semester 2	Semester 3
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:	**In consultation with the Programme Leader, students will take either:** 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 5-7 students to run.

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) *Optional modules require a minimum of 5-7 students to run.*	Students must pass at least 110 credits to progress to Level 5. *To achieve Honours, failed credit will need to be repeated.*
Level 5		
Compulsory (Core)	**Optional (Elective)**	**Progression requirements**
Students must take all of the following: **TL5101** Theology and Liberal Arts II: Education for Discipleship (20 credits) **TL5102** Learning for Discipleship and Citizenship (20 credits)	Students must also choose 1 of the following list of theology modules: **TH5003** Scripture, Exegesis and Hermeneutics (10 credits) **TH5005** Relational Theology (10 credits)	Students must have passed at least 110 Level 5 credits to progress to Level 6. Students wishing to enrol in TL6102 – Dungeons, Dragons, and Divinity

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)	Students must also choose 4 modules from the following list of theology and liberal arts modules: **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) *Optional modules require a minimum of 5-7 students to run.*	must first pass TL5103 – Reading the Faith. *To achieve Honours, failed credit will need to be repeated.*
Level 6		
Compulsory (Core)	**Optional (Elective)**	**Progression requirements**
In consultation with the Programme Leader, students will choose either: **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) ***OR***	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. <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)	N/A.

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)	<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) *Optional modules require a minimum of 5-7 students to run.*	

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

- 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.

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.

Programme learning outcomes – Level 4								
A1	A2	A3	A4	B1	B2	B3	B4	B5
Highest level achieved by all graduates								
4	4	4	4	4	4	4	4	4
Programme learning outcomes – Level 5								
A1	A2	A3	A4	B1	B2	B3	B4	B5
Highest level achieved by all graduates								
5	5	5	5	5	5	5	5	5

Programme learning outcomes – Level 6								
A1	A2	A3	A4	B1	B2	B3	B4	B5
Highest level achieved by all graduates								
6	6	6	6	6	6	6	6	6

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

Appendix 2: Module Narratives

The running of our optional modules is dependent on faculty availability and student uptake. As such not every module listed runs each year. For a module to run on-campus it requires a minimum of six students to opt for it (with the exception of language modules). If a module does not run on-campus, students may still be able to take the module online.

Level 4 Core Modules

TL4101 Theology & Liberal Arts I: Introduction to Liberal Arts Education

1.	**Module code:**	TL4101
2.	**Title:**	Theology and Liberal Arts I: Introducing Liberal Arts Education
3.	**Credit points:**	20
4.	**FHEQ level:**	4
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	n/a
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	
9.	**Aims:** • To understand the goals, methods, and distinctive benefits of a liberal arts education and how they can inform and enhance theological praxis. To develop sound knowledge of the core concepts, evaluative skills and methodological tools that are foundational for interdisciplinary theology in general, and for theological engagement with liberal arts disciplines in particular. • To introduce students to a representative range of core literature in theology and liberal arts. • To prepare students for future contextualisation of the skills assimilated above such that they are transferable to a range of vocations and professions.	
10.	**Learning outcomes:** **Knowledge and Skills** On successful completion of this module, the student will be able to: Articulate and utilize the 1. Demonstrate foundational knowledge and comprehension of the methods, goals, and applications of a theologically engaged liberal arts education. [A1, B5] 2. Explain the place of theology among other liberal arts disciplines, including the benefits and challenges theological education of drawing upon those disciplines. [A4, B2, B3] 3. Assimilate and begin to evaluate a range of tools and methods from the intersection of theology and liberal arts. [A1, A2, B1] 4. Apply the tools and methods of liberal arts education to the comprehension and interpretation of a range of core literature in theology and liberal arts. [A3, A4, B4, B5]	
11.	**Syllabus:** Liberal Arts education was historically aimed at creating the well-rounded individual who could be a good citizen and contributor to society. In this module, students begin their journey into a theologically informed Liberal Arts education aimed at forming mature, reflective adults who will be equipped to identify crucial problems facing the Church and society today, and to develop creative, interdisciplinary solutions to those problems. Students will learn about Liberal Arts approaches to education from a Christian theological perspective and will develop foundational skills for theologically engaging a broad variety of academic disciplines. Special attention will therefore be paid to interpretative and evaluative methods developed beyond theology, as well as within it—that is, within philosophy, the arts, and the sciences. These skills will be tested in a broad spectrum of course readings that will include classic texts from the western canon, as well as a more global selection of sources that will enable students' critical engagement with issues arising from the establishment and presentation of that canon.	
12.	**Learning and teaching strategy:** Students will undertake a variety of learning activities aimed at developing a range of skills across diverse disciplines—skills that will facilitate their theological engagement with key ecclesial, socio-cultural and political challenges. Students may choose to study this module **in person on-campus,** through **online distance education,** or through a **mixed modemixed mode** combination of each. ***On site learning*** will occur in a cohort within a timetable, and will be based around group seminars, collaborative activities, and in-class presentations designed to elicit students' creative	

	responses to weekly set readings. These activities will be supported by brief introductory lectures to the week's readings and activities. In this on-site mode, the module will emphasize active shared classroom engagement from students to develop the relevant interdisciplinary skills. ***Online distance education*** will be offered through the Virtual Learning Environment (VLE), and will be self-paced within a timetabled cohort, based around online course materials, pre-recorded lectures, guided readings (including e-books, articles and other digital materials), plus online discussion forums/activities in which students will interact with one other, and with the tutor. Similarly to the On-site mode, interactive activities in response to readings will be the main focus, and the main means to developing student skills and knowledge. ***On-site/online and mixed mode*** students will alike be expected to engage in independent study, library usage and assignments, as well as other creative, in-class/VLE activities. They will be assessed across a range of tasks and in various modes. All students will be supported in their learning by the tools and resources available on the VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education

13.	**Assessment scheme:**	
	a. **Formative assessment scheme** Presentation of Reading Response w/ leading of class/forum discussion	
	b. **Summative assessment scheme**	

Task: Reading Response				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Reading Response 100%	*1,500 words including footnotes but excluding title page and bibliography and 1015-minute presentation/forum discussion*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB. 40 equates to 16 on Middlesex University's 20-point marking scale

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -	Willie James Jennings, *After Whiteness: An Education in Belonging.* Grand Rapids Eerdmans, 2020.

	Recommended -	Perry Shaw, *Transforming Theological Education: A Practical Handbook for Integrative Learning.* Carlisle: Langham Global Library, 2014. Gene C. Fant Jr. *The Liberal Arts: A Student's Guide.* Wheaton, Il: Crossway, 2012. Andreas Koestenberger, *Excellence: The Character of God and the Pursuit of Scholarly Virtue.* Wheaton, Il.: Crossway, 2011.

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

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	50%
	EXAM	0%
	PRACTICAL	50%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: N/A
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: 0 hours Distance: 0
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2026-27	1, 2 & 3	All	October	April/May	70	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	70	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	70	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	70	Northwood	N/A
Online Delivery							
2026-27	1 & 2	All	October	April/May	30	Northwood	N/A
2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
2027-28	1 & 2	All	October	April/May	30	Northwood	N/A

	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA Theology and Liberal Arts	Core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core
600V783	CerHE Theology & Liberal Arts	core
600V784	CerHE Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

TH4001 Introduction to the New Testament

1.	**Module code:**	TH4001
2.	**Title:**	INTRODUCTION TO THE NEW TESTAMENT
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 1
6.	**Module leader:**	Cor Bennema
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To immerse students in the world of the New Testament and begin the process of transforming their understanding of the Bible by demonstrating the importance of literary genre and historical context in the light of contemporary scholarship. To complement related study of Christian Scriptures and exegetical tools necessary for their interpretation at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. identify key aspects of an academic reading of the New Testament with reference to literary genres and historical context (A1, A2, B6, B7)
2. address basic issues in New Testament scholarship and divergent/competing interpretative methods and approaches (A2, A3, B1, B2, B3)
3. consider basic exegetical, hermeneutical, theological and application issues, problems and possibilities (A1, A3, A4, B1, B2, B3)

Skills
On successful completion of this module, the student will be able to:

4. analyse and interpret key aspects of the shape of the New Testament in with respect to literary genre, historical context and contemporary scholarship in an empathetic and reflective manner (A1, A2, A3, B1, B2, B4)
5. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (A2, A4, B1, B2, B4, B5)
6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (A3, A4, B2, B4, B7, B8)

11. **Syllabus:**

Introductions to selected New Testament books (e.g., Mark, Galatians, 1 Corinthians and Revelation) and passages in books in ways that illustrate the range of New Testament genres, recognize the importance of historical context, engage with contemporary scholarship, and address questions of exegesis, hermeneutics, theology and application. The selection of specific books and passages in books will be guided both by the expertise and research interests of module tutors and by key issues to contemporary debate in biblical studies.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around

	interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.
13.	**Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Seen examination	%
Unseen examination	%
Coursework (no examination)	100%
14. **Timetabled examination required**	Yes ☐ No ☒
15. **Length of exam**	N/A

16. **Learning materials**

Essential

Assorted sections/articles from:
*Green, J.B., et al. (eds.), *Dictionary of Jesus and the Gospels.* Leicester: IVP, 2013[2].

*Hawthorne, G.F., et al. (eds.), *Dictionary of Paul and his Letters,* Leicester: IVP, 1993.

*Marshall, I.H., et al., *Exploring the New Testament, Volume 2,* London: SPCK, 2021.

*Wenham, D. & S. Walton, *Exploring the New Testament, Volume 1,* London: SPCK, 2021.

Recommended

Aland, K., *Synopsis of the Four Gospels* (Stuttgart: UBS, 1982)

	*Evans, C.A., et al. (eds.), *Dictionary of New Testament Background* (Leicester: IVP, 2000) *Martin, R.P., et al. (eds.), *Dictionary of the Later New Testament and its Developments* (Leicester: IVP, 1997). *Stanton, G.N., *The Gospels and Jesus* (Oxford: OUP, 2002) Witherington III, B., *Invitation to the New Testament: First Things* (Oxford: OUP, 2013). Ziesler, J. *Pauline Christianity* (Oxford: OUP, 1990). [*available as library ebook]

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

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

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core

600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music	core
600V771	Dip HE Theology & Music	core
600V772	Cert HE Theology & Music	core
600V767	BA (Hons) Theology & Creative Musicianship	core
600V768	Dip HE Theology & Creative Musicianship	core
600V769	Cert HE Theology & Creative Musicianship	core
600V773	BA (Hons) Theology & Worship Studies	core
600V774	Dip HE Theology & Worship Studies	core
600V773	Cert HE Theology & Worship Studies	core
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core
600V783	CerHE Theology & Liberal Arts	core
600V784	CerHE Theology & Liberal Arts (DE)	core

TH4002 Introduction to the Old Testament

1.	**Module code:**	TH4002
2.	**Title:**	INTRODUCTION TO THE OLD TESTAMENT
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 1
6.	**Module leader:**	Rory Balfour
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To immerse students in the world of the Old Testament as Christian Scripture and begin the process of transforming their understanding of the Bible by demonstrating a range of approaches to the Old Testament in contemporary scholarship. To complement related study of Christian Scriptures and hermeneutical tools necessary for their interpretation at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. demonstrate a familiarity with key Old Testament texts (A1, A2)
2. identify key aspects of the Old Testament with reference to literary genres, historical and cultural contexts, and major theories and ideas in contemporary scholarship (A2)
3. understand approaches to Old Testament interpretation and divergent/competing interpretative methods and approaches (A2)
4. consider exegetical, hermeneutical, theological and application issues, problems and possibilities (A3)

Skills
On successful completion of this module, the student will be able to:

5. interpret key aspects of the shape of the Old Testament with respect to literary genre, historical context and contemporary scholarship (B1, B2)
6. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3)
7. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)

11. **Syllabus:**
Introductions to a range of Old Testament literature including the Pentateuch, History books, Prophets, and Wisdom and Psalms; with example passages to illustrate the range of Old Testament genres, key themes and methods, recognize the importance of historical and cultural contexts, engage with contemporary scholarship, and address questions of exegesis, hermeneutics, theology and application. The selection of specific books and passages in books will be guided both by the expertise and research interests of module tutors and by key issues of theological debate in scholarly contexts.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based

around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

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

14. **Timetabled examination required** — Yes ☐ No ☒

15. **Length of exam**

16. **Learning materials**

Essential

Collins, J.J., *Introduction to the Hebrew Bible* (Minneapolis, MN: Fortress, 2014[2] ,ebook)

Richter, S., *The Epic of Eden: A Christian Entry into the Old Testament* (Downers Grove: IVP, 2008; ebook)

Plus, one of:

Clines, D.J. A., *The Theme of the Pentateuch* (Sheffield: JSOT Press, 1982; ebook)

Dever, W.G., *Who Were the Early Israelites and Where did they Come From?* (Grand Rapids: Eerdmans, 2003)

Dunbar, E.S., *Trafficking Hadassah: Collective Trauma, Cultural Memory, and Identity in the Book of Esther and in the African Diaspora* (London: Routledge, 2022)

Trible, P., *Texts of Terror* (Philadelphia: Fortress, 1984)

Recommended

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

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

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

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

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

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

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

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

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

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

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

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

		80

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music	core
600V771	Dip HE Theology & Music	core
600V772	Cert HE Theology & Music	core
600V767	BA (Hons) Theology & Creative Musicianship	core
600V768	Dip HE Theology & Creative Musicianship	core
600V769	Cert HE Theology & Creative Musicianship	core
600V773	BA (Hons) Theology & Worship Studies	core
600V774	Dip HE Theology & Worship Studies	core
600V773	Cert HE Theology & Worship Studies	core
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core
600V783	CerHE Theology & Liberal Arts	core
600V784	CerHE Theology & Liberal Arts (DE)	core

TL4103 Theology, Imagination and the Arts

1.	**Module code:**	TL4103
2.	**Title:**	Theology, Imagination, and the Arts
3.	**Credit points:**	20
4.	**FHEQ level:**	4
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Debo Oluwatuminu
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To understand, interpret and apply core principles and practices related to theological engagement with artistic disciplines, including literature, pop culture, physical media, television and film, and music.
- To identify, evaluate and apply key methodologies and tools utilized by various artistic forms to communicate meaning and apply these tools to theological reflection and personal formation.
- To cultivate a coherent articulation of contemporary interdisciplinary engagement between theology and the arts, exploring both.
- To facilitate students' contextualisation of these interdisciplinary skills during and after the programme, such that they are transferable to a range of vocations and professions.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Summarise core concepts and principles in the artistic disciplines and of how they might be engaged by theology. [A1]
2. Evaluate a representative range of literature in the arts, as well as observing and interpreting physical media such as film, painting, sculpture, music, and sonic art in conversation with theological disciplines in responsible and coherent ways. [B1, B3]
3. Apply artistic methods and tools used across a range of media and cultures, especially where art is used to communicate faith or spirituality. [A2, A4, B5]
4. Explain contemporary conversations in theological engagement with artistic imagination and practice, including artistic expressions of Christian spirituality and secular representations of Christian ideas and figures. [A3, A4, B4, B6]

11. **Syllabus:**

Building upon students' initial engagement with various Liberal Arts disciplines in previous modules , this module will more specifically focus students' exploration on core underlying concepts and principles of theological engagement with imagination and artistic expression, and in particular on models and applications of theology as a dialogue partner with and interpretative lens for art.

Students will learn generally about the tools and forms of various artistic media, how to evaluate and understand these media, and how to engage these artistic expressions theologically. Emphasis will be placed on the two-way dialogue between art and theology; how Christian spirituality can be communicated through art and how art can be used to depict perspectives—both internal and external—of Christian ideas, stories, and beliefs. Further building upon themes of activism, mission, and social justice explored in TL41001, students will give special attention to the ways that art has been used as a tool for change. This includes Christian and non-Christian uses of art, including evangelism, apologetics, political and social resistance, propaganda, charity, therapeutic care, and societal improvement.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, evaluation, evidence-gathering, presentation and exposition across philosophy, the arts, and the sciences. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant interdisciplinary skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed modeMixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Creative Workshop – Formative workshop session to equip students and give space to practice key artistic skills which can be applied to assessments, including live feedback on art creation. Students can also use this time to begin work on their artistic assessments under the guidance of the workshop leader.

b. **Summative assessment scheme**

Task: Portfolio – Art piece + 1,000-word analysis				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Art piece + 1,000-words including footnotes but excluding title page and bibliography*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -	

	Recommended -	Jeremy Begbie, *A Peculiar Orthodoxy: Reflections on Theology and the Arts.* Grand Rapids: Baker Academic, 2018. Jeremy Begbie, Daniel Chua, Markus Rathey, eds, *Theology, Music, and Modernity: Struggles for Freedom.* Oxford: Oxford University Press, 2021. Sunil Chandi, *Bible Noise: Reading Aloud, Listening Anew*. Music and Worship Foundation, 2024. Vincente Chong, *A Theological Aesthetics of Liberation: God, Art, and the Social Outcasts*. Pickwick Publications, 2019. Felix-Jaegar, Steven. *Art Theory for a Global Pluralistic Age: The Glocal Artist*. Palgrave Macmillan, 2019. Kymberly N. Pinder. *Painting the Gospel: Black Public Art and Religion in Chicago*. University of Illinois Press, 2016. Jeremy Begbie, Daniel Train, and W. David O. Taylor, eds., *The Art of New Creation: Trajectories in Theology and the Arts*. IVP Academic, 2022. Sheona Beaumont and Madeleine Emerald Thiele, eds., *Transforming Christian Thought in the Visual Arts: Theology, Aesthetics, and Practice*. Routledge, 2021.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%

18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 1160 hours Distance: 200 hours
19.	**Module run (NB These should be set up four years in advance):**	
	On-Campus Delivery	

	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2026-27	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	2026-27	1, 2 & 3	All	October	April /May	70	Northwood	N/A
	2027-28	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	2028-29	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	Online Delivery							
	2026-27	1 & 2	All	October	April/May	30	Northwood	N/A
	2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
	2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core
600V783	CerHE Theology & Liberal Arts	core
600V784	CerHE Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

TL4104 Philosophical Theology

1.	**Module code:**	TL4104
2.	**Title:**	Philosophical Theology
3.	**Credit points:**	20
4.	**FHEQ level:**	4
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Jack Johnson
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To enable students to comprehend and assimilate core principles and methods utilized in theological engagement with a range of philosophical traditions.
- To identify, exposit and demonstrate familiarity with key methodologies and tools from various philosophical schools in the development of theological study and reflection—particularly classical, continental, global, and analytic philosophy.
- To accurately summarise of contemporary interdisciplinary engagements between theology and philosophy, including understanding how theology and philosophy have contributed to one another historically.
- To facilitate students' contextualisation of these interdisciplinary skills during and after the programme, such that they are transferable to a range of vocations and professions, as well as application in levels 5 and 6.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Accurately summarise core principles and methods from classic, continental, global, and analytic philosophical traditions. [A1, A3, A4, B1]
2. Assimilate relevant methods and tools of these philosophical schools in theological discourse. [A2, A4, B7, B8]
3. Evaluate the influences of various philosophical traditions on Christian theology, including engagements with classical philosophy in early Christianity, continental philosophical theology, global theologies, analytic theology, and apologetics. [B3, B5]

11. **Syllabus:**

Building in parallel with the skills and pedagogical approaches learned in TL4101 ('Theology and Liberal Arts I: Introducing Liberal Arts'), this module will specifically focus students' exploration on core concepts and principles of interdisciplinary engagement between philosophy and theology, and in particular on application of philosophical tools from classical, continental, global, and analytic philosophies. Students will learn about the influences of these philosophical traditions on theology (as well as theology's influences on these traditions) and how to utilize their tools and methodologies to benefit theological reflection.

Students will survey contemporary and historic examples of theologians engaging philosophical resources, including classical philosophy, continental philosophy, analytic philosophy, and global philosophies. Students will also be introduced to a variety of tools and methods across these traditions and learn to apply them to theological reflection in coherent and responsible ways. This includes transferable skills like the use of logic and rhetoric, the formulation of argument, metaphysics, non-western conceptions of reasoning, epistemology, and ethical reasoning.

Across these sections, students will familiarise themselves with the root principles, paradigms and pedagogies that distinguish each philosophical tradition, thus equipping them to read more broadly and dynamically within and between them. Students' skills of understanding, evaluation, logical reasoning, use of rhetoric, and interpretation will be tested in readings, lectures, seminars and dialogues based on contemporary work produced by theologians engaging with these

philosophical traditions. This will enable students not only to engage these traditions theologically, but to appreciate how current scholarly conversation in theology already makes use of these tools and imagine new ways to apply philosophical skills to enrich ongoing theological study, reflection, and formation.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, evaluation, logical reasoning, argumentation formulation, evidence-gathering, presentation, and explanation across philosophical traditions. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both.

***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills.
Distance education will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge.
On-site, Mixed modeMixed mode and Distance students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Mixed mode VLE exercises in logic and argumentation, including a practice diagram of symbolic logic of an argument.

b. **Summative assessment scheme**

Task: Argument Analysis				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*1-page symbolic logic diagram of a select argument plus 1,500-word analysis*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40;
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14. **Timetabled examination required** Yes ☒

		No ☐
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -	William Wood, "Philosophy and Christian Theology," *Stanford Encyclopaedia of Philosophy*. Standford University, 2021 (Online). https://plato.stanford.edu/entries/christiantheology-philosophy/ Gary Kessler, *Philosophy of Religion: Towards a Global Perspective.* Belmont, CA: Wadsworth, 1999. Thomas Flint and Michael Rea (eds), *The Oxford Handbook of Philosophical Theology.* Oxford: Oxford University Press, 2009.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17. **UNISTATS – assessment**

Please indicate summary of the following assessment types #:

COURSEWORK	100%
EXAM	0%
PRACTICAL	0%

18. **UNISTATS – learning and teaching**

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

Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2026-27	1, 2 & 3	All	October	April/May	70	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	70	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	70	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	70	Northwood	N/A

Online Delivery

	2026-27	1 & 2	All	October	April/May	30	Northwood	N/A
	2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
	2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA Theology and Liberal Arts	Core
600V780	Diploma HE Theology and Liberal Arts	Core
600V781	Cert HE Theology and Liberal Arts	Core

Validated collaborative partner (if applicable):
London School of Theology

TL4105 Science-Engaged Theology

1.	**Module code:**	TL4105
2.	**Title:**	Science-Engaged Theology
3.	**Credit points:**	20
4.	**FHEQ level:**	4
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To accurately understand the storied history of science and religion, as well as the various models of science and religion—from the conflict thesis to "territories" to science-engaged theology—and how they can inform theological practice.
- To understand and accurately interpret and communicate for a non-specialist audience key practices of scientific study related to theological engagement with the sciences.
- To become familiar with and learn to apply key methodologies and tools from the philosophy of science and science communication in the development of theological study and reflection.
- To facilitate students' contextualisation of these interdisciplinary skills during and after the programme, such that they are transferable to a range of vocations and professions.

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to:

1. Evaluate the key models of science and religion in relation to theological practice. [A1, B4, B6]
2. Comprehend and accurately communicate for a non-specialist audience the methods, findings, and tools of the sciences and the philosophy of science in dialogue with theology. [A2, A4, B5]
3. Demonstrate assimilation of relevant independent research skills, including IT skills, critical reading and discussion, gathering and presentation of evidence generally and data specifically, resource-mining and consistent referencing, problem-solving, and communication of learning with cogency and confidence. [B7, B8]

11. **Syllabus:**

Building in parallel with the skills and pedagogical approaches learned in other modules, this module will more specifically focus students' exploration on core underlying concepts and principles of interdisciplinarity, and in particular on models and applications of theology as a dialogue partner with scientific disciplines. Students will survey the history of science and the Christian religion, philosophical and historical tools for interpreting and engaging this intersection, and the basic principles and tools of how to interpret scientific studies. This will equip students to integrate scientific insights into their theological reflections.

This module takes a pedagogical approach to understanding key methods and tools from natural, cognitive, and social sciences that centres accurate interpretation and science communication as the goals of engagement between liberal arts and the sciences. Students will be introduced to core principles, paradigms, and pedagogies utilized in scientific work and be specifically equipped to accurately comprehend and communicate scientific findings to a non-specialist audience through interdisciplinary engagement with the humanities, especially philosophy and science. Students' skills of understanding, evaluation, and interpretation will be tested in readings, lectures, seminars and dialogues based on contemporary work produced by and engaging with the philosophy of science, science and religion, and science-engaged theology. This will uniquely equip students to counter the poor use of scientific studies in public discourse, exemplified

	in some journalism and populist understandings of "what science tells us," with accurate, responsible, and accessible science communication that can positively contribute to theological reflection and practice.
12.	**Learning and teaching strategy:** Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, evaluation, problem-solving, evidence-gathering, presentation, and explanation of scientific research to a non-specialist audience. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations between science and the liberal arts. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant interdisciplinary skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education
13.	**Assessment scheme:**
	a. **Formative assessment scheme** Q&A for poster presentation and instructional session on poster presentations for scientific disciplines
	b. **Summative assessment scheme**

Task: Poster Presentation				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*20-minute poster presentation and Q&A*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A

16.	**Learning materials**	
	Essential -	John M. Perry and Joanna Leidenhag, *Science-Engaged Theology.* Cambridge: Cambridge University Press, 2023. Polkinghorne John. *Science and Theology: An Introduction* (SPCK). Justin L. Barrett, *Theopsych: A Psychological Science Primer for Theologians.* Maldon: Blueprint 1543, 2022. Mikael Leidenhag, *Theological Puzzles*. St Andrews: University of St Andrews, 2020-2022 (Online). https://www.theo-puzzles.ac.uk/
	Recommended -	Kamwendo, Zara Thokozani. "Decolonizing Science-Engaged Theology." *Teaching Science and Religion* (2023). Justin L. Barrett and Pamela Ebstyne King, *Thriving with Stone Age Minds: Evolutionary Psychology, Christian Faith, and the Quest for Human Flourishing.* Downers Grove, Il.: IVP Academic, 2021. Reid, Lydia. (2024.) 'Beyond Conflict: An Exploration of how UK Church Leaders View the Relationship Between Science and Religion', *Journal of Contemporary Religion.* McGrath, Alistair. *The Science of God: An Introduction to Scientific Theology* (Continuum).

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

19.	**Module run (NB These should be set up four years in advance):**							
	On-Campus Delivery							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2026-27	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	2026-27	1, 2 & 3	All	October	April /May	70	Northwood	N/A
	2027-28	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	2028-29	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	Online Delivery							
	2026-27	1 & 2	All	October	April/May	30	Northwood	N/A
	2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
	2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core
600V783	CerHE Theology & Liberal Arts	core
600V784	CerHE Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

TH4005 Introduction to Doctrine

1.	**Module code:**	TH4005
2.	**Title:**	INTRODUCTION TO DOCTRINE
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 2
6.	**Module leader:**	Stephen Squirrell
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To establish a basic overview of the key contours of Christian doctrine, and thereby deepen students' existing knowledge, by enabling them to engage with key historical texts, recognize that doctrines have developed historically and need to be understood contextually, understand the interconnections between various doctrines, and explore how and why different groups differ over particular doctrines. To complement related study of Christian thought, mission, heritage, tradition and theology, and of contemporary culture within an evangelical context at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. recall and succinctly give an account of basic Christian doctrines (A1)
2. represent the basic historical and contextual character of Christian doctrine (A1)
3. explain the interconnectedness of key doctrines (A2)
4. identify and evaluate differing doctrinal positions (A3)

Skills
On successful completion of this module, the student will be able to:

5. analyse and interpret historic Christian texts (B1)
6. give an account of basic Christian doctrines and their interconnections with respect to historical contexts and divergent understandings (B2, B3)
7. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B6)
8. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)

11. **Syllabus:**

A survey of Christian doctrine covering the full range at an introductory level, under such headings as Introduction, Creation, Sin and Evil, Redemption: God's Work, Redemption: Individual, Redemption: Corporate, Future Glory. This will provide a basic account of Christian beliefs for the benefit especially of those who come with little prior knowledge; point to the interconnections between different doctrines, such as the person and work of Christ; give, as appropriate, a very brief account of the history of doctrines — such as when a particular doctrine developed and how different groups differ over particular doctrines; illustrate each doctrine with key historical texts, especially creedal statements; and show how each doctrine relates to the contemporary scene. There will also be a number of brief set texts, taken from key thinkers of the past, of which students will need to study any one.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Exam*	*All LOs*	☐ *No* ☒ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14. **Timetabled examination required** — Yes ☒ No ☐

15. **Length of exam** — 1.5 hours

16. **Learning materials**

Essential

Lane, T., *Exploring Christian Doctrine* (London: SPCK, 2013) [Library + ebook]

Any one of:

Augustine, *City of God (Book 14)* (any edition) [Library + ebook}

Calvin, *Institutes* of the Christian Religion *(Book 2, Chapter 16)* (any edition) [Library + ebook]

Cyril of Jerusalem, *Catechetical Lectures (3 & 20)* (any edition) [Library + ebook]

	Thomas à Kempis, *Imitation of Christ (Book 1)* (any edition) [Library + ebook] ***Recommended*** Boyd, G.A. & Eddy, P.R., *Across the Spectrum (*Grand Rapids, MI: Baker, 2009[2]) [Library + ebook] Bray, G., *God is Love* (Wheaton, IL: Crossway, 2012) [Library] Erickson, M.J., *Christian Theology* (Grand Rapids, MI: Baker, 2013[3]) [Library] Ford, D., *Theology: A Very Short Introduction*, (Oxford: OUP, 2000) [Library] Lane, T., *A Concise History of Christian Thought*, (London: T. & T. Clark, 2006) [Library] Leith, J.H., *Creeds of the Churches* (Louisville, KY: Westminster John Knox, 1982[3]) [Library] McGrath, A.E., *Christian Theology: An Introduction* (Oxford: Wiley-Blackwell, 2011[5]) [Library + ebook] McGrath, A.E., *Theology: The Basics* (Oxford: Blackwell, 2004) [Library] Stott, J.R.W., *Evangelical Truth* (Leicester: IVP, 1999) [Library]

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

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

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**

600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music	core
600V771	Dip HE Theology & Music	core
600V772	Cert HE Theology & Music	core
600V767	BA (Hons) Theology & Creative Musicianship	core
600V768	Dip HE Theology & Creative Musicianship	core
600V769	Cert HE Theology & Creative Musicianship	core
600V773	BA (Hons) Theology & Worship Studies	core
600V774	Dip HE Theology & Worship Studies	core
600V773	Cert HE Theology & Worship Studies	core
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core
600V783	CerHE Theology & Liberal Arts	core
600V784	CerHE Theology & Liberal Arts (DE)	core

Level 4 Optional Modules

Optional modules may not run every academic year. Additionally, optional modules require a minimum of 5-7 students to run.

TH4007 God and Creation

1.	**Module code:**	TH4007
2.	**Title:**	GOD AND CREATION
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Jordan Wessling
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To equip students with a basic knowledge of key issues concerning the doctrines of God and creation, introduce them to questions about the relation between God and Creation, and enable them to articulate the identity of God as Trinity and a theological understanding of Creation; engage in dialogue with selected scientific theories; thereby laying exegetical, hermeneutical, theological and applied foundations that will serve as a basis for further doctrinal study at Levels 4, 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. identify a Christian doctrine of God as Trinity (A2)
2. articulate key elements of a Christian doctrine of Creation as the realm within which knowledge of God is derived, including relational and contingent aspects of Creation, as well as aspects of the science and theology dialogue (A1, A2)
3. identify basic connections between a doctrine of God and a doctrine of Creation, in Eastern and Western Christian traditions, and in their own theology (A1)
4. provide a basic theological response to scientific theories of and about the created order (A3, A4)

Skills
On successful completion of this module, the student will be able to:

5. identify key elements to a biblical and Trinitarian understanding of God, articulate a theological understanding of creation and its importance for knowledge of God and humanity, and formulate evaluative judgements regarding their own doctrines of God and Creation (B1, B3)
6. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B1, B2, B4)
7. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B3, B7, B8)

11. **Syllabus:**

God and Creation will focus on two distinct aspects of Christian Theology: the doctrine of God and the doctrine of Creation. It will show how these two doctrines are intrinsically connected. It will locate a biblical and Trinitarian doctrine of God. It will identify a theological understanding of creation as well as identify scientific theories of creation in areas such as cosmology, evolution and ecology. With respect to God: the biblical view of God in the Old and New Testaments, understandings of God as Trinity in both Eastern and Western expressions, notions of divine transcendence and immanence, the place of mediation in our knowledge of God. With respect to Creation: the theology of the biblical story of creation, a theological response to scientific doctrines of creation, a proposal for a Christian understanding of creation and its care.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task: ***Students have a choice of two modes of assessment for this module. They may choose to be assessed either by an essay of 2,000 words or by an oral examination of 20 minutes***				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (2000 words)* *Or* *Oral Examination (20 minutes)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14.	**Timetabled examination required**	Yes ☒ No ☐
15.	**Length of exam**	20 minutes

16. **Learning materials**

Essential

<table>
<tr><td></td><td colspan="3">Fergusson D., Creation (Grand Rapids, MI: Eerdmans, 2014) [Library, ebook]

Fretheim T.E., God and World in the Old Testament: A Relational Theology of Creation (Nashville, TN: Abingdon Press, 2005) [Library]

Grenz, S.J., Rediscovering the Triune God (Minneapolis, MN: Fortress, 2004) [Library]

Moo, Douglas J., Moo Jonathan A., Creation care: A Biblical Theology of the Natural World (Grand Rapids, MI: Zondervan, 2018) [Library, ebook]

Stump, J.B. and Padgett (eds.), The Blackwell Companion to Science and Christianity (Chichester: Wiley-Blackwell, 2012) [Library, ebook]

Recommended

Brunner, Daniel L., Jennifer L. Butler and A.J. Swoboda, Introducing Evangelical Ecotheology: Foundations in Scripture, Theology, History and Praxis (Grand Rapids: Baker Academic, 2014) [Library, ebook]

Gunton, C.E., Father, Son & Holy Spirit (Edinburgh: T. & T. Clark, 2003) [Library, ebook]

Harris, M., The Nature of Creation (Durham: Acumen Press, 2013) [Library]

McFarland, I.A., From Nothing (Louisville, KY: Westminster John Knox Press, 2014) [Library]

McIntosh M.A., Divine Teaching (Oxford: Blackwell, 2008) [Library]

Olson, R.E. & Hall C.A., The Trinity (Grand Rapids, MI: Eerdmans, 2002) [Library]

Snyder, Howard A. with Joel Scandrett, Salvation Means Creation Healed: The Ecology of Sin and Grace (Eugene, OR: Cascade Books, 2011). [Library, ebook]</td></tr>
<tr><td colspan="4">Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):</td></tr>
<tr><td rowspan="5">17.</td><td colspan="3">UNISTATS - assessment</td></tr>
<tr><td colspan="3">Please indicate summary of the following assessment types:</td></tr>
<tr><td>COURSEWORK</td><td colspan="2">100%</td></tr>
<tr><td>EXAM</td><td colspan="2">100%</td></tr>
<tr><td>PRACTICAL</td><td colspan="2">……..%</td></tr>
<tr><td rowspan="6">18.</td><td colspan="3">UNISTATS – learning and teaching</td></tr>
<tr><td colspan="3">Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).</td></tr>
<tr><td colspan="2">Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).

The proposed number of scheduled teaching hours:</td><td>Onsite:
22
Distance:
N/A</td></tr>
<tr><td colspan="2">Assessment

Proposed number of hours for the assessments.</td><td>Onsite:
20
Distance:
20</td></tr>
<tr><td colspan="2">Placement Activity (e.g., placement, work-based learning or year abroad).

Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</td><td></td></tr>
<tr><td colspan="2">Independent Study (Time students will be required to complete independent study).

The proposed number of hours a student should complete independent study:</td><td>Onsite:
58

Distance:</td></tr>
</table>

		80

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional
600V783	CerHE Theology & Liberal Arts	optional
600V784	CerHE Theology & Liberal Arts (DE)	optional

TH4008 Faith in Time

1.	**Module code:**	TH4008
2.	**Title:**	FAITH IN TIME
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 3
6.	**Module leader:**	Matthew Knell
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To provide students with an overview of the history of the church to the beginning of the 20th century, highlighting how the church has engaged with philosophies at different time periods and analysing how various parts of the church have engaged with theology and with each other. To complement related study of Christian thought, mission, heritage, tradition and theology at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. provide an overview of the history of the church to the beginning of the 20th century (A1, A2)
2. identify major philosophical influences on the church at different points in its history (A1)
3. describe and explain theological engagements of various parts of the church in relation both to each other and to movements in society (A1, A2, A3)

Skills
On successful completion of this module, the student will be able to:

4. provide an overview of church history with respect to philosophical influences and theological developments (B1, B2, B3, B6)
5. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B1, B2, B4, B5)
6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)

11. **Syllabus:**

Biblical cosmology; the nature of the early church; persecution and heresy; the Conciliar period; the history of the Eastern Roman empire and the church in the East; the effects of the fall of Rome on the West; the church in the dark ages (the beginnings of monasticism, the spread of the church, the changing nature of the papacy); the medieval period (Scholasticism, monastic developments, mysticism, abuses in the church, the Crusades, the effects of Renaissance humanism); the Reformation (ecclesial and political background and effects to Westphalia); the Early Modern church (challenges of Enlightenment thought to the Catholic and Protestant churches); the Great Awakening'; the Age of Empires (the spread of the church globally, the effects of the French Revolution and later Enlightenment thought and the state of the church by the end of the 19th century).

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-

campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.

Therefore, please delete the statement which **does not** apply to this module:

~~1. In order to pass the module, the student will be required to achieve a mark of 40+ **in each module element** except where compensation applies (if appropriate).~~

2. In order to pass the module, the student will be required to achieve **an aggregate mark of 40+ across all module elements**, except where compensation applies.

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	
16.	**Learning materials** *Essential* Hicks, P., *The Journey So Far: Philosophy Through the Ages* (Grand Rapids, MI: Zondervan, 2003) [Library] Johnson, P., *A History of Christianity* (New York: Touchstone, 1976) [Library] MacCulloch, D., *A History of Christianity: The First Three Thousand Years* (London: Penguin, 2010) [Library] *Recommended* Chadwick, H., *The Early Church* (London: Penguin, 1967) [Library] Cragg, G., *Church and the Age of Reason, 1648-1789* (London: Penguin, 1990) [Library] Lindberg, C., *The European Reformations* (Oxford: Blackwell, 1996) [Library] Madigan, K., *Medieval Christianity: A New History* (New Haven: Yale University, 2015) [Ebook] Rousseau, P., *The Early Christian Centuries* (Hoboken: Routledge, 2014) [Ebook] Southern, R., *Western Society and the Church in the Middle Ages* (London: Penguin, 1970) [Library] Ware, T., *The Orthodox Church* (London, Penguin, 1963) [Library]	

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

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

								80
19.	**Module run (NB These should be set up four years in advance):**							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20.	**Timetabling information:**							
	Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO – N/A			
	SEMINAR (SEM)				YES/NO – N/A			
	LABORATORY (LAB)				YES/NO – N/A			
	WORKSHOP (WRK)				YES/NO – N/A			
	(a) Timetabled				YES/NO – N/A			
	(b) Student centrally allocated				YES/NO – N/A			

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V632	Cert HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music	core
600V771	Dip HE Theology & Music	core
600V772	Cert HE Theology & Music	core
600V767	BA (Hons) Theology & Creative Musicianship	core
600V768	Dip HE Theology & Creative Musicianship	core
600V769	Cert HE Theology & Creative Musicianship	core
600V773	BA (Hons) Theology & Worship Studies	core
600V774	Dip HE Theology & Worship Studies	core
600V773	Cert HE Theology & Worship Studies	core
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional
600V783	CerHE Theology & Liberal Arts	optional
600V784	CerHE Theology & Liberal Arts (DE)	optional

TH4009 Global Christianity

1.	**Module code:**	TH4009
2.	**Title:**	GLOBAL CHRISTIANITY
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 1
6.	**Module leader:**	Sunil Chandy
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To enable students to understand the ways Christianity spread throughout the globe, analyse the interaction between culture and Christian faith and practice, and develop an awareness of the various contexts in which contemporary Christianity currently operates. To complement related study of Christian thought, mission, heritage and tradition theology at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. identify ways that Christianity has developed across the globe (A2, A3)
2. engage with issues that arise from specific contexts of Christian faith and practice across the globe (A2, A3, A4)
3. evaluate cross-cultural interaction between Christians from different contexts (A2, A3)

Skills
On successful completion of this module, the student will be able to:

4. identify the global development of Christianity with respect to cultural contexts and cross-cultural interaction in with respect to literary genre, historical context and contemporary scholarship (B2, B3)
5. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4)
6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)

11. **Syllabus:**

The planting and growth of the church across the globe; monastic mission in Europe and the establishment of Christendom; the planting of the Catholic Church by missionary orders in Latin America; Protestant mission in North America; the planting and growth of the churches in Africa; varied patterns of Christian development in Asia; contemporary Christianity on five continents.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

<table>
<tr><td></td><td></td></tr>
<tr><td>13.</td><td>Assessment scheme:</td></tr>
<tr><td></td><td>1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</td></tr>
<tr><td></td><td>2. Summative assessment scheme
<table>
<tr><td colspan="5">Task:

Presentation (15min) on agreed topic, given in person or by video.</td></tr>
<tr><td>Weighting</td><td>Specification e.g., word count / duration / no. of pages</td><td>LO mapped to</td><td>Anonymously marked</td><td>Ethics approval required</td></tr>
<tr><td>100%</td><td>Delivery of Presentation</td><td>All LOs</td><td>☒ No
☐ Yes</td><td>☒ No
☐ Yes – individual student
☐ Yes – group approval
☐ Yes – whole module</td></tr>
</table>
The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.
<table>
<tr><td>Seen examination</td><td>%</td></tr>
<tr><td>Unseen examination</td><td>%</td></tr>
<tr><td>Coursework (no examination)</td><td>100%</td></tr>
</table></td></tr>
<tr><td>14.</td><td>Timetabled examination required</td><td>Yes ☐
No ☒</td></tr>
<tr><td>15.</td><td>Length of exam</td><td></td></tr>
<tr><td>16.</td><td colspan="2">Learning materials

Essential

Robert, D.L. Christian Mission (Chichester: Wiley-Blackwell, 2009) *

Farhadian, Charles & Hefner, Robert W., Introducing World Christianity (Wiley-Blackwell, 2021) *

[* also available as ebook]

Recommended

Bevans, S. & Schroeder R., Constants in Context: A Theology of Mission for Today (New York: Orbis, 2004)

Bosch, D.J., Transforming Mission (New York: Orbis, 1991)</td></tr>
</table>

Corrie, J. (ed.), *Dictionary of Mission Theology* (Nottingham: IVP, 2007)

Fiedler, K., *The Story of Faith Missions* (Oxford: Regnum, 1994)

Irvin, D.T. & Sunquist, S.W., *History of the World Christian Movement, Volume 2: Modern Christianity from 1454 -1800* (New York: Orbis, 2012)

Sanneh, Lamin, *Whose Religion is Christianity?: The Gospel Beyond the West* (Eerdmans, 2004)

Shenk, W.R, *Changing Frontiers of Mission* (New York: Orbis, 1999)
Stanley, B., *Christian Missions and the Enlightenment (*Grand Rapids, MI: Eerdmans, 2001)

Sunquist, Scott the Unexpected Christian Century, Baker Academic, 2015

Tucker, R., *From Jerusalem to Irian Jaya: A Biographical History of Missions (*Grand Rapids, MI: Zondervan, 2004)

Walls, A., *The Missionary Movement in Christian History* (New York: Orbis, 1996)

Walls, A., *The Cross-Cultural Process in Christian History* (New York: Orbis, 2002)

Walls, A. & Ross, C., *Mission in the 21st Century: Exploring the 5 Marks of Global Mission* (London: Darton, Longman & Todd, 2008)

Yeh, Allen, *Polycentric Mission* (IVP Academic, 2016)

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%

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

Programme(s) using this module:

Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional
600V783	CerHE Theology & Liberal Arts	optional
600V784	CerHE Theology & Liberal Arts (DE)	optional

TH4010 Key Christian Thinkers

1.	**Module code:**	TH4010
2.	**Title:**	KEY CHRISTIAN THINKERS
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Matthew Knell
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To provide students with a knowledge of key individuals in the history of Christian thought within their cultural, theological and biographical contexts, communicate an understanding of the development of Christian doctrine in key areas, and analyse and assess how thinkers have built on what has gone before in historical theology. To complement related study of Christian thought, mission, heritage and tradition theology at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. identify selected key Christian thinkers, describing and interpreting their contributions to the development of Christian theology at different points in its history (A1, A2)
2. explain reasons behind changes and developments in theology through the thought of these individuals and their relevance to the church today (A1, A2, A3)

Skills
On successful completion of this module, the student will be able to:

3. describe and interpret key aspects of the thought of selected Christian theologians and explain reasons behind theological change and development (B1, B2, B3)
4. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B2, B4, B5)
5. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)

11. **Syllabus:**

The module will include at least the following figures: Apostolic Fathers, Irenaeus, Athanasius, Cappadocian Fathers, Augustine, Anselm, Lombard, Aquinas, Luther, Calvin, Zwingli, key thinkers of the Council of Trent; Arminius, key thinkers of the Great Awakening.

The thought of each theologian will be located in its historical, theological and biographical context, and their key contributions to the development of Christian theology presented and analysed.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based

around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Portfolio (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14. **Timetabled examination required** — Yes ☐ No ☒

15. **Length of exam**

16. **Learning materials**

Essential

Evans, G. (ed.), *The Medieval Theologians: An Introduction to Theology in the Medieval Period* (Oxford: Blackwell, 2001) [Library]

Evans, G. (ed.) *The Early Theologians: An Introduction to Theology in the Early Church* (Oxford: Blackwell, 2004) [Library]

Ford, D. (ed.), *The Modern Theologians: An Introduction to Theology in the Twentieth Century* (Oxford: Blackwell, 1997) [Library]

Lindberg, C. (ed.), *The Reformation Theologians: An Introduction to Theology in the Early Modern Period* (Oxford: Blackwell, 2001) [Library]

Recommended

Evans, G., *Fifty Key Medieval Thinkers* (London: Taylor and Francis, 2022) [Ebook]

Knell, M., *Defenders of the Faith* (Oxford: Monarch, 2018) [Library]

Lane, T., *The Lion Book of Christian Thought* (Oxford: Lion, 1984) [Library]

McEnhill, P. and Newlands, G., *Fifty Key Christian Thinkers* (London: Routledge, 2004) [Library + Ebook]

Olson, R., *The Story of Christian Theology: Twenty Centuries of Tradition & Reform* (Leicester: Apollos, 1999) [Library]

Pope Benedict XVI, *Great Christian Thinkers: From the Early Church through the Middle Ages* (Minneapolis, MN: Augsburg, 2011) [Library + Ebook]

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%

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

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core

600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional
600V783	CerHE Theology & Liberal Arts	optional
600V784	CerHE Theology & Liberal Arts (DE)	optional

TH4011 Spiritual Theology

1.	**Module code:**	TH4011
2.	**Title:**	SPIRITUAL THEOLOGY 1
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Chloe Lynch
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To introduce spiritual theology, develop knowledge of its theological foundations and awareness of perspectives and practices in Christian spirituality, and enable students to integrate their learning in this module with their own personal and spiritual formation. To complement related study of theological approaches to spiritual growth and self-understanding at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. Identify key theological foundations for the discipline of spiritual theology (A1, A3, A4)
2. Recognise a basic variety of perspectives on Christian spirituality and their related practices (A1, A3, A4)
3. Demonstrate reflective skills in integrating their learning in this module with their own personal and spiritual formation (A1, A3, A4)

Skills
On successful completion of this module, the student will be able to:

4. Identify foundations of spiritual theology, recognise and evaluate different perspectives on spirituality and spiritual practice, and relate their learning to their own spiritual formation (B1)
5. Engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)
6. Organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)

11. **Syllabus:**

The module will introduce students to topics such as: an introduction to spiritual theology as a discipline; theological foundations such as the doctrine of God, of humanity and of the church as context for spiritual theology; theology and life of prayer; the place of Scripture in spiritual theology; various spiritual traditions such as Ignatian or Benedictine spirituality and newer examples such as Black Pentecostalism or the Taizé prayer movement; spiritual disciplines and practices in the context of a rule of life; discernment practices; rhythms of work and rest.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums

where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task A:

All students will undertake a half-day retreat at a place of their choosing (at their own expense and organised by them). During at least part of their retreat time, they will engage one of the spiritual practices taught in this module or another agreed in advance with the Module Leader. Students will submit a 500-word paper after their retreat (and before the due date for this assignment) detailing which spiritual practice they undertook and how their experience of this practice in the context of their retreat integrates with their own personal and spiritual formation.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass/fail	*Report on spiritual retreat (500 words)*	*LO 3*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task B:

The essay requires creative engagement with the core course material. Questions will vary from year to year, but will each involve a standardised element requiring students to articulate how they have integrated learning from the topic on which they have written in the context of their own personal and spiritual formation.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Students are required to complete and pass both parts of the summative assessment in order to pass the module. Task A will be assessed as pass/fail. In the event that Task A is passed on first attempt, the final module grade will be the mark given for Task B. Students who fail any part(s) of the assessment will be re-assessed only in those part(s); however in the event of re-assessment in either part, the whole module mark will be capped at 40.

	Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	
16.	**Learning materials** ***Essential*** Boa, K., *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*, rev. ed. (Grand Rapids: Zondervan Academic, 2020). Chan, S., *Spiritual Theology: A Systematic Study of the Christian Life* (Downers Grove, IL: IVP, 1998). Cocksworth, A., *Prayer: A Guide for the Perplexed* (London: T&T Clark, 2018). ***Recommended*** Allen, D., *Spiritual Theology: The Theology of Yesterday for Spiritual Help Today* (Plymouth: Cowley, 1997). Calhoun, A.A., *Spiritual Disciplines Handbook: Practices That Transform Us*, (Downers Grove, IL: IVP, 2016). Coe, J.H. and Strobel, K.C., *Embracing Contemplation: Reclaiming a Christian Spiritual Practice* (Downers Grove, IL: IVP, 2019). Haley Barton, R., *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation* (Downers Grove, IL: IVP, 2006). Hansen, G.N., *Kneeling with Giants: Learning to Pray with History's Best Teachers* (Downers Grove, IL: IVP, 2012). Maas, R. & O'Donnell, G., *Spiritual Traditions for the Contemporary Church* (Nashville, TN: Abingdon Press, 1990). Macchia, S.A., *Crafting a Rule of Life: An Invitation to the Well-Ordered Way* (Downers Grove, IL: IVP, 2012). McGrath, A., *Christian Spirituality: An Introduction* (Oxford: Blackwell, 1999). Park, S.K., *Christian Spirituality in Africa: Biblical, Historical and Cultural Perspectives from Kenya* (Eugene, OR: Pickwick, 2013).	

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%
18.	**UNISTATS – learning and teaching**	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).	
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	*Onsite:* 22 *Distance:* N/A
	Assessment	*Onsite:* 20

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

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V631	Cert HE Theology	core
600V778	Cert HE Theology (DE)	core
600V770	BA (Hons) Theology & Music	core
600V771	Dip HE Theology & Music	core
600V772	Cert HE Theology & Music	core
600V767	BA (Hons) Theology & Creative Musicianship	core
600V768	Dip HE Theology & Creative Musicianship	core
600V769	Cert HE Theology & Creative Musicianship	core
600V773	BA (Hons) Theology & Worship Studies	core
600V774	Dip HE Theology & Worship Studies	core
600V773	Cert HE Theology & Worship Studies	core
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional
600V783	CerHE Theology & Liberal Arts	optional
600V784	CerHE Theology & Liberal Arts (DE)	optional

Level 5 Core Modules

TL5101 Theology & Liberal Arts II: Educating for Discipleship

1.	**Module code:**	TL5101
2.	**Title:**	Theology and Liberal Arts II: Educating for Discipleship
3.	**Credit points:**	20
4.	**FHEQ level:**	5
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To utilize the goals, methods, and distinctive approaches of liberal arts education to assess, critique, and re-envision contemporary approaches to theological education.
- To utilize philosophical, artistic, and scientific disciplines to reflect on significant social issues facing the Church and society today.
- To develop sound and critical understanding of current social issues facing the Church and society today, with a particular emphasis on conceptualizing and problematizing these issues within a Christian framework.
- To develop critical reflective, evaluative, and integrative skills through engagement with key texts and media in the global liberal arts tradition.
- To practise contextualizing and recontextualizing assimilated skills, transferring those accumulated across different contexts and issues.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Critically evaluate and where appropriate—problematize current approaches to social issues facing the Church and society today. [A1, A4, B4, B6].
2. Demonstrate effective and critical theological engagement with other liberal arts disciplines—namely philosophy, the sciences, and the arts—as tools for creatively reflecting on social issues facing the Church and society today [A3, B1, B5].
3. Effectively contextualize interdisciplinary skills and apply them to theological engagement with a range of media from the liberal arts. [A1, A3, B1]

11. **Syllabus:**

This module continues core student formation around the aims and methods of theologically-informed liberal arts education. Building upon methods, tools, and skills acquired in the first theology and liberal arts module and the interdisciplinary learning in previous modules, students will begin to reflect more actively on their own educational journey and think critically about theological education as it applies to secular society. To do this, students will continue to engage a broad spectrum of course readings from western classics and global contributions that challenge their transferable skills. This broad spectrum of course readings and the further development of critical, interdisciplinary tools will be used to investigate models of the Church-society relationship with a mind for how Christians can contribute to society in positive ways. Where the previous core modules equipped students for well-rounded learning, this module then turns to apply that learning to identifying, assessing, and critiquing current social issues facing society and the Church today. This follows this liberal arts education model of training well-rounded students to be good citizens; theology and liberal arts students in this module will thus apply their well-rounded learning from the previous level to being good disciples who are engaged in creative solutions to societal and public issues.

12. **Learning and teaching strategy:**

	Students will undertake a variety of learning activities aimed at developing a range of skills across diverse disciplines—skills that will facilitate their theological engagement with key ecclesial, socio-cultural and political challenges. Students may choose to study this module **in person on-campus,** through **online distance education,** or through a **mixed mode** combination of each. ***On site learning*** will occur in a cohort within a timetable, and will be based around group seminars, collaborative activities, and in-class presentations designed to elicit students' creative responses to weekly set readings. These activities will be supported by brief introductory lectures to the week's readings and activities. In this on-site mode, the module will emphasize active shared classroom engagement from students to develop the relevant interdisciplinary skills. ***Online distance education*** will be offered through the Virtual Learning Environment (VLE), and will be self-paced within a timetabled cohort, based around online course materials, pre-recorded lectures, guided readings (including e-books, articles and other digital materials), plus online discussion forums/activities in which students will interact with one other, and with the tutor. Similarly to the On-site mode, interactive activities in response to readings will be the main focus, and the main means to developing student skills and knowledge. ***On-site/online and mixed mode*** students will alike be expected to engage in independent study, library usage and assignments, as well as other creative, in-class/VLE activities. They will be assessed across a range of tasks and in various modes. All students will be supported in their learning by the tools and resources available on the VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education
13.	**Assessment scheme:**
	a. **Formative assessment scheme** Presentation of Reading Response w/ leading of class/forum discussion
	b. **Summative assessment scheme**

Task: Reading Response Essay				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*1,500 words including footnotes but excluding title page and bibliography and 15-minute presentation/forum discussion*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A

16.	**Learning materials** Essential - Recommended -	 Jeffry Davis and Philip Ryken, *Liberal Arts for Christian Life.* Wheaton, Ill.: Crossway, 2012. Frederico Alfredo Roth, Justin Marc Smith, Kirsten Sonkyo Oh, Alice Yafeh-Deigh and Kay Higuera Smith. *Reading the Bible around the World: A Student's Guide to Hermeneutics.* Downers Grove, Il.: IVP Academic 2022. Esau McCaulley, *Reading While Black.* Downers Grove, Il.: IVP, 2020. Felix-Jaeger, Steven and Yoon Shin. *Renewing Christian Worldview: A Holistic Approach for Spirit Filled Christians.* Baker, 2023. Amos Yong, *Renewing the Church by the Spirit: Theological Education After Pentecost.* Grand Rapids: Eerdmans, 2020. Mervyn Davies, Oliver Crisp, Gavin D'Costa and Peter Hampson, *Christianity and the Disciplines: The Transformation of the University.* London: Bloomsbury, 2014.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%

18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

19.	**Module run (NB These should be set up four years in advance):**							
	On-Campus Delivery							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

	2025-26	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	2026-27	1, 2 & 3	All	October	April /May	70	Northwood	N/A
	2027-28	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	2028-29	1, 2 & 3	All	October	April/May	70	Northwood	N/A
	Online Delivery							
	2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
	2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
	2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

TL5102 Learning for Discipleship and Citizenship

1.	**Module code:**	TL5102
2.	**Title:**	Learning for Discipleship and Citizenship
3.	**Credit points:**	20
4.	**FHEQ level:**	5
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To introduce and effectively hone practical skills for society-facing Christian ministry, charitable work, social work, and/or public sector work.
- To develop effective and transferable skills that are appropriately contextualized and demonstrate technical competence to support employability, vocational development, and contribution to the public good utilizing the goals and methods of theologically-engaged liberal arts education.
- To introduce a representative range of organizations where students can effectively apply their theological and liberal arts education, showing creativity, initiative and entrepreneurship, problem-solving, and decision making in engagement with external organizations.
- To reflect on the nature of working environments, teamwork and leadership styles, and job market strategies.
- To understand and conceptualize potential careers and vocational pathways available to students on this programme.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Demonstrate familiarity with key concepts and models of Christian ministry and Christian faith that can benefit-secular society. [A3, B5]
2. Critically reflect on a placement experience and synthesize their interdisciplinary theological learning with their own personal and spiritual formation in and around that placement context -[A1, B1, B3]
3. Deliver specific, measurable, achievable, relevant, and time-specific objectives that support student employability and vocational development. [A1, B1]
4. Effectively apply transferable and contextualized employability skills across a range of vocations and work environments while developing professional networks [A1, B1, B5]

11. **Syllabus:**

In this module, students will think critically about how to apply their learning to a vocation while developing critical employability skills to promote vocational development. Students will be introduced to a wide range of possible vocational careers available to them following graduation. Students will encounter Christians engaging their faith in broader society, highlighting how these individuals bring their faith and spirituality into business, public sector, charity work, and public ministry. Students will build professional Christian networks and develop transferable skills to support future employability. After this training and engagement, students will select a placement to develop practical and integrative skills under the guidance of Christian thought leaders and entrepreneurs in business, charity, public sector, and public-facing Christian ministry. During their placement, students will also engage various skills-based workshops

	designed to help them navigate professional environments and an ever-changing job market, including transferable skills in CV and cover letter writing, creative problem solving, IT and technical skills, communication (both oral and written), leadership, and organizational management.
12.	**Learning and teaching strategy:** Students will be introduced to a variety of learning activities aimed at developing transferable skills for employability. Acquisition and development of these skills will initially be facilitated by guest speakers from a range of public sector, business, charitable, and ministry jobs followed by practical skills training for vocational development and employability. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around guest speakers and in-class discussion with said speakers, as well as skills workshops led by LST faculty and staff. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded talks, guided workshop activities, together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study alongside placement activities with an approved organization. Students will also receive feedback from their placement supervisor(s) in collaboration with LST vocational services. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education
13.	**Assessment scheme:**

a. **Formative assessment scheme**

Skills workshops designed to develop a range of employability skills.

b. **Summative assessment scheme**

Task: Essay and Placement Portfolio				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
~~*N/A*~~ *0%*	*50 placement hours completed, and paperwork submitted (pass/fail)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
Task: Portfolio				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*3-page CV, 10-minute Mock Interview video, and a 1000-word Theological Reflection*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

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

☒ an overall aggregate of grade 40

	☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component ☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component ☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component *NB 40 equates to 16 on Middlesex University's 20-point scale.*	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential - Recommended -	 R. Stevens, *Work Matters: Lessons from Scripture* (Eerdmans, 2012) *S. Nash, J. Pimlott & P. Nash. Skills for Collaborative Ministry (SPCK, 2011).* *Ward, P. Introducing Practical Ministry: Mission, Ministry, and the Life of the Church* (Baker Academic, 2017). *O'Connell Killen, P. and de Beer, J., The Art of Theological Reflection (London: Crossroad, 2002).* *Guinness, O., The Call: Finding and Fulfilling the Central Call of Your Life, 3rd ed. (Nashville, TN: Thomas Nelson, 2018).* *Miller-McLemore, B. (ed.), The Wiley-Blackwell Reader in Practical Theology (Hoboken, NJ: Wiley & Sons, 2019).*

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: 50 hours Distance: 50 hours
	Independent Study (Time students will be required to complete independent study).	Onsite: 110 hours

	The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Distance: 150 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	70	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	70	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	70	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	70	Northwood	N/A
Online Delivery							
2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20. **Timetabling information:**

a. Please indicate which teaching activities will be offered in this module*:

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

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

TL5106 Compassion, Mission and Justice: Divine and Human

1.	**Module code:**	TL5106
2.	**Title:**	Compassion, Mission, and Justice: Divine and Human
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Start term:**	On-campus and Online: Semester 2
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	BA Theology and Liberal Arts, Cert HE Theology and Liberal Arts, Diploma HE Theology and Liberal Arts
	c. Level restrictions	5
	d. Other restrictions or requirements	

9. **Aims:**

- To introduce and critically evaluate a range of practical applications for theological engagement with the arts, the sciences, and philosophy that contribute to the common good of society.
- To comprehend and conceptualize the use of Scripture in contributing to and resisting societal ills, problematizing and critically appreciating various hermeneutical approaches utilized in Christianity and society within a Christian theological framework.
- To demonstrate familiarity with established conceptualizations of and principles operative in the significant challenges facing the Church and society today and current theological responses to these challenges, including racism, ecological devastation, and shifting conceptions of gender roles and identities.
- To identify and articulate Christian models of compassion, mission, and social justice as practices that contribute to good citizenship grounded in personal spiritual formation and growth.
- To develop creative responses to challenging social issues grounded in personal Christian spirituality that exemplify Christian charity, missional focus, and a commitment to social justice that reflects Gospel values.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Explain complex social issues facing the Church and society today, including systemic racism, ecological devastation, and issues of sexism and gender identity. [A3, A4, B4]
2. Critically evaluate and problematize historic and contemporary applications of Scripture in secular society, with respect both to the resistance and exacerbation of societal evils. [A4, B4, B5]
3. Integrate contributions from philosophy, the sciences, and the arts into theological responses of compassion, mission, and justice to societal issues. [A3, B3, B4]
4. Compare and critically evaluate various Christian and secular models of compassion, mission, and social justice. [A3, A4, B4, B5]

11. **Syllabus:**

In this module, students will begin to critically reflect on ways of applying and contextualizing their theologically-engaged liberal arts education to the goal of effective citizenship. This module introduces and critically evaluates a range of complex and important social issues facing the Church and society today, as well as a current array of literature—both Christian and non-Christan—proposing responses to these issues. These issues will include contemporary social ills such as systemic racism, ecological devastating, and gendered violence. Students will be equipped to analyse these issues from a range of disciplines and decolonial, liberative, and global perspectives, as well as to evaluate responses to these issues. Special attention will be given to the use of Scripture, both to justify immense societal evil and to motivate resistance to it. Students will be given opportunities to reflect creatively and critically on how Christians can contribute to the common good of society, synthesizing their theological training with insights from philosophical, scientific, and artistic disciplines.

12. **Learning and teaching strategy:**

	Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, critical evaluation, logical reasoning, argumentation, conceptualization, contextualization, problem-solving, evidence-gathering, presentation, and exposition of complex social issues facing the Church and society today. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations and provide opportunities to reapply and recontextualize their interdisciplinary learning practically. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education
13.	**Assessment scheme:**
	a. **Formative assessment scheme** Essay plan
	b. **Summative assessment scheme**

Task: Essay				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*2,000-words including footnotes but excluding title page and bibliography*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

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

☒ an overall aggregate of grade 40

☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component

NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -	*Westfall, Cynthia Long and Bryan Dyer. The Bible and Social Justice: Old Testament and New Testament Foundations for the Church's Urgent Call. Pickwick Publications, 2016.*

	Recommended -	*Bosch, David. Transforming Mission: Paradigm Shifts in Theology and Mission. Orbis, 2014.* *Reddie, Anthony. Black Theology. SCM Press, 2012.* *Cannon, Mae and Andrea Smith. Evangelical Theologies of Liberation and Justice. IVP Academic, 2019.* *Charles, Mark and Soong-Chan Rah. Unsettling Truths: The Ongoing, Dehumanizing Legacy of the Doctrine of Discovery. IVP, 2019.* *Gutierrez, Gustavo. We Drink From Our Own Wells: The Spiritual Journey of a People. Orbis, 1984.* *Clough, David and Celia Deane-Drummond, Creaturely Theology. SCM Press, 2009.* Pachuau, Lalsangkima. 2024. 'World Christianity', St Andrews Encyclopaedia of Theology. Edited by Brendan N. Wolfe et al. https://www.saet.ac.uk/Christianity/WorldChristianity *Open Access Laudato Si' Integral Ecology Collection/Laudato Si' Research Institute (ox.ac.uk).* *Cannon, Katie Geneva, Emilie Maureen Townes, Angela D. Sims. Womanist Theological Ethics: A Reader. Presbyterian Publishing Co, 2011.* *Rutledge, Jonathan C. Forgiveness and Atonement: Christ's Restorative Sacrifice. Routledge, 2022.* *Brock, Bryan. Wondrously Wounded: Theology, Disability, and the Body of Christ. Baylor University Press, 2019.*

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 20 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A

	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 80 hours Distance: 100 hours

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

On-Campus

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	2 & 3	All	January	April/May	30	Northwood	N/A
2026-27	2 & 3	All	January	April /May	30	Northwood	N/A
2027-28	2 & 3	All	January	April/May	30	Northwood	N/A
2028-29	2 & 3	All	January	April/May	30	Northwood	N/A
Online							
2025-26	2	All	January	April/May	30	Northwood	N/A
2026-27	2	All	January	April /May	30	Northwood	N/A
2027-28	2	All	January	April/May	30	Northwood	N/A
2028-29	2	All	January	April/May	30	Northwood	N/A

20. **Timetabling information:**

a. Please indicate which teaching activities will be offered in this module*:

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

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core

TH5004 Person and Work of Christ

1.	**Module code:**	TH5004
2.	**Title:**	PERSON AND WORK OF CHRIST
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 2
6.	**Module leader:**	David Hilborn
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To introduce key biblical, doctrinal and theological positions concerning the person and work of Christ, equip students with a body of theological knowledge necessary to appreciate and defend an Evangelical understanding of these issues, and enable them to articulate a coherent personal understanding of Christology and atonement. To build on the foundations for biblical, doctrinal and theological study established at Level 4, complement similar study at Level 5, and prepare the ground for further study at Level 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. critically identify, analyse and explain biblical and theological texts and themes as well as theological developments with respect to the Christian doctrines of Christ and Atonement (A1, A2, A3)
2. handle with critical understanding key Christological elements both in terms of who Jesus Christ is in relation to humans and to God, as well as how his sacrificial death has been understood historically (A1, A2, A3)

Skills
On successful completion of this module, the student will be able to:

3. identify key elements to a doctrine of Christ and his work, articulate a theological method with which to engage in the task of Theology, and formulate evaluative judgements regarding his/her own approach to Theology in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4)
4. engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7)

11. **Syllabus:**

Person and Work of Christ is divided into two categories. The first - *Who is Christ?* - will focus on New Testament Christologies in relation to Jesus and humanity, creation and God, and post-apostolic responses: key themes include Adam Christology, Wisdom Christology, Divine Christology, and non-orthodox positions. The second - *What does Christ achieve?* - will focus on a relational understanding of sin and forgiveness, the dynamics of sacrifice, key atonement theories and the judgement seat of Christ: key themes include the nature of sin, the place of forgiveness in atonement, key models of atonement, and the judgement seat of Christ.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around

<table>
<tr><td></td><td>online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</td></tr>
<tr><td>13.</td><td>Assessment scheme:</td></tr>
<tr><td></td><td>1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</td></tr>
<tr><td></td><td>2. Summative assessment scheme
<table>
<tr><td colspan="5">Task:</td></tr>
<tr><td>Weighting</td><td>Specification e.g., word count / duration / no. of pages</td><td>LO mapped to</td><td>Anonymously marked</td><td>Ethics approval required</td></tr>
<tr><td>100%</td><td>Exam</td><td>All LOs</td><td>☒ No
☐ Yes</td><td>☒ No
☐ Yes – individual student
☐ Yes – group approval
☐ Yes – whole module</td></tr>
</table>
The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.
<table>
<tr><td>Seen examination</td><td>%</td></tr>
<tr><td>Unseen examination</td><td>100%</td></tr>
<tr><td>Coursework (no examination)</td><td>%</td></tr>
</table></td></tr>
<tr><td>14.</td><td>Timetabled examination required</td><td>Yes ☒
No ☐</td></tr>
<tr><td>15.</td><td>Length of exam</td><td>2 hours</td></tr>
<tr><td>16.</td><td colspan="2">Learning materials

Essential

Hurtado L.W., How on Earth Did Jesus Become a God? (Grand Rapids, MI: Eerdmans, 2005)

Kelly J.N.D., Early Christian Doctrines (London: Continuum, 2006[5])

McFarlane G.W.P., Why Do You Believe What You Believe About Jesus? (Eugene, OR: Wipf & Stock, 2008)

Wright N.T., Jesus and the Victory of God (London: SPCK, 2015)

Recommended

Anselm, Cur Deus Homo (https://en.wikisource.org/wiki/Cur_Deus_Homo)</td></tr>
</table>

Aulén G., *Christus Victor* (Eugene, OR: Wipf and Stock, 2003)

McIntyre J., *The Shape of Soteriology* (Edinburgh: T. & T. Clark, 1995)

Sanders, F., *The Triune God*, Grand Rapids: (Zondervan Academic, 2017)

Shelton RL, *Cross and Covenant* (Carlisle: Paternoster, 2006)

Tilling, C., *Paul's Divine Christology* (Grand Rapids, MI: Eerdmans, 2015)

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

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

Programme(s) using this module:

Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V662	Dip HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music	core
600V771	Dip HE Theology & Music	core
600V767	BA (Hons) Theology & Creative Musicianship	core
600V768	Dip HE Theology & Creative Musicianship	core
600V773	BA (Hons) Theology & Worship Studies	core
600V774	Dip HE Theology & Worship Studies	core
600V773	Cert HE Theology & Worship Studies	core
600V782	DipHE Theology & Liberal Arts (DE)	core

TH5113 Sin, Grace and Eschatology

1.	**Module code:**	TH5113
2.	**Title:**	SIN, GRACE AND ESCHATOLOGY
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 3. Module to be delivered intensively as a summer bridging module.
6.	**Module leader:**	Matthew Knell
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To provide an overview of the history thought with respect to the doctrines of sin, grace and eschatology, highlight how the three interact with one another from the perspective of a creation anthropology through to views of the eternal destiny of humankind, explore the biblical bases for these concepts, and analyse how biblical texts have been used to create varying theories. To build on study of Christian theology at Level 4, complement related study at Level 5, and lay foundations for further study at Level 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. critically identify the major lines of historical development of the doctrines of sin, grace and eschatology (A1, A2)
2. give a critical account of Christian anthropology from the fall through saving grace to humankind's final state (A1, A2)
3. describe the biblical basis of the doctrines of sin, grace and eschatology, and critically engage with the emergence of varying doctrinal positions, considering their relevance to the individual and church today (A2, A3, A4)

Skills
On successful completion of this module, the student will be able to:

4. Identify, describe and explain key aspects of the Christian doctrines of sin, grace and eschatology with reference to biblical foundations, historical development, and theological diversity in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)
5. engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B4, B5)
6. organise, communicate and apply their own learning effectively, use information and computer technology to access and communicate information, and engage creatively in problem solving (B6, B7, B8)

11. **Syllabus:**

The doctrine of Sin: biblical and historical/theological teachings on the origin of sin; the consequences of sin; the pervading power of sin; alternative views on sin, including areas such as Original Sin. The doctrine of Grace: biblical and historical/theological teachings on grace; early church and Eastern views of grace; Pelagius and Augustine; grace and the sacraments; Reformation views on grace; grace and the charismata. Eschatological doctrines: biblical and historical/theological teachings on heaven, hell, purgatory, annihilationism and universalism.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around

interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Portfolio (3000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14. **Timetabled examination required** — Yes ☐ No ☒

15. **Length of exam**

16. **Learning materials**

Essential

Knell, M., *Sin, Grace and Free Will Volume 1: The Apostolic Fathers to Augustine* (Cambridge: James Clarke, 2017) [Library + Ebook]

Knell, M., *Sin, Grace and Free Will Volume 2: From Anselm to the Reformation* (Cambridge: James Clarke, 2018) [Library + Ebook]

Lane, T., *Sin and Grace: Evangelical Soteriology in Historical Perspective* (London: Apollos, 2020) [Library]

Motyer, S., *Come, Lord Jesus: A Biblical Theology of the Second Coming of Christ* (London: Apollos, 2016 [Library]

Recommended

	Alliance Commission on Unity and Truth among Evangelicals (ACUTE), *The Nature of Hell* (Carlisle: Paternoster, 2000) [Library] Pontifical Council for Promoting Christian Unity & Lutheran World Federation, *Joint Declaration on the Doctrine of Justification* (Grand Rapids, MI: Eerdmans, 2000) [Library + Ebook] McFadyen, A., *Bound to Sin* (Cambridge: CUP, 2000) [Library + Ebook] Ramm, B., *Offence to Reason* (San Francisco, CA: Harper & Row, 1985) [Library] Schwarz, H., *Eschatology* (Grand Rapids. MI: Eerdmans, 2000) [Library] Thistleton, A., *Life After Death* (Grand Rapids, MI: Eerdmans, 2012) [Library]

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

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

Programme(s) using this module:

Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V770	BA (Hons) Theology & Music	option
600V771	Dip HE Theology & Music	option
600V767	BA (Hons) Theology & Creative Musicianship	option
600V768	Dip HE Theology & Creative Musicianship	option
600V773	BA (Hons) Theology & Worship Studies	option

600V774	Dip HE Theology & Worship Studies	option
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core
600V781	DipHE Theology & Liberal Arts	core
600V782	DipHE Theology & Liberal Arts (DE)	core

Level 5 Optional Modules

Optional modules may not run every academic year. Additionally, optional modules require a minimum of 5-7 students to run.

Students must choose *EITHER*:

- TH5004 Scripture, Exegesis and Hermeneutics, *OR*
- TH5005 Relational Theology

Students must also choose *FOUR* of the following:

- WS5705 Multimedia and Multisensory Worship A
- TM5305 Music, Philosophy, and God
- TL5103 Reading the Faith: Finding Christ in Literature *(Students wishing to enrol on TL6102 Dungeons, Dragons, and Divinity at Level 6 must first pass this module)*
- TL5104 Christ and Culture: Engaging Society Through the Arts
- TL5015 Analytic Theology: Thinking the Faith
- TH5006 Apologetics
- TH5126 Theology & Sociology

TH5003 Scripture, Exegesis and Hermeneutics

1.	**Module code:**	TH5003
2.	**Title:**	SCRIPTURE, EXEGESIS AND HERMENEUTICS
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 1
6.	**Module leader:**	Alistair McKitterick
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To equip students with exegetical tools and skills to enable them to interpret Scriptural texts with hermeneutical awareness for Church and world and enable them to reflect critically on the status and appropriation of Scripture for today's Church and world. To build on the foundations for biblical study established at Level 4, complement other biblical study at Level 5, and prepare the ground for further study at Level 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. demonstrate critical knowledge and understanding of key methods of biblical interpretation and the relevant tools and reference resources necessary for this task (A1, A2)
2. demonstrate critical knowledge and understanding of hermeneutical issues involved in appropriating biblical texts for today's Church and world (A2, A3)

Skills
On successful completion of this module, the student will be able to:

3. approach issues of biblical exegesis and hermeneutics in a critical, empathetic, reflective and theologically astute manner (B1, B2)
4. engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)
5. organise, communicate and apply their own learning effectively, use information and computer technology to access and communicate information, and engage creatively in problem solving (B6, B7, B8)

11. **Syllabus:**

An introduction to and study of the process of exegetical analysis of Biblical texts regarding such matters as historical-cultural backgrounds, genre, contextual and linguistic analysis, intertextuality, etc. An introduction to the use of key tools and reference resources which assist in the process of exegesis (e.g., concordances, dictionaries, commentaries). Lectures will aim to illustrate exegetical skills via selected case study passages from different genres within Old and New Testaments. Key issues in modern hermeneutics, focusing on an author/text/reader approach, including discussion of the status and nature of the Bible as Christian Scripture, will be introduced. Some key fallacies and dangers in biblical exegesis and interpretation will be engaged.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment

(VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (3000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14. **Timetabled examination required** — Yes ☐ No ☒

15. **Length of exam**

16. **Learning materials**

Essential

Gorman, M.J., *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers* (Grand Rapids: Baker Academic, 2020[3]) Access second edition (2009) online here: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=539000&site=eds-live

Klein, W.W., Blomberg, C.L. & Hubbard, R.L., *Introduction to Biblical Interpretation* (Grand Rapids: Zondervan, 2017[3])

Recommended

Croy, N.C., *Prima Scriptura: An introduction to New Testament interpretation* (Grand Rapids: Baker Academic, 2011)

Fee, G.D. & Stuart, D., *How to Read the Bible for All Its Worth* (Grand Rapids, MI: Zondervan, 2014[4])

Gooder, P. (ed.), *Searching for Meaning: An introduction to interpreting the New Testament* (London: SPCK, 2008)

Keener, C.S., *Spirit Hermeneutics: Reading Scripture in the Light of Pentecost* (Grand Rapids: Eerdmans, 2016)

*Malcolm, M., *From Hermeneutics to Exegesis: The Trajectory of Biblical Interpretation* (Nashville: B&H Academic, 2018)

*Osborne, G.R., *The Hermeneutical Spiral: A Comprehensive Guide to Biblical Interpretation* (Downers Grove, IL: IVP, 2006)

Stuart, D.K., *Old Testament Exegesis: A Handbook for Students and Pastors* (Louisville, KT: Westminster John Knox, 2002[3])

Sugirtharajah, R.S. (ed.), *Voices from the margin: interpreting the Bible in the Third World* (New York: Orbis, 2016[2])

*Available as e-book

Websites
accordancebible.com
biblegateway.com
laridian.com
logos.com
olivetree.com
www.ntwrightpage.com
corinth.sas.upenn.edu/corinth.html
www.ascsa.edu.gr/corinth/index.html
www.philipharland.com

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

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

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V767	BA (Hons) Theology & Creative Musicianship	optional
600V768	Dip HE Theology & Creative Musicianship	optional
600V770	BA (Hons) Theology & Music	optional
600V771	Dip HE Theology & Music	optional
600V773	BA (Hons) Theology & Worship Studies	optional
600V774	Dip HE Theology & Worship Studies	optional
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional

WS5705 Multimedia and Multisensory Worship A

1.	**Module code:**	WS5705
2.	**Title:**	Multimedia and Multisensory Worship A
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	Intensive
6.	**Module leader:**	Sam Hargreaves
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	Students on the Worship Curation pathway of the Theology and Worship Studies programme are not permitted to take this module. Students who take this module are not permitted to take Multimedia and Multisensory Worship B.

9. **Aims:**

This module aims to:

- equip students with skills and understanding in creating, planning, and leading multimedia and multisensory resources for Christian worship.
- explore the variety of learning styles, spiritual temperaments and devotional traditions which can be engaged within gathered worship.
- enable students to reflect theologically and critically on the use of technology and creativity within Christian worship services.

10. **Learning outcomes:**

Knowledge

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

1. Demonstrate an informed understanding of how visuals, words, actions, and sounds can be combined to create worship resources and experiences. (A4)
2. Demonstrate an integration of pastoral and biblical considerations within this kind of worship. (A1, A2)

Skills

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

3. Demonstrate the ability to put multimedia and/or multisensory resources together and create a presentation for inclusion in an act of worship. (B2, B6, B7, B9, B11)
4. Critically appraise these resources with reference to pastoral and biblical considerations and engaging a range of views. (B1, B2, B3, B4, B5, B8, B10, B11, B12, B13)
5. Organise, communicate, and apply their own learning effectively, use information and technology to access and divulge information, and engage creatively in problem solving independently and in a team. (B9, B11, B13, B14)

11. **Syllabus:**

Areas such as the following will be covered:

- Biblical, theological, and historical perspective on technology, the senses and visual arts
- Using technology to produce multimedia worship resources
- Examples of multi-sensory worship from different traditions
- Fundamental principles and skills for creating multisensory content
- Recent developments in creative technology and their impact on spirituality
- Using and introducing varied media within in a service

12. **Learning and teaching strategy:**

Learning will take place in taught lectures, workshops, and small groups critiquing each other's presentations. Students will be encouraged to work individually as well as collaboratively on their own multi-media presentation.

13. **Assessment scheme:**

(a) Formative assessment scheme

(b) Summative assessment scheme

Task:
Each student will produce an original multimedia and/or multisensory presentation of 5-8 minutes for use in an act of worship.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
60%	*5-8 minutes*	*1,2,3,5*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task:
A 1000-word description of how and why the presentation could be used, including biblical and pastoral considerations

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
40%	*1000 words*	*1,2,4,5*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

	In order to pass the module, the student will be required to achieve **a mark of 40+ in the practical assessment task and an aggregate mark of 40+ across both assessment tasks**, except where compensation applies. Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.	
	Seen examination	……..%
	Unseen examination	……..%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	……..hours
16.	**Learning materials**	
	• Essential	Berger, Theresa, @Worship, Liturgical Practices in Digital Worlds, Abingdon, Routledge, 2018 Campbell, Heidi A (ed), Religion in Quarantine: The Future of Religion in a Post-Pandemic World, Digital Religion Publications ebook, 2020 Campbell, Heidi A (ed), The Distanced Church: Reflections on Doing Church Online, Digital Religion Publications ebook, 2020 Hipps, Shane, The Hidden Power of Electronic Culture, Grand Rapids, Zondervan 2006 Kim, Jay Y, Analog Church, Downers Grove IVP, 2020 LeFever, Marlene, Learning Styles, Eastbourne, Kingsway, 1998. Schultze, J, High-tech Worship?: Using Presentational Technologies Wisely, Quentin Baker Publishing Group 2004 Sweet, Leonard, Postmodern Pilgrims: First Century Passion for the 21st Century World, (Nashville, B&H 2000) Woods, Robert; Schultze, Quentin J. Understanding Evangelical Media: The Changing Face of Christian Communication, Downers Grove, IVP, 2009
	• Recommended	'Church After Google', Princeton Theological Review, Vol XVII, No 2, 2010 Baker, Jonny and Gay, Doug, Alternative Worship, London, SPCK 2003 Dyrness, Wililam A, Visual Faith: Art, theology and worship in dialogue Baker Academic 2001 Hartman, Bob, Telling the Bible, Monarch Books, 2006 Hipps, Shane, Flickering Pixels, Grand Rapids, Zondervan, 2009 Kimball, Dan and Lewin, Lilly Sacred Space, Grand Rapids, Zondervan 2005 Kimball, Dan, Emerging Worship, Grand Rapids, Zondervan 2004

		Kress, Gunther, Reading Images: The Grammar of Visual Design, Routledge 2006 Lacey, Rob, Are we getting through? A resource book for creative communication Silver Fish 1999 Pierson, Mark, The Art of Curating Worship, Minneapolis, Sparkhouse 2010 Sample, Tex The Spectacle of Worship in a Wired World, Abingdon Press 1998 Shepherd, Jackie, Beyond the OHP : Using technology in worship, Paternoster 2002 Sweet, Leonard, Postmodern Pilgrims: First Century Passion for the 21st Century World, (Nashville, B&H 2000) Thomas, Gary, Sacred Pathways, Grand Rapids, Zondervan, 201 White, Susan J, Christian Worship and Technological Change, Abingdon Press 1995

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

17.	**UNISTATS - assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	……..%	
	PRACTICAL	……..%	
18.	**UNISTATS – learning and teaching**		
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).		
	Scheduled **Teaching** (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:		20
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):		
	Assessment - proposed number of hours for the assessments:		20
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:		60

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V770	BA (Hons) Theology & Music	Optional
600V767	BA (Hons) Theology & Creative Musicianship	Optional
600V773	BA (Hons) Theology & Worship Studies	Optional
600V774	Dip HE Theology & Worship Studies	Optional

TM5305 Music, Philosophy And God

1.	**Module code:**	TM5305
2.	**Title:**	Music, Philosophy and God
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	Semesters 1&2
6.	**Module leader:**	Christopher Grey
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

This module aims to introduce students to fundamental ideas concerning the nature of music, human understanding of what music is, the creation and role of music in the world, and the vital affinity between music and religion (particularly the Church). It aims to draw together disciplines (music, philosophy, theology) which are often studied in isolation, but which have a very long history together.

Working broadly from Classical antiquity to the present day, the module will cover the major ideas and significant figures associated with musical aesthetics. It will draw attention to the fragmentation of knowledge by Enlightenment theories, where a more self-referential understanding of music displaced the complementary ways of studying similar truths (across the disciplines) which had been the case for 1000 years.

A key element of the module is the emphasis placed on music's unique and paradoxical capacity to express meanings that are profound, sacred, ineffable or transcendental (frequently used terms), and on the theme of music and God. To this end, students will explore what it means to 'do' music theology, as well as engage in stimulating dialogue in diverse areas such as ethics and human cognition.

An educational aim of the module is to prepare students for the kind of interdisciplinary thinking and research which they will encounter at a higher level in the module Christianity and the Arts (level 6). The presentational element of assessment aims to build confidence in this respect.

10. **Learning outcomes:**

Knowledge & Skills

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

1. Demonstrate a competent understanding, in broad terms, of the major ideas about music in Western thought from Classical antiquity to the Gothic era. (A5, B1, B5, B12)
2. Engage with post-enlightenment notions of musical meaning, and critically evaluate their relative strengths and weaknesses. (A5, B1, B5, B8, B9, B11, B12)
3. Show an awareness of the historical empathy between music, philosophy, and theology. (A5, B1, B2, B3, B11, B12)
4. Evaluate music as a medium for theological knowledge, and correspondingly, theology as a medium for understanding music. (A5, B1, B2, B3, B4, B5, B7, B9, B11, B12)
5. Articulate nuanced views and form judgements in respect of ethical/moral considerations and musical texts. (A5, B1, B2, B4, B5, B7, B9, B10, B11, B12)
6. Competently present their ideas in written form and verbally. (B12, B13)
7. Demonstrate a cultivated approach to musical listening and appreciation. (A3, B1, B2, B4, B10, B11, B12, B14))
8. Fluently employ appropriate ICT presentational tools. (B13)

11. **Syllabus:**

The module may draw from, but is not restricted to, the broad areas and specific topics listed below:

	1. *Music and divine ideas* • Plato and music in ancient Classical thought • Music in writings of the Latin and Greek Fathers • The Psalms as proto-liturgical aesthetic expressions • The 'conversion' of the senses in Christian Antiquity • St. Augustine – the first great philosopher of music • Mediaeval theories of musical understanding, the world and the person 2. *The advent of the musical 'self'* • Music, enlightenment thought and the ascendancy of the will • Self-expression and romanticism in the 19th century • 'From the horse's mouth' – Composers who wrote about music • The beautiful in music: objectively real, or subjective experience? • Musical meaning, emotion, and 20th century voices • The 'good, the bad, and the ugly'—music and morality 3. *'Serving the sacred'* • Transcendence, ineffability, and music as a spiritual 'touchstone' • Complementary relationships between religion and music • Music at the sacred and secular frontiers • Music theology and musical texts • 'Doing theology' with the great works • Music and the liturgy: the conflicting demands of art and faith
12.	**Learning and teaching strategy:** Classes will often take the form of discussion-based seminars, giving students the forum for responding to readings and musical works themselves. The development of critical judgement, aural attentiveness and communicative skills is key. Some classes will be a more formal lecture or a lecture-seminar blend utilising appropriate audio resources. Assigned reading and preparation for assessment is an ongoing component of the module, and students will be given ample opportunity to discuss their chosen assignments. An outline of the course will be published and distributed at the start of each year, and this will list the essential and recommended readings and necessary web-based resources, as well as the assessment tasks. Additionally, the VLE pages for this module will be frequently updated with seminar/lecture notes and interesting adjunct materials e.g. audio files may be placed at any time. Summary of learning and teaching strategies: • Seminars and class discussion • Student presentations • Formal lecture or lecture-seminar blend • Small-group discussion (in class and online using VLE) • Guided and assigned reading • Frequent audio excerpts / listening logs
13.	**Assessment scheme:**
	Summative assessment scheme: two tasks 1. A short practical (verbal) presentation of no more than 15 mins. The student should compare and contrast two musical works, evaluating the degree to which they serve the sacred in complementary

ways, or otherwise. The student may employ any appropriate audio/presentation facilities. Content and communicative fluency will be appraised in class by lecturer and peer group.

2. One coursework essay, chosen from a selection of titles to be published at the start of the course. A choice is given to allow a student to write about the topic of most interest to them. The titles will reflect the syllabus content and students should demonstrate familiarity with their chosen topic, and handling of appropriate resources.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass / fail	*Presentation, up to 15 minutes*	*1,2,3,4,5,6, 7,8*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
100%	*2,000 words*	*1,2,3,4,5,6, 7,8*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

Seen examination	
Unseen examination	
Coursework (no examination)	100%

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** • Essential	A full resources list will be published in the course outline each year, to include the following: Beaudoin, T. (ed). *Secular Music and Sacred Theology,* Minnesota: Liturgical Press, 2013. Begbie, J., & Guthrie, S. R. (eds). *Resonant Witness: Conversations Between Music and Theology.* Grand Rapids, MI: W.B. Eerdmans, 2011. Bertoglio, C. *Reforming Music: Music and the Religious Reformations of the Sixteenth Century.* Berlin/Boston: De Gruyter, 2017. Blackwell, A. L. *The Sacred in Music.* Louisville: Westminster John Knox Press, 1999. Brown, D., and Hopps, G. *The Extravagance of Music*. London: Palgrave Macmillan, 2018. Harrison, C. *On Music, Sense, Affect and Voice.* London: T&T Clark, 2019.

		Heaney, M.L. *Music as Theology: What Music Has to Say about the Word.* Princeton: Princeton Theological Monographs, 2012. McMillan, J. 'Faith in Music'. BBC Sounds podcasts, first broadcast 2021. Scruton, R. *The Aesthetics of Music.* London: OUP, 1999.
	• Recommended	Begbie, J. *Resounding Truth: Christian Wisdom in the World of Music*, Grand Rapids, MI: Baker Academic, 2008. Budd, M. *Music and the Emotions: The Philosophical Theories.* Routledge: London, 1992. Faulkner, Q. *Wiser Than Despair: The Evolution of Ideas in the Relationship of Music and the Christian Church.* Westport, CT: Greenwood Press, 2012 Kivy, P. *New Essays on Musical Understanding*. New York: OUP, 2001. Langer, S.K. *Philosophy in a New Key: A Study in the Symbolism of Reason, Rite, and Art.* Cambridge, MA: Harvard University Press, 3rd Revised Edition, 1990. Matravers, D. *Art and Emotion.* Oxford: Oxford University Press, 1998. McKinnon, J. *Music in Early Christian Literature.* Cambridge: Cambridge University Press, 1987. Schueller, H. M. *The Idea of Music.* Kalamazoo, MI: Western Michigan University, 1988. Scruton, R *Understanding Music: Philosophy and Interpretation*. London: Continuum Int. Publishing Group, 2009. Stone-Davis, F. J. *Musical Beauty: Negotiating the Boundary Between Subject and Object.* Eugene, Oregon: Cascade Books, 2011. The VLE will be populated with relevant shorter resources (articles, web-based, audio materials).

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	N/A
	PRACTICAL	N/A
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled **Teaching** (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	22
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	Assessment - proposed number of hours for the assessments:	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	78

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V770	BA (Hons) Theology & Music	Core
600V767	BA (Hons) Theology & Creative Musicianship	Core
600V773	BA (Hons) Theology & Worship Studies	Optional
600V774	Dip HE Theology & Worship Studies	Optional

TH5005 Relational Theology

1.	**Module code:**	TH5005
2.	**Title:**	RELATIONAL THEOLOGY
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 2
6.	**Module leader:**	Ben Evans
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To develop an understanding of what it means to be human within a dynamic matrix of relationships constituted around Christ's commands to love both God with one's entire being and one's neighbour as oneself, and explore key theological themes of God, self and neighbour in relation to cultural issues facing the contemporary church. To build on the foundations for doctrinal and theological study established at Level 4, complement similar study at Level 5, and prepare the ground for further study at Level 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. critically identify, key theological motifs central to a relational theology, and academic debates around them (A2, A3)
2. engage critically with contemporary challenges relating to our understanding of God, neighbour and self, and construct a relational theological response (A2, A3)

Skills
On successful completion of this module, the student will be able to:

3. demonstrate knowledge of Trinitarian theology (both East and West) and its relevance to contemporary issues, identify and critique key notions of self and neighbour in relation to a theological anthropology, and use key elements of a relational theology in order to engage with contemporary issues in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4)
4. engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7)

11. **Syllabus:**

Relational Theology will focus on the relevance of Trinitarian doctrine both Eastern and Western with respect to theological anthropology as it engages and critiques modalistic views of divine being, contemporary notions of self, and biblical and contemporary notions of neighbour, and their implications for the contemporary church.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students

	interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.
13.	**Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (3000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

Seen examination	%
Unseen examination	%
Coursework (no examination)	100%
14. **Timetabled examination required**	Yes ☐ No ☒
15. **Length of exam**	

16. **Learning materials**

Essential

Di Cesare, D., *Resident Foreigners: A Philosophy of Migration*, (Cambridge: Polity, 2020)

Elliott A, *Concepts of the Self* (Cambridge: Polity, 2014)

Grenz S.J., *The Social God and the Relational Self* (Louisville, KY: WJK, 2001)

McFadyen A.I., *The Call to Personhood* (Cambridge: Cambridge University Press, 1990)

Recommended

Bauman Z, *Liquid Love* (Cambridge: Polity, 2003)

Basumatary, S., *Migration in Perspectives: Towards Theology of Migration from the Margins*, (New Dehli: Christian World Imprints, 2018)

Grenz S.J., *The Named God and the Question of Being* (Louisville, KY: WJK, 2005)

Gunton C.E., *The One, The Three and The Many: God, Creation and the Culture of Modernity* (Cambridge: Cambridge University Press, 1993)

Sonderegger, K. Systematic Theology, Volume 1: The Doctrine of God, (Minneapolis MN: Fortress Press, 2015)

Systematic Theology, Volume 2: The Doctrine of the Holy Trinity: Processions and Persons, (Minneapolis MN: Fortress Press, 2020)

Spaemann R., *Persons: The Difference between 'Someone' and 'Something'* (Oxford: Oxford University Press, 2006)

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

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

Programme(s) using this module:

Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V659	BA (Hons) Theology & Counselling	core
600V662	Dip HE Theology & Counselling	core
600V770	BA (Hons) Theology & Music	option
600V771	Dip HE Theology & Music	option
600V767	BA (Hons) Theology & Creative Musicianship	option
600V768	Dip HE Theology & Creative Musicianship	option
600V773	BA (Hons) Theology & Worship Studies	option
600V774	Dip HE Theology & Worship Studies	option
600V779	BA (Hons) Theology & Liberal Arts	option
600V780	BA (Hons) Theology & Liberal Arts (DE)	option
600V781	DipHE Theology & Liberal Arts	option

600V782	DipHE Theology & Liberal Arts (DE)	option

TL5103 Reading the Faith: Finding Christ in Literature

1.	**Module code:**	TL5103
2.	**Title:**	Reading the Faith: Finding Christ in Literature
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Sunil Chandy
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To assess a broad range of literature from different eras, cultures and literary traditions which present promising potential for theological engagement.
- To identify and articulate the distinctives of various genres and their impact on culture, including how Christians understand their own faith in the context of their cultures.
- To understand, examine, and critically analyse major themes across a range literary genres, articulating ways in which literary themes can help express theological concepts.
- To identify and expound Christian themes across a range of literature written by both Christians and non-Christians, demonstrating both secular and religious construal's of Christians, Christian belief, and Christ-figures.
- To identify and acquire vital creative writing skills that promote compelling and clear writing across a range of writing genres.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Critically reflect on major Christian theological themes found throughout literary history. [A2, B4]
2. Identify and accurately describe the distinctives of various genres and cultural literary expressions for their impact on both secular culture and Christian faith. [A2, A4, B2]
3. Demonstrate competence in creative writing skills that promote compelling and clear writing when applied across a range of genres and styles. [B4]

11. **Syllabus:**

In this module, students will encounter and engage a range of literature, representative of significant eras, cultures, and genres throughout literary history. This impressive range of literature may include Victorian literature, the great tradition of Russian novelists, poetry from a range of cultures and historical eras, Black literature, Shakespeare, epic poems, the four great classical Chinese novels, or revisionist novels. Students will develop crucial skills essential for critically analysing a range of literature and engaging in their own creative writing. Students will encounter a range of cultures, genres, themes, narrative styles, and literary formats and learn to identify major themes across these particular expressions. Students will particularly learn how to identify and analyse theological themes found across these different genres, such as identifying Christ-figures, analysing themes of atonement, sacrifice, and forgiveness, and portrayals of Christianity and the Christian faith. Students will identify and analyse these themes in both Christian and non-Christian authors. The module culminates in students, having engaged a broad range of creative writing in the literature read for the module, imitating some of the styles and techniques encountered in their own creative writing project.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, evaluation, logical reasoning, narrative-building, genre and thematic analysis, characterization, and creative writing. Acquisition and

development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations in theology and literature. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around seminar-style in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Peer-review reading groups and creative writing workshop

b. **Summative assessment scheme**

Task: Creative Writing Piece				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*2,500-word creative writing piece*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14. **Timetabled examination required** — Yes ☐ No ☒

15. **Length of exam** — N/A

16. **Learning materials**

Essential -

Williams, Rowan. *Grace and Necessity: Reflections on Art and Love*. London: Continuum, 2010.

Innes, C.L., *The Cambridge Companion to Postcolonial Literature in English.* Cambridge University Press, 2007.

Williams, Rowan. *The Edge of Words: God and the Habits of Language*. London: Bloomsbury, 2015.

	Recommended -	Clarkson, Joy. *You Are a Tree: And Other Metaphors to Nourish Life, Thought, and Prayer*. Bethany House Publishing, 2024. Ryken, Leeland. *The Christian Imagination: The Practice of Faith in Literature and Writing*. PRH, 2002. Garrett, Greg and Sabrina Fountain. *The Courage to See: Daily Inspiration from Great Literature*. Westminster John Knox Press, 2019. Wright, T. R. *Theology and Literature*. Wiley and Blackwell, 1988. Buechner, Frederick. *Speak What We Feel (Not What We Ought to Say): Reflections on Literature and Faith*. New York: HarperCollins e-books, 2009. Franke, William. *A Theology of Literature: The Bible as Revelation in the Tradition of the Humanities*. Cascade, 2017. Hass, Jasper, and Jay, eds. *Oxford Handbook of Theology and English Literature*. OUP, 2009. Acto, Calude. *Reading Black Books: How African American Literature Can Make Our Faith More Whole and Just*. Brazos Press, 2022. Smith, James K. A. *How Not to be Secular: Reading Charles Taylor* (Eerdmans, 2014). Garrett, Greg. *The Gospel According to James Baldwin*. Orbis, 2023.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	0%	
	PRACTICAL	0%	
18.	**UNISTATS – learning and teaching**		
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).		
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:		Onsite: 20 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.		Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.		Onsite: 80 hours Distance: 100 hours

19.	**Module run (NB These should be set up four years in advance):**							
	On-Campus Delivery							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2025-26	1	All	October	December	30	Northwood	N/A
	2026-27	1	All	October	December	30	Northwood	N/A
	2027-28	1	All	October	December	30	Northwood	N/A
	2028-29	1	All	October	December	30	Northwood	N/A
	Online Delivery							
	2025-26	1	All	October	December	30	Northwood	N/A
	2026-27	1	All	October	December	30	Northwood	N/A
	2027-28	1	All	October	December	30	Northwood	N/A
	2028-29	1	All	October	December	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional

Validated collaborative partner (if applicable):
London School of Theology

TL5104 Christ and Culture: Engaging Society Through the Arts

1.	**Module code:**	TL5104
2.	**Title:**	Christ and Culture: Engaging Society Through the Arts
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Sunil Chandy
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To examine cultural analysis and cultural studies as a field for theological engagement through the study of the arts, including various media such as film, physical media, video games, social media, protest art, and performance.
- To understand and expound a range of global cultures and their expression of faith through various artistic media, including the distinctives of global, national, and local cultural analysis.
- To demonstrate robust understanding of the relationship between culture and artistic expression and to evaluate critically the role of Christian faith in this relationship.
- To identify and critically analyse the uses of art to challenge cultural norms, including the use of art in propaganda, protest, social commentary, speculative and reflective challenges, and popular culture.
- To assess the ways that the arts can be used to impact society in positive and negative ways, especially with regards to personal spiritual formation and the participation of Christian faith in societal improvement. Special attention will be given to the use of Scripture in culture.

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to:

1. Show critical awareness of methods of cultural analysis which use the arts to understand cultural and societal norms. [A2, A3, B3]
2. Critically analyse various cultural expressions and assess their role in shaping artistic communities, societal norms, and the role of Christian faith in secular society. [A2, A4, B2]
3. Critically evaluate a global range of cultural expressions through the arts, taking particular note of decolonial motifs across cultures and their art forms. [A3, A4, B2]
4. Critically evaluate a range of ways that arts can be used to shape cultural norms and public life, especially positive and negative examples of Christian cultural formation through the arts. [A3, A4, B2]

11. **Syllabus:**

In this module, students will begin to develop a broad set of tools for cultural analysis, particularly using the arts as one entry point among many to understand various cultures, contexts, and perspectives and beginning to reflect on the societal impact of theological engagement with culture and the arts. Students will be introduced to a range of models for cultural analysis that employ artistic analysis skills developed at the previous level, as well as a range of global cultures and their distinctive artistic expressions as they begin to think about the role of faith and art in impacting society for the common good. Students will critically appreciate a wide range of cultural artistic expressions and media—which may include film, poetry, performance, physical media, video games, social media, protest art, and performance—and be challenged to think about the ways that Christianity has had both a positive and negative impact on cultures around the world. This will prepare students to consider ways that Christian engagement with artistic expression can contribute to the common good of society, emphasizing the contributions of decolonial and global perspectives on Christian arts and culture. This will include artistic expressions for cultural impact like propaganda, protest art, social commentary,

	speculative and reflective challenges to presumed societal norms, and popular culture. As students critically evaluate and reflect on culture-shaping artistic expressions, they will also reflect on their own personal spiritual formation and consider the role of their own faith in shaping society—globally and locally—through compassion, mission, and social justice.
12.	**Learning and teaching strategy:** Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, evaluation, logical reasoning, critical evaluation and appreciation, argumentation formulation, problem-solving, evidence-gathering, presentation, creativity and artistic practice and exposition across a broad range of cultural expressions and perspectives. Creativity will particularly be cultivated through a creative workshop building on skills developed in level 4. Acquisition and development of these skills will in turn facilitate students' critical theological engagement with contemporary interdisciplinary conversations and cultivate empathy for differing perspectives. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures, a creative workshop, and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, interactive digital workshops and asynchronous peer-review, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education
13.	**Assessment scheme:**
	a. **Formative assessment scheme** Creative Workshop – Formative workshop session to equip students and give space to practice key artistic skills which can be applied to assessments. Students can also use this time to begin work on their artistic assessments under the guidance of the workshop leader.
	b. **Summative assessment scheme**

Task: Portfolio – Creative Art Piece + 700 Word Theological Reflection				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Art Piece + 700-words including footnotes but excluding title page and bibliography*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

Seen examination	0%
Unseen examination	0%

	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -

	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 80 hours Distance: 100 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1	All	October	December	30	Northwood	N/A
2026-27	1	All	October	December	30	Northwood	N/A
2027-28	1	All	October	December	30	Northwood	N/A
2028-29	1	All	October	December	30	Northwood	N/A
Online Delivery							
2025-26	1	All	October	December	30	Northwood	N/A
2026-27	1	All	October	December	30	Northwood	N/A
2027-28	1	All	October	December	30	Northwood	N/A
2028-29	1	All	October	December	30	Northwood	N/A

20. **Timetabling information:**

a. Please indicate which teaching activities will be offered in this module*:

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

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

Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional
600V781	DipHE Theology & Liberal Arts	Optional
600V782	DipHE Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):

London School of Theology

TL5105 Analytic Theology: Thinking the Faith

1.	**Module code:**	TL5105
2.	**Title:**	Analytic Theology: Thinking the Faith
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Joshua Sijuwade
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To introduce and critically analyse the fundamental aims, methods, and tools of the analytic theology movement.
- To explicate key features and potential models of analytic theological method in comparison with other ancient and current philosophical and theological methodologies.
- To be able to evaluate analytic theology critically in conversation with critics and proponents, both in its form and in its usefulness to Christian faith, practice, and ministry.
- To comprehend and synthesize contemporary analytic treatment of key doctrines in the loci of systematic theology and understand its place in the broader subdiscipline of philosophical theology.
- To demonstrate a critical and sympathetic appreciation for the tools of analytic philosophy and their usefulness for articulating key aspects of the Christian faith, especially its commitment to technical rigour, problematization of presumed models, advanced problem-solving, and lucidity.
- To develop proficiency and technical competence in applying analytic theological tools to practical ministry contexts.

10. **Learning outcomes:**

Knowledge

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

1. Effectively utilize established tools, concepts, and principles of the analytic theology movement. [A2, B3]
2. Critically evaluate recent problematizations of analytic theology—both in its form and in its usefulness to Christian faith, practice, and ministry—and responses to those evaluations. [A2, B3]
3. Critically evaluate and synthesize the contemporary analytic treatment of key doctrines in the loci of systematic theology. [A2, B3, B2]
4. Sympathetically and critically appreciate the tools of analytic philosophy and their usefulness for articulating key aspects of the Christian faith, including technical rigour, problematization of presumed models, problem solving, and lucid expression. [A4, B2]

11. **Syllabus:**

This course provides an overview of one of the most important recent developments in theology, namely, analytic theology. Analytic theology is an approach to theology that borrows ideas, concepts, and methods from analytic philosophy. Building on previous knowledge and skills acquired in TL4003 – Philosophical Theology, this module takes students deeper into an exploration and explication of the analytic theology movement, including a closer look at its methods, aims, current literature, and criticisms. The module will further explore the history and nature of analytic theology and its appropriation, assimilation, and eventual synthesis of analytic philosophy and then examines core Christian doctrines as they have been recently synthesised by analytic theologians. This course is intended to provide students with the resources for developing their own critical evaluation of the fruit of analytic theology as it pertains to Christian faith, practice, and ministry and assimilate skills from the analytic philosophical tradition that may be reapplied and recontextualized for theological practice.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, evaluation, logical reasoning, lucid argumentation, problem-solving, evidence-gathering, presentation, and exposition, particularly in conversation with the analytic philosophical tradition and its recent corollary in analytic theology. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

VLE activities to practice logical argumentation and syllogisms, including a practice argument analysis.

b. **Summative assessment scheme**

Task: Argument Analysis				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*2,000-words including footnotes but excluding title page and bibliography*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14. **Timetabled examination required** Yes ☐ No ☒

15. **Length of exam** N/A

16.	**Learning materials** Essential - Recommended -	 McCall, Thomas H., *An Invitation to Analytic Theology,* Inter-Varsity Press, 2015. Panchuck, Michelle and Michael C. Rea, eds., *Voices from the Edge: Centring Marginalized Perspectives in Analytic Theology,* OUP, 2020. Arcadi, James, J. T. Turner, et al., *The T & T Handbook of Analytic Theology,* T&T Clark, 2021. Rea, Michael C., *Essays in Analytic Theology*, Vol 1. OUP, 2020. Crisp, Cockayne, and Rutledge, *T&T Clark Reader in Analytic Theology,* T&T Clark, 2025. Everhart, D. T. and Cockayne, Joshua, *Common Worship: An Essay in Analytic Ecclesiology,* Cascade, 2025.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 20 hours Distance: 100 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 80 hours Distance: 100 hours

19.	**Module run (NB These should be set up four years in advance):**							
	On-Campus Delivery							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2025-26	1	All	October	December	30	Northwood	N/A

	2026-27	1	All	October	December	30	Northwood	N/A
	2027-28	1	All	October	December	30	Northwood	N/A
	2028-29	1	All	October	December	30	Northwood	N/A
	Online Delivery							
	2025-26	1	All	October	December	30	Northwood	N/A
	2026-27	1	All	October	December	30	Northwood	N/A
	2027-28	1	All	October	December	30	Northwood	N/A
	2028-29	1	All	October	December	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional
600V781	DipHE Theology & Liberal Arts	Optional
600V782	DipHE Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology

TH5006 Apologetics

1.	Module code:	TH5006
2.	Title:	APOLOGETICS
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	*Onsite:* Semester 2 *Distance:* Semester 3
6.	Module leader:	Alistair McKitterick
7.	Accredited by:	MDX
8.	Module restrictions:	
	Pre-requisite	Level 4 Completed
	Programme restrictions	
	Level restrictions	
	Other restrictions or requirements	

9. **Aims:**

This module introduces the nature and place of apologetics within the contexts of theology, philosophy and culture and critically engages with various understandings of apologetics. It also gives students the opportunity to engage with some classic apologetic problems including the problem of evil, the relationship of God to morality and the uses of traditional theistic arguments.

10. **Learning outcomes:**

Knowledge

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

1. Critically articulate a range of understandings and uses of apologetics and their justification. [A1, A2, A3]
2. Classify and engage with apologetic approaches to a variety of topics. [A2, A3]

Skills

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

3. Apply a range of apologetic methods to a variety of contexts. [B1, B2, B3, B4]
4. Apply the knowledge gained to appropriate uses of apologetics through a variety of tools. [B6, B7, B8]

11. **Syllabus:**

This module introduces the student to topics including the definitions of apologetics, debates around the discipline of apologetics, the relationship of apologetics to theology, philosophy and culture, the history o apologetics and a taxonomy of methodologies, topics of apologetics (e.g., existence of God, truth and Bible the problem of evil, faith and science), apologetics and the challenges of postmodernity.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort

within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:

One 2,000-word essay engaging with one apologetics approach to a particular topic with reference to method, context and tools.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
80%	*Essay (2000 words)*	*1, 2, 3, 4*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

Task:

Onsite students need to read 500 pages from the Essential Reading below and submit a 1000 word reading report. Online students need to participate in a minimum of 8 discussion forums, writing a total of at least 1000 words.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
20%	*Onsite: Reading (500 pages) + Report (1000 words)* *Distance: Forum participation (1000 words)*	*1, 2*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

The marking scale is as follows:

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

	▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element. Therefore, please delete the statement which **does not** apply to this module: ~~1. In order to pass the module, the student will be required to achieve a mark of 40+ **in each module element** except where compensation applies (if appropriate).~~ 2. In order to pass the module, the student will be required to achieve **an aggregate mark of 40+ across all module elements**, except where compensation applies. Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	
16.	**Learning materials** ***Essential*** J. Cornwell (ed.), Philosophers and God: At the Frontiers of Faith and Reason (Continuum, 2009) S. Cowen (ed), *Five Views on Apologetics* (Grand Rapids, Michigan: Zondervan, 2000) W.L. Craig and J.P. Moreland, *Philosophical Foundations for a Christian Worldview* (Westmont, Illinois: IVP Academic, 2003) A. Dulles, *A History of Apologetics* (San Francisco, California: Ignatius Press, 2005) N. Pearcey, *Total Truth* (Wheaton, Illinois: Crossway Books, 2004) ***Recommended*** R. Alcorn, *If God is Good* (Colorado Springs, Colorado: Multnomah Publishers Inc., 2009) J. Ankerberg and D. Burroughs, *Taking a Stand for the Bible: Today's Leading Experts Answer Critical Questions About God's Word* (Eugene, Oregon: Harvest House, 2009) C. Raschke, *The Next Reformation (*Grand Rapids, Michigan: Baker Academic, 2004) W.L. Craig and J.P. Moreland, T*he Blackwell Companion to Natural Theology (*Chichester: Wiley-Blackwell, 2009)	

	W. Edgar and S. Oliphint (Eds.), *Christian Apologetics, Past and Present: A Primary Source Reader*, Volume 1 to 1500 (Wheaton, Illinois: Crossway Books, 2009) G. Douglas, *Christian Apologetics (*Nottingham: IVP Academic/Apollos, 2011) A. McGrath, *Mere Apologetics: How to Help Seekers and Skeptics Find Faith (*Ada, Michigan: Baker Books, 2012) R. Niebuhr, *Christ and Culture* (New York: Harper Collins, 1956) B. Russell, Why I am Not a Christian (Routledge, 2004 [1957])

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

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

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V635	Dip HE Theology	core
600V777	Dip HE Theology (DE)	core
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional

TH5126 Theology and Sociology

1.	**Module code:**	TH5126
2.	**Title:**	Theology and Sociology – Not running
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester TBC *Distance:* TBC
6.	**Module leader:**	Chris Steed
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	**Aims:** To give student the foundations of a working knowledge of social science ideas and practice against the background of what we can learn from the sociology of the New Testament.	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. describe the ideas of some leading theorists in the field of sociology (A4) 2. give an account of how theology dialogues with sociology (A1) **Skills** On successful completion of this module, the student will be able to: 3. formulate an approach to a project investigating the sociology of their church setting which illustrates how social investigation and research methods might be brought to bear. (B1, B2, B4, B6, B7, B8)	
11.	**Syllabus:** The course will include: 1. The nature of the sociology of religion and key themes, such as secularisation, post-secularism, globalisation, fundamentalism, conversion theory and socialisation theory 2. The relationship between theology and sociology in recent scholarship.	

3. The use of empirical methods in both theology and sociology.
4. The insights that this dialogue provides for church life in contemporary society

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

3. Formative assessment scheme

Short student presentations

4. Summative assessment scheme

Task:

A project investigating the sociology of their local church setting which illustrates how social investigation and research methods might be brought to bear.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*(2500 words)*	*All*	☒ *No* ☐ *Yes*	☐ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

	Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.	
	Seen examination	……..%
	Unseen examination	……..%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	
16.	**Learning materials** ***Essential*** Dawson, A. (2011) *SCM Core Text: Sociology of Religion* London: SCM Press ***Recommended*** Blaikie, N (1993) *Approaches to Social Enquiry,* Polity, Cambridge Davie, G (2011) *Sociology of Religion, a Critical Agenda,* Sage, London Fenn, R. K, Ed (2001) *Blackwell Companion to Sociology of Religion*, Blackwell, Cambridge Gill, R (1996) *Theology and Sociology, a reader*, Cassell, London Robson, C (1993) *Real World Research*, Blackwell, Oxford.	

In addition, for in-house, joint and franchised programmes only			
17.	**UNISTATS - assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	……..%	
	PRACTICAL	……..%	
18.	**UNISTATS – learning and teaching**		
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).		
	Scheduled **Teaching** (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).		*Onsite:* 22

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

Programme(s) using this module:		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional
600V635	Dip HE Theology	optional
600V777	Dip HE Theology (DE)	optional
600V779	BA (Hons) Theology & Liberal Arts	optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	optional
600V781	DipHE Theology & Liberal Arts	optional
600V782	DipHE Theology & Liberal Arts (DE)	optional

Level 6 Core Modules

In consultation with the Programme Leader, students must choose either

- TL6107 Integrative Theology and Liberal Arts Project, *OR*
- TL6108 Extended Integrative Theology and Liberal Arts Project

TH6002 Person and Work of the Holy Spirit

1.	**Module code:**	TH6002
2.	**Title:**	PERSON AND WORK OF THE HOLY SPIRIT
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester 2
6.	**Module leader:**	Mark Cartledge
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To articulate a contemporary doctrine of the Holy Spirit, address methodological issues with respect to biblical theology and systematic theology, and explore contemporary integrated pneumatological perspectives within an Evangelical context. To build on theological and doctrinal study at Levels 4 and 5 and complement related Level 6 study.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. critically determine the foundations of an approach to pneumatology that engages with biblical and systematic theology (A1, A2)
2. synthetically identify key biblical motifs and texts and relate them critically to historical and contemporary scholarly debates concerning the Holy Spirit (A1, A2)
3. formulate a response to key theological issues regarding the Holy Spirit, including the *filioque* (A1, A2, A3)

Skills
On successful completion of this module, the student will be able to:

4. Consider the person and work of the Holy Spirit, and pneumatological methodology in a critical, empathetic, synthetic, reflective, integrative and theologically astute manner, (B1, B2, B3, B4)
5. engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7, B8)

11. **Syllabus:**

The work and person of the Holy Spirit in the Old and New Testaments; historical and systematic doctrinal perspectives; developing a contemporary doctrine of the Holy Spirit; contemporary pneumatological issues from an integrated biblical and systematic perspective.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Exam*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

The marking scale is as follows:

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

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14.	**Timetabled examination required**	Yes ☒ No ☐
15.	**Length of exam**	3 hours

16. **Learning materials**

Essential

Cartledge, M.J., *The Mediation of the Spirit: Interventions in Practical Theology* (Grand Rapids: Eerdmans, 2015)

J. Cone, *God of the Oppressed* (Orbis Books, 1997)
W. Hildebrandt, *An Old Testament Theology of the Spirit of God* (Wipf and Stock, 1993).

Levering, M., *Engaging the Doctrine of The Holy Spirit: Love and Gift in the Trinity and the Church*, (Grand Rapids: Baker Academic, 2016)

McFarlane, G.W.P., *Why Do You Believe What You Believe About The Holy Spirit?, (Eugene, OR: Wipf & Stock, 2009)*

M. Smith, *The Priestly Vision of Genesis 1* (Fortress, 2010).

Thiselton, A.C., *The Holy Spirit* (London: SPCK, 2013)

Turner, M., *The Holy Spirit and Spiritual Gifts: Then and Now* (London: Paternoster, revised and reprinted 1999)

Vondey, W., (ed.), *The Routledge Handbook of Pentecostal Theology* (London: Routledge, 2020)
M. Welker, *God the Spirit* (Fortress, 1994).

	Yong A., *Beyond the Impasse* (Grand Rapids, MI: Baker Academic, 2003) ***Recommended*** Adedibu B., *Coat of Many Colours: The Origin, Growth, Distinctiveness and Contributions of Black Majority Churches to British Christianity* (Gloucester: Wisdom Summit, 2012) Aldred, J., *Pentecostals and Charismatics in Britain: An Anthology* (London: SCM Press, 2019) Avalos, H., et al. (ed.), *This Abled Body: Rethinking Disabilities in Biblical Studies* (Society of Biblical Literature, 2007). S. Bessey, *Jesus Feminist: An Invitation to Revisit the Bible's View of Women* (Simon and Schuster, 2013)

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

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

Programme(s) using this module:

Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	core
600V776	BA (Hons) Theology (DE)	core
600V659	BA (Hons) Theology & Counselling	core
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	core
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	core
600V773	BA (Hons) Theology & Worship Studies – new programme	core
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core

TH6108 Global Theologies

1.	**Module code:**	TH6108
2.	**Title:**	Global Theologies
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester TBC
6.	**Module leader:**	Timothy Lim
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To locate current theological developments in a global and multicultural context, reflect upon the contemporary relevance of doing theology in a global context, understand the basic concepts of selected global theological thought and how such thought responds to the current cultural setting, evaluate global Christian perspectives on central Christian themes, and assess the insights and wider significance of selected Majority World theologians. To build on study of the Christian theology and doctrine in its historical and cultural contexts at Levels 4 and 5 and complement related study at Level 6.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to:

1. critically and synthetically identify key theological developments in a global and multicultural context (A2, A3)
2. reflect critically upon the contemporary relevance of doing theology in a global context (A2, A3)
3. synthetically explain concepts of selected global theological thought in relation to their cultural settings (A2, A3)
4. critically evaluate Majority World Christian perspectives on central theological themes (A2, A3)

Skills
On successful completion of this module, the student will be able to:

5. identify, reflect, explain and evaluate key issues and themes in global theology in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2, B3, B4)
6. engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B2, B3, B4, B5, B6)
7. organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)

11. **Syllabus:**
The way in which the Majority World, global church seeks to develop and express its own theology; global theological thought; contemporary theological insights of Majority world theologians.

12. **Learning and teaching strategy:**

Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and

supported in their learning by the tools and resources available on the VLE.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.

2. Summative assessment scheme

Task: Seminar Participation

Distance students: 'Seminar Participation' means participating in at least 15 out of 20 units, submitting an original post of no more than 300 words for each which engages with the module materials and readings.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
15%	*Seminar Participation*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: Practical Observation and Reflective Paper

A 800-word paper pertaining to either your visit to a migrant-majority church based locally, or your observation of a migrant-majority public congregating location (or event).

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	*Practical Observation and reflective paper (800 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: Essay

Essay on one of five broad areas, or a topic of your choice, taken from the module materials or readings.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
60%	*Essay (3000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

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

In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.

Therefore, please delete the statement which **does not** apply to this module:

~~1. In order to pass the module, the student will be required to achieve a mark of 40+ **in each module element** except where compensation applies (if appropriate).~~

2. In order to pass the module, the student will be required to achieve **an aggregate mark of 40+ across all module elements**, except where compensation applies.

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	

16. **Learning materials**

Essential

* Gener, T.D., Pardue, S. T., eds., *Asian Christian Theology: Evangelical Perspectives* (Langham Global Library and Asia Theological Association, 2019)

* MacGregor, K., *Contemporary Theology: An Introduction: Classical, Evangelical, Philosophical & Global Perspectives* (Zondervan, 2019)

Ott, C. & Netland, H.A. (eds.), *Globalizing Theology: Belief and Practice in an Era of World Christianity* (Nottingham: Apollos: 2007)

* Phan, P., ed., *Christian Theology in the Age of Migration: Implications for World Christianity* (Lexington, 2020)

Recommended

Bingemer, M., *Latin American Theology: Roots and Branches* (Orbis, 2016)

Chan, S., Grassroots Asian Theology: Thinking the Faith from the Ground Up (Downers Grove, IL: IVP Academic, 2014)

Chow, A., *Chinese Public Theology: Generational Shifts and Confucian Imagination in Chinese Christianity* (Oxford University Press, 2018),

Clarke, S., Manchala, D., and Peacock, V., eds., *Dalit Theology in the Twenty-first Century: discordant Voices, Discerning Pathways* (Oxford University Press, 2011),

de Vries, B., "Towards a global theology: theological method and contextualisation," *Verum et Ecclesia* 37.1 (2016): 1-12

Greenman, J.P., & Green, G.L., *Global Theology in Evangelical Perspective: Exploring the Contextual Nature of Theology and Mission* (Downers Grove, IL: IVP Academic, 2012)

Green, G.L., Perdue, S.T. & Yeo, K.K. (eds.), *Jesus Without Borders* (Grand Rapids, MI: Eerdmans, 2014)

Green, G.L., Perdue, S.T., & Yeo, K.K. (eds.), *The Trinity Among the Nations* (Grand Rapids, MI: Eerdmans, 2015)

Havea, J., *ed., Postcolonial Voices from Downunder: Indigenous Matters, Confronting Readings (*Pickwick Publications, 2017)

Lee, N., *The Making of Minjung: Democracy and the Politics of Representation in South Korea* (Cornell University Press, 2007)

Nagy, D., Ch. 5, "World Christianity as a Theological Approach: A Reflection on Central and Eastern Europe," in *Relocating World Christianity: Interdisciplinary Studies in Universal and Local Expressions of the Christian Faith*, edited by Joel Cabritta, David Maxwell, and Emma Wild-Wood (Brill, 2018), 143-161

Nguyen, T., "Resistance, Negotiation and Development: The Roman Catholic Church in Vietnam, 1954-2010" in *Studies in World Christianity* 25.3 (December 2019): 297-323

Panikkar, R., *Christophany: The Fullness of Man* (Orbis, 1999, 2004)

Sanneh, L., *Disciples of All Nations: Pillars of World Christianity* (Oxford: OUP, 2008).

Schwarz, H., *Theology in a Global Context* (Grand Rapids, MI: Eerdmans, 2005)

Song, C., *Third-Eye Theology: Theology in Formation in Asian Settings* (Orbis, 1990, revised 1996)

* Stinton, D., *African Theology on the Way: Current Conversations* (SPCK, 2010)

* Sugirtharajah, R., *Jesus in Asia* (Cambridge University Press, 2018)

Noelliste, D. & Chung, S.W. (eds.), *Diverse and Creative Voices: Theological Essays from the Majority World* (Eugene, OR: Pickwick Publications, 2015)

Tennent, T.C., *Theology in the context of World Christianity* (Grand Rapids, MI: Zondervan, 2007)
Twiss, R., *Rescuing the Gospel from the Cowboys: A Native American Expression of the Jesus Way* (InterVarsity Press, 2015)

Yong A, *Renewing Christian Theology: Systematics for a Global Christianity* (Waco, TX: Baylor University Press, 2014)

Yong A, *The Missiological Spirit* (Eugene, OR: Cascade, 2014)

*available as eBook

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%
18.	**UNISTATS – learning and teaching**	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).	
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	*Onsite:* 48 *Distance:* N/A

	Assessment Proposed number of hours for the assessments.	*Onsite:* 40 *Distance:* 40
	Placement Activity (e.g., placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	*Onsite:* 112 *Distance:* 160

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core

TL6107 Integrative Theology and Liberal Arts Project

1.	**Module code:**	TL6107
2.	**Title:**	Integrative Theology and Liberal Arts Project
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(a) Pre-requisite	Levels 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

- To engage the student in autonomous, creative, and integrative learning through the production of an independent research project which displays key knowledge and skills acquired through the duration of the programme
- To demonstrate the integration, synthesis, and systemization of knowledge and skills acquired across disciplines and critically applied to promoting the common good in society from a Christian theological perspective

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to:

1. Demonstrate in-depth synthesis and systemization, consolidation, critical extension, and contextualization of their learning throughout the programme, including the integration of theology with philosophy, the arts, and/or the sciences. [A2, B1, B2]
2. Creatively and critically respond to key social issues facing the Church and society today, from within a Christian theological framework. [A3, B4, B5]
3. Critically and empathetically evaluate established and cutting-edge scholarship, including methods, tools, and perspectives~~,~~ across a range of liberal arts disciplines, cultural contexts, and relevant social issues facing the Church and society today. [A2, A3, B3, B4]
4. Critically and maturely apply acquired knowledge, understanding, and skills to personal spiritual growth, the flourishing of others, and the promotion of the common good in society. [A3, B4, B5]

11. **Syllabus:**

Within the parameters established by the module learning outcomes, the syllabus content will be determined by students themselves. Such open and flexible syllabus content is designed to enable students to engage in autonomous and independent learning with the guidance and support of their supervisors, and thereby pursue issues of personal interest and current relevance to theology's contribution the common good of society whilst demonstrating the integration, consolidation and critical extension of their learning on the programme. Students will be allowed to specialize their project based on chosen elective modules and training, personal interest, educational and vocational self-development, and specialized interest in compassion, mission, and justice contribution to a particular area of societal common good.

12. **Learning and teaching strategy:**

Learning and teaching will take the form of a thesis project, which depending on the student and supervisor may take various forms including creative projects or traditional essay projects. Students will get the opportunity to test their key skills of interpretation, advanced critical evaluation, logical reasoning, sustained and creative argumentation, imaginative and self-reflective problem-solving, evidence-gathering, lucid and imaginative presentation, and exposition.

Demonstration of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations surrounding major social issues. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both.

Supervisors will give on average six hours face-to-face supervision to each student, at which they will discuss material submitted, creative approaches and skills utilized, approaches to contribution to societal common good, and read or observed by them in advance. The initiative is with the student to contact their supervisor, depending on the programme of study they have planned for themselves regarding the project.

An introduction to advanced study skills will be provided for all students across delivery modes. A project specification will be drawn up by the student in consultation with their supervisor and will require external examiner approval. Students wishing to undertake an artistic, creative, or practical project that does not take the traditional essay format will consult with supervisors to match the equivalent 8,000 words in content and contribution (with still a minimum of 3,000 words of written content alongside any creative or practical content), and will require external examiner approval.

Any primary research carried out by students of London School of Theology involving participants, e.g., interviews or questionnaires, will need to be considered by the LST Research Ethics Committee and have approval before research participants can be approached. The Research Ethics Committee Policy document provides guidelines and requirements for carrying out primary research.

Delivery method:

☒ On-campus/Mixed mode

☒ Distance Education

13. **Assessment scheme:**

(a) **Formative assessment scheme**

Formative feedback provided through supervision.

(b) **Summative assessment scheme**

Task: portfolio – final project				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Dissertation/creative project (8,000 words or equivalent as agreed by the supervisor and approved by external examiner; minimum 3,000) for creative projects)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

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

☒ an overall aggregate of grade 40

☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component

NB 40 equates to 16 on Middlesex University's 20-point scale.

Seen examination	0%
Unseen examination	0%

	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials**	Learning resources, including core and extension reading, will be determined by the students themselves, with guidance and support provided by their supervisors. Additional materials will vary and depend on the kind of project in consultation with the supervisor.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 9 (3 teaching, 6 supervision) Distance: 6 (supervision)
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 191 hours Distance: 194 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A

Online Delivery

	2025-26	1, 2 & 3	All	October	August	30	North wood	N/A
	2026-27	1, 2 & 3	All	October	August	30	North wood	N/A
	2027-28	1, 2 & 3	All	October	August	30	North wood	N/A
	2028-29	1, 2 & 3	All	October	August	30	North wood	N/A

20.	**Timetabling information:**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	NO
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	(b) Timetabled	YES
	(c) Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

TL6108 Extended Integrative Theology and Liberal Arts Project

1.	**Module code:**	TL6108
2.	**Title:**	Extended Integrative Theology and Liberal Arts Project
3.	**Credit points:**	40
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(a) Pre-requisite	Levels 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

- To engage the student in autonomous, creative, and integrative learning through the production of an independent research project which displays key knowledge and skills acquired through the duration of the programme
- To demonstrate the integration, synthesis, and systemization of knowledge and skills acquired across disciplines and critically applied to promoting the common good in society from a Christian theological perspective

10. **Learning outcomes:**

Knowledge and Skills

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

1. Demonstrate in-depth synthesis and systemization, consolidation, critical extension, and contextualization of their learning throughout the programme, including the integration of theology with philosophy, the arts, and/or the sciences. [A2, B1, B2]
2. Creatively and critically respond to key social issues facing the Church and society today~~,~~ from within a Christian theological framework. [A3, B4, B5]
3. Critically and empathetically evaluate established and cutting-edge scholarship, including methods, tools, and perspectives~~,~~ across a range of liberal arts disciplines, cultural contexts and relevant social issues facing the Church and society today. [A2, A3, B3, B4]
4. Critically apply acquired knowledge, understanding, and skills to personal spiritual growth, the flourishing of others, and the promotion of the common good in society. [A3, B4, B5]

11. **Syllabus:**

Within the parameters established by the module learning outcomes, the syllabus content will be determined by students themselves. Such open and flexible syllabus content is designed to enable students to engage in autonomous and independent learning with the guidance and support of their supervisors, and thereby pursue issues of personal interest and current relevance to theology's contribution the common good of society whilst demonstrating the integration, consolidation and critical extension of their learning on the programme. Students will be allowed to specialize their project based on chosen elective modules and training, personal interest, educational and vocational self-development, and specialized interest in compassion, mission, and justice contribution to a particular area of societal common good.

12. **Learning and teaching strategy:**

Learning and teaching will take the form of a thesis project, which depending on the student and supervisor may take various forms including creative projects or traditional essay projects. Students will get the opportunity to test their key skills of interpretation, advanced critical evaluation, logical reasoning, sustained and creative argumentation, imaginative and self-reflective problem-solving, evidence-gathering, lucid and imaginative presentation, and exposition. Demonstration of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations surrounding major social issues. Students may choose to study this module either on-

campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both.
Supervisors will give on average six hours face-to-face supervision to each student, at which they will discuss material submitted, creative approaches and skills utilized, approaches to contribution to societal common good, and read or observed by them in advance. The initiative is with the student to contact their supervisor, depending on the programme of study they have planned for themselves regarding the project.

An introduction to advanced study skills will be provided for all students across delivery modes. A project specification will be drawn up by the student in consultation with their supervisor and will require external examiner approval. Students wishing to undertake an artistic, creative, or practical project that does not take the traditional essay format will consult with supervisors to match the equivalent 12,000 words in content and contribution (with still a minimum requirement of 4,000 words of written content alongside any creative or practical content), and will require external examiner approval.

Any primary research carried out by students of London School of Theology involving participants, e.g., interviews or questionnaires, will need to be considered by the LST Research Ethics Committee and have approval before research participants can be approached. The Research Ethics Committee Policy document provides guidelines and requirements for carrying out primary research.

Delivery method:

☒ On-campus/Mixed mode

☒ Distance Education

13. **Assessment scheme:**

(a) **Formative assessment scheme**

Formative feedback provided through supervision.

(b) **Summative assessment scheme**

Task: Exegetical Analysis Podcast				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Dissertation/creative project (12,000 words or equivalent as agreed by the supervisor and approved by external examiner; minimum of 4,000 words) for creative projects)*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

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

☒ an overall aggregate of grade 40

☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component

NB 40 equates to 16 on Middlesex University's 20-point scale.

Seen examination	0%
Unseen examination	0%

	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials**	*Learning resources, including core and extension reading, will be determined by the students themselves, with guidance and support provided by their supervisors. Additional materials will vary and depend on the kind of project in consultation with the supervisor.*

Items 17 and 18 are collected for purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 9 (3 teaching, 6 supervision) Distance: 6 (supervision)
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 391 hours Distance: 394 hours

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

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A
Online Delivery							
2025-26	1, 2 & 3	All	October	August	30	Northwood	N/A

	2026-27	1, 2 & 3	All	October	August	30	Northwood	N/A
	2027-28	1, 2 & 3	All	October	August	30	Northwood	N/A
	2028-29	1, 2 & 3	All	October	August	30	Northwood	N/A

20.	**Timetabling information:**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	(b) Timetabled	NO
	(c) Student centrally allocated	YES

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core

Validated collaborative partner (if applicable):
London School of Theology

Level 6 Optional Modules

Optional modules may not run every academic year. Additionally, optional modules require a minimum of 5-7 students to run.

Students enrolled on TL6107 Integrative Theology and Liberal Arts Project must choose a total of THREE optional modules.

Students enrolled on TL6108 Extended Integrative Theology and Liberal Arts Project must choose a total of TWO optional modules.

Students must choose ONE or TWO modules from the following Liberal Arts modules:

- TL6101 Persons: Divine and Human
- TL6102 Dungeons, Dragons, and Divinity: Theology in Science Fiction and Fantasy *(Students wishing to enrol on this module must have passed TL5103 Reading the Faith: Finding Christ in Literature.)*
- TL6103 Science, Theology, and the Mind

Students must choose ONE or TWO modules from the following Theology and Social Justice modules:

- TL6104 Race, Reconciliation and Liberation
- TL6015 Ecotheology: The Bible and the Environment
- TL6106 Women, Gender and the Bible

TL6101 Persons: Divine and Human

1.	**Module code:**	TL6101
2.	**Title:**	Persons: Divine and Human
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To articulate advanced understanding and comprehension of key concepts, principles, and scholarship in the theology and philosophy of personhood and the contextualized synthesis and systematization of those debates to Trinitarian doctrine, and theological anthropology.
- To systematize and show advanced critical evaluation of a range of perspectives on personhood.
- To demonstrate understanding of the complex and ambiguous implications of divine and human personhood for relevant ethical questions facing the Church and society today.
- To reflect critically and imaginatively provide sustained argument on the role philosophy has played in shaping theological doctrines, especially those related to personhood, and critically evaluate with complexity and technical competence the relationship between theology and philosophy for its ethical implications.

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to:

1. Articulate advanced comprehension of key concepts, principles, and scholarship in the theology and philosophy of personhood and the application of those debates to Trinitarian doctrine, theological anthropology, and animal ethics. [A1, B3]
2. Engage recent debates in the philosophy and theology of personhood to demonstrate a sophisticated understanding of the complex implications of divine and human personhood for relevant ethical questions facing the Church and society today. [A1, B3]
3. Critically reflect on the role philosophy has played in shaping theological doctrines, especially those related to personhood, developing an informed and coherent philosophical.[A1, B3]
4. Develop contextualized, creative, and empathetic responses to key questions facing the Church and society today surrounding personhood grounded in the theological and philosophical relationships between divine and human personhood. [A1, B3]

11. **Syllabus:**

This module will creatively exposit and critically evaluate the concept of 'person' as used to describe primarily the nature of God as Trinitarian and secondarily the nature of human beings. Space will also be given for mature and creative reflection on the nature of non-human created persons in light of these two primary emphases. In doing so, it will seek to synthesize advanced levels of exegetical, metaphysical, epistemological, and theological analysis and systemization. Students will evaluate various interpretations of divine personhood and models of the image of God in the biblical material and the theological tradition with complex comprehension and empathic understanding. Students will consider a range of philosophical-theological concerns, including metaphysical accounts of personhood, the epistemology and ontology of identity, critical questions about the relationship between divine and human personhood, the ethical implications of accounts of divine personhood for human life, the nature of human relationality, and questions of human uniqueness and purposiveness among other created beings which may or may not also be persons. Students will be

	equipped to propose their own sustained arguments for creative approaches to personhood and be encouraged to critically self-reflect on the ethical and systematic implications of their philosophical-theological considerations.
12.	**Learning and teaching strategy:** Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, advanced critical evaluation and comprehension, logical reasoning, sustained argumentation, mature and versatile problem-solving, evidence-gathering, lucid presentation, and creative exposition across philosophical and theological traditions. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.
	Delivery method: ☒ On-campus/Mixed mode ☒ Distance Education
13.	**Assessment scheme:**
	a. **Formative assessment scheme** In- class discussion and Q&A
	b. **Summative assessment scheme**

Task: Reading Response and Discussion				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*2,000 words including footnotes but not including title page or bibliography + 20 minute presentation including leading in-class/forum discussion*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐

		No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential - Recommended -	Torrance, Alan, *Persons in Communion: Trinitarian Description and Human Participation,* Bloomsbury, 2010. Kärkkäinen, Veli-Matti, *The Trinity: Global Perspectives,* John Knox Press, 2007. Fernandez, Eleazar, *Reimagining the Human: Theological Anthropology in Response to Systemic Sin,* Chalice Press, 2004. Van Inwagen, Peter and Dean Zimmerman, eds., *Persons: Human and Divine,* OUP, 2007. Schwoebel, Christoph and Colin Gunton, *Persons, Divine and Human: King's College Essays in Theological Anthropology,* T&T Clark, 1991. McCall, Thomas H., *Which Trinity? Whose Monotheism?: Philosophical and Systematic Theologians on Metaphysics of Trinitarian Theology*, Eerdmans, 2010. Stump, Eleonore, *Philosophical Theology and the Knowledge of Persons,* Cascade, 2023. Graham, Elaine, *Making the Difference: Gender, Personhood, and Theology.* Fortress, 1995. Gutierrez, Gustavo, *A Theology of Liberation: History, Politics, and Salvation,* Orbis Books, 1988. Volpe, Medi Ann. 2024. 'Disability Theology', St Andrews Encyclopaedia of Theology. Edited by Brendan N. Wolfe et al. https://www.saet.ac.uk/Christianity/DisabilityTheology Cortez, Marc and Daniel Lee Hill. 2023. 'Christological Anthropology', St Andrews Encyclopaedia of Theology. Edited by Brendan N. Wolfe et al. https://www.saet.ac.uk/Christianity/ChristologicalAnthropology

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad).	Onsite: N/A

	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A

Online Delivery

2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20. **Timetabling information:**

a. Please indicate which teaching activities will be offered in this module*:

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

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

Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology

TL6102: Dungeons, Dragons and Divinity: Theology in Science Fiction and Fantasy

1.	**Module code:**	TL6102
2.	**Title:**	Dungeons, Dragons, and Divinity: Theology in Science Fiction and Fantasy
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	TL5103 Reading the Faith
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To exposit and critically assess to the global history of science fiction and fantasy across a range of media.
- To investigate through both primary and secondary sources a range of Christian theological themes found in science fiction and fantasy media, including literature, film, television, and games.
- To creatively identify and critically analyse the complexity of distinctive features in science fiction and fantasy which prove profitable for imaginative theological inquiry and critical reflection.
- Critically evaluate and contextualize relevant contemporary issues explored in science fiction and fantasy literature, which may include questions about AI, racism, governance and surveillance, beauty, and power.
- Demonstrate a critical awareness and precise yet complex comprehension of significant sub-genres and their distinctive features and critically evaluate the role these features might play in artistically-engaged theological reflection.

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to:

1. Creatively and critically assess complex and sometimes ambiguous distinctives of science fiction and fantasy genres across a range of media, including various subgenres and their cultural contexts. [A1, B3]
2. Scrutinize common tropes of the science fiction and fantasy genres with creativity and imaginative analysis. [A1, B3]
3. Demonstrate creative and advanced comprehension of science-fiction and fantasy characterization, narrative-craft, and world-building through short-story writing and theological analysis of landmark characters from science fiction and fantasy. [A1, B3]
4. Creatively investigate contemporary issues explored in science fiction and fantasy literature, which may include questions about AI, racism, religion and technology, governance and surveillance, gender, beauty, and power. [A1, B3]

11. **Syllabus:**

"Fairy tales do not tell children that dragons exist. Children already know that dragons exist. Fairy tales tell children that dragons can be killed." -G. K. Chesterton

Fantastic worlds and scientific wonders have captured human imagination for generations, causing its readers, viewers, and players to reflect on themselves, the world, and power in new ways. Science fiction and fantasy genres are not about mere escapism but are vehicles for asking questions about our world in new and interesting ways. This module invites students to build on skills and knowledge acquired in level 5 to explore the particular nuances of the science fiction and fantasy genres, how they have been used to depict aspects of Christianity and Christian spirituality, and how they have been shaped by and used to shape culture. Students will encounter a broad swath of sub-genres and media, learning to identify distinct features and ways of addressing theological themes across genres, sub-genres, and particular cultural expressions. Students will be equipped to analyse narratives, world-building, and characterisation as tools for theological engagement with the

arts that can impact society and cultural in positive and critical ways. Then, learning from these examples, students will get the opportunity to write their own short science fiction or fantasy story that explores a theological theme or Biblical narrative, allowing students to apply their theologically-engaged artistic learning to understanding themselves, society, and culture.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, advanced critical evaluation, narrative construction, creative analysis and contextualization, fictional world-building, and characterization. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations across a range of fantasy and science fiction media. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Peer review workshop and character analysis

b. **Summative assessment scheme**

Task: Short Theological Story				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*4,000-word short story/script/recorded audio story/story board*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials**	

	Essential -	Andrew Thrasher & Austin Freeman, *Theology, Fantasy and the Imagination* (Fortress, 2023). Freeman, Austin. *Tolkien Dogmatics: Theology Through Mythology with the Maker of Middle-Earth.* Faithlife Co, 2022. James McGrath, *Theology and Science Fiction* (Cascade, 2016) Alan Gregory, *Science Fiction Theology* (Baylor, 2015).
	Recommended -	Gomel, Elana and Danielle Gurevitch (eds), *The Palgrave Book of Global Fantasy.* Palgrave Macmillan, 2023. Andrew Thrasher, *Theology and the Marvel Universe* (Fortress, 2019). James, Edward and Farah Mendlesohn. *The Cambridge Companion to Science Fiction.* CUP, 2003. James, Edward and Farah Mendlesohn. *The Cambridge Companion to Fantasy Literature.* CUP, 2003. Espinoza, Benjamin D. eds. *Theology and the Star Wars Universe*. Lexington, 2022.

Items 17 and 18 are collected LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%

18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

19.	**Module run (NB These should be set up four years in advance):**	
	On-Campus Delivery	

	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
	2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
	2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
	2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A
	Online Delivery							
	2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
	2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
	2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology

TL6103 Science, Theology, and the Mind

1.	**Module code:**	TL6103
2.	**Title:**	Science, Theology, and the Mind
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To familiarise students with established and cutting-edge concepts, principles, and major debates in science and theology scholarship concerning human minds.
- To build students' critical awareness of depth of understanding in theological, philosophical, scientific, and interdisciplinary literature on human mental life, including comprehension and lucid and imaginative communication of complex scientific studies in social and natural sciences.
- To equip students to critically engage and appropriately incorporate and synthesize into their own arguments and analysis the relevant scientific literature with systematic precision
- Think in an interdisciplinary fashion by integrating philosophical debate, scientific research, historical awareness, theological concerns into their own arguments about human mental life.
- Promote human flourishing through self-understanding and understanding others.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Critically engage cutting-edge concepts, debates, and principles in scientific, philosophical, and theological scholarship about human mental life. [A1, B3]
2. Show critical and systematic understanding of current interdisciplinary literature on science-engaged theology and theologically-engaged science of the mind. [A1, B3]
3. Systematize major interdisciplinary loci for further exploration of the mind through critical, empathetic, and responsible arguments about human and divine minds. [A1, B3]
4. Critically and imaginatively evaluate interdisciplinary approaches to the mind, with a view to promoting human flourishing through self-understanding and understanding others. [A1, B3]

11. **Syllabus:**

This module allows students to further the interdisciplinary study of science-engaged theology, with particular emphasis on the subject of the mind. Students will increase their proficiency and effectiveness with interdisciplinary study, drawing creatively upon the disciplines of philosophy, metaphysics, neurobiology, cognitive science, and psychology. Students will explore and critically evaluate contemporary science-engaged work on human mental life, consciousness, mental faculties, and the relationship between divine and created minds. This module raises the relevance of theological engagement with the sciences for understanding and addressing issues such as trauma, human flourishing, social identity, social formation, and human rituals. Students will be further equipped to comprehend and lucidly communicate broad and complex range of scientific disciplines and to cite scientific studies in a responsible and cogent way. This module will support critical reading, assessment, and evaluative skills, especially around reading across different disciplines and communicating scientific findings in an accurate and helpful way.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, advanced critical evaluation, logical reasoning, sustained argumentation, creative problem-solving, evidence-gathering, lucid presentation, and exposition. Acquisition and development of these skills across a range of social and natural sciences will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations on minds; human, divine, and otherwise. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Essay preparation

b. **Summative assessment scheme**

Task: Theological Puzzle				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*4,000 words including footnotes*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

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

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -	Barrett, Justin L. with Pamela Ebstyne King, *Thriving with Stone Age Minds*, IVP 2021. Leidenhag, Joanna, *Minding Creation: Theological Panpsychism and the Doctrine of Creation,* T&T Clark, 2020.

	Recommended -	Xu, Ximian, *The Digitalized Image of God: Artificial Intelligence, Liturgy, and Ethics,* Routledge, 2025. Greenway, Tyler and Justin L. Barrett. 2022. 'Theology and the Cognitive Science of Religion', St Andrews Encyclopaedia of Theology. Edited by Brendan N. Wolfe et al. https://www.saet.ac.uk/Christianity/TheologyandtheCognitiveScienceofReligion Harris, Mark and Duncan Pritchard, *Philosophy, Science, and Religion for Everyone,* Routledge, 2018. Murphy, Nancey and Warren S. Brown. 2023. 'Theology and Neuroscience', St Andrews Encyclopaedia of Theology. Edited by Brendan N. Wolfe et al. https://www.saet.ac.uk/Christianity/TheologyandNeuroscience Mikael Leidenhag, *Theological Puzzles*. St Andrews: University of St Andrews, 2020-2022 (Online). https://www.theo-puzzles.ac.uk/ Scrutton, Tasia, *Christianity and Depression: Interpretation, Meaning, and the Shape of Experience,* SCM Press, 2020.

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17.	**UNISTATS – assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	0%	
	PRACTICAL	0%	
18.	**UNISTATS – learning and teaching**		
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).		
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:		Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.		Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.		Onsite: 160 hours Distance: 200 hours
19.	**Module run (NB These should be set up four years in advance):**		
	On-Campus Delivery		

	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
	2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
	2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
	2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A
	Online Delivery							
	2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
	2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
	2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
	2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20.	**Timetabling information:**	
	a. Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	NO
	b. Timetabled	YES
	c. Student centrally allocated	NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology

TL6104 Race, Reconciliation, and Liberation

1.	**Module code:**	TL6104
2.	**Title:**	Race, Reconciliation, and Liberation
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	Middlesex University
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To explore and critically evaluate theologies of race and racism, showing comprehension of established and cutting-edge concepts and trends within the key theological movements responding to these realities, including liberation theology, black theology, post-colonial and decolonial theology, indigenous and global theology, and womanist theology.
- To demonstrate robust and complex comprehension of racialization, from its origins to its contemporary constructions, and critically exposit and illustrate an understanding of race and its role in Christianity and secular society today.
- To develop evangelical theological tools to be applied and recontextualised for confronting the realities of racism in the Church and society today in conversation with a range of theological interlocutors and traditions.
- To imaginatively apply interdisciplinary learning to established and cutting-edge integrative theological models of reconciliation, reparation, and redemption in response to racism, colonisation, and other related oppressive realities.
- To critically appreciate and integrate the contributions of persons of colour to the theological disciplines, especially decolonial perspective.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Critically explore key theological concepts and principles in the theology of race, and the role of racialization in Christian history and theology. [A3, B4]
2. Comprehend and appreciate the contributions of persons of colour to theology by systematically incorporating theological approaches racial reconciliation, liberation, reparation, and decolonization into broader theological work. [A4, B4, B5]
3. Explain with maturity, and empathy the harsh realities of racism for people of colour, and articulate the roles that Christianity has played in perpetuating and resisting these realities. [A4, B5]
4. Reflect critically, contextually, and creatively on the similarities and differences of racialized realities for different people groups and global contexts, as well as the theological responses that have been proposed in those contexts. [A3, B3]
5. Develop evangelical and interdisciplinary theological tools for responding to the realities of racism and colonisation. [A3, B3, B4]

11. **Syllabus:**

From the trans-Atlantic slave trade to Black Lives Matter, our society is becoming increasingly aware of the degree to which constructs of race impact and shape our lives. These are not new realities for persons of colour, but the public is becoming increasingly aware of the harshness of the realities of racism and the extent to which racialization shapes institutions, social norms, and the lived experience of persons living under former colonial empires. These matters are

deeply entangled with theological education, which has played significant roles in both funding racist ideologies and resisting systemic racism.

In this module, students will explore these roles while developing a mature, complex, and empathetic understanding of racial constructs and the significant impact they have on the Church and society. Students will explore and critically appreciate a range of theological works engaging the topic of race and highlighting the perspectives of persons of colour, including liberation theology, womanist theology, indigenous theologies, global theology, and decolonial and post-colonial theology. This range will challenge students to grasp complex and at times ambiguous realities of modern and historic racialization through advanced comprehension and creative evaluation of established and cutting-edge concepts and scholarship in the theology of race. The module will further equip students to think imaginatively, contextually, self-reflectively, and practically about existing and potential ways to address systemic racism at local, national, and global levels from a Christian perspective, encouraging students to promote the common good of society through integrative learning.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of advanced interpretation, critical and empathetic evaluation, logical reasoning, sustained argumentation, creative problem-solving, evidence-gathering, lucid presentation, and exposition. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations at the intersection of Christian theology and race. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed mode
☐ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Creative workshop to develop students' artistic skills and offer opportunities for live feedback to students' work and prepare students for written reflections.

b. **Summative assessment scheme**

Task: Portfolio – Protest Art Piece				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Art piece + 1,500-word theological reflection*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

	☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component ☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component *NB 40 equates to 16 on Middlesex University's 20-point scale.*	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -

	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%

18. UNISTATS – learning and teaching

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

Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A
Online Delivery							
2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20. Timetabling information:

a. Please indicate which teaching activities will be offered in this module*:

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

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional

600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology

TL6105 Ecotheology: The Bible and The Environment

1.	**Module code:**	TL6105
2.	**Title:**	Ecotheology: The Bible and the Environment
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	a. Pre-requisite	
	b. Programme restrictions	
	c. Level restrictions	
	d. Other restrictions or requirements	

9. **Aims:**

- To explore the sub-field of ecotheology, including complex and precise comprehension of the range of ecological issues facing the world and Church today, textual issues in the interpretation of Scripture around the relationship between human beings and non-human creation, and Christian contributions to ecological conversations and devastations.
- To show complex, mature, self-reflective, and precise understanding of the contributions of Christian doctrine, both to ecological devastation and to appropriate responses to it.
- To critically evaluate and creatively systematize a range of Christian responses to the ecological crisis and understand a variety of appropriate tools for assessing this crisis and solutions to it. This includes a range of global, decolonial, and indigenous Christian responses and theological resources.
- To critically analyse and respond to the environmental crisis through creative theological engagement with philosophy, the sciences, and the arts.
- To critically appreciate, synthesize, and systematize the contributions to ecotheology from women and global south perspectives.

10. **Learning outcomes:**

Knowledge and Skills

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

1. Demonstrate complex comprehension of major features of the ecological crisis at local, national, and global levels. [A3, B4]
2. Show familiarity with established and cutting-edge major themes, approaches, and methodologies in ecotheology scholarship and problematize theological contributions to the origins of the ecological crisis. [A3, B4, B5]
3. Demonstrate complex comprehension of key passages of Scripture, debated in ecotheology. [A3, B3, B4]
4. Critically engage debates in Christian doctrine that can creatively contribute to ecological care and reversing ecological devastation. [A3, A4, B3]
5. Creatively and critically assess a broad range of Christian responses to the ecological crisis, including especially various distinctive and under-represented contributions from global south, feminist and womanist, decolonial, and indigenous theologies. [A4, B3, B5]

11. **Syllabus:**

Scarcely a day goes past without a news item regarding the environmental challenges faced by the world from unprecedented floods in Pakistan, heatwaves in Europe during summer 2022, the diminishing of both plant and animal species, rising sea levels and the retreating polar ice caps to name just a few. Direct action in the UK from groups such as Extinction Rebellion, Just Stop Oil and groups such as these in other parts of the world have given voice to the concern that many have over the environmental challenges being faced by the world.

Christianity has played an important role throughout this history, both in funding ideas that creation exists to serve humanity that contribute to this ecological devastation and in motivating activism to preserve and care for non-human creation. This module affords students the opportunity to explore Christian responses to the environmental crisis. Students will learn about current analysis of the ecological crisis, including local, national, and global assessments, alongside theological responses to this crisis. This module will particularly highlight the contributions of minority groups and perspectives to ecotheology conversations, emphasizing the complexity of ecological devastation and its profound impact on minority communities. This includes feminist and womanist perspective, indigenous Christian theologians, and global south Christian responses. Students will also develop a suite of theological tools in conversation with philosophy, the sciences, and the arts to offer their own reflections on ecological devastation, which they will communicate through creative means of mock-podcast conversations and artistic expressions.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, advanced critical evaluation, logical reasoning, sustained and creative argumentation, imaginative and self-reflective problem-solving, evidence-gathering, lucid and creative presentation, and exposition. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations about theology and care for the created order. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:
☒ On-campus/Mixed modeMixed mode
☒ Distance Education

13. **Assessment scheme:**

a. **Formative assessment scheme**

Training on how to write and record a podcast script.

b. **Summative assessment scheme**

Task: Portfolio – Art Piece + Theological Reflection				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Art Piece + 1,500-word theological reflection including footnotes*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task: Portfolio – Podcast Recording				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50100%	*25-minute recorded podcast with transcript,*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student*

			bibliography, and footnotes discussing a key debate in ecotheology		*☐ Yes – group approval* *☐ Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☒ an overall aggregate of grade 40
☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component
NB 40 equates to 16 on Middlesex University's 20-point scale.

	Seen examination	0%
	Unseen examination	%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials**	
	Essential	Deane-Drummond, Celia, *A Primer in Ecotheology: Theology for a Fragile Earth.* Cascade, 2017. (Esp. Chapter 2: 'Ecological Biblical Hermeneutics'). Eugene, Or.: Cascade, 2017. (eBook) Horrell, David G., Cheryl Hunt, Christopher Southgate, Francesa Stavrakopolou (Eds), *Ecological Hermeneutics: Biblical, Historical and Theological Perspectives,* London: T & T Clark International, 2020. (eBook) Hughes, Krista E., Dhawn B. Martin & Elaine Padilla (eds), *Ecological Solidarities: Mobilizing Faith and Justice for an Entangled World.* Philadelphia: Pennsylvania State University Press, 2019. (eBook) Reuther, Rosemary Radford, 'Ecology and Theology: Ecojustice at the Center of the Church's Mission', *Interpretation* 65.4 (2011), 354-363. *Open Access Laudato Si' Integral Ecology Collection/Laudato Si' Research Institute (ox.ac.uk)* Brunner, Daniel L., Jennifer L. Butler, A.J. Swoboda, *Introducing Evangelical Ecotheology: Foundations in Scripture, Theology, History and Praxis,* Grand Rapids: Baker Academic, 2014 (eBook) Sandra L. Richter, *Stewards of Eden: What Scripture Says About the Environment and Why It Matters.* Grand Rapids: Zondervan, 2020. A. J. Swoboda, *Blood Cries Out: Pentecostals, Ecology, and the Groans of Creation (Pentecostals, Peacemaking, and Social Justice Book 8)*. Eugene, Or: Pickwick, 2015.
	Recommended -	*Marlow, Hilary & Mark Harris (eds), The Oxford Handbook of the Bible and Ecology, Oxford: OUP, 2022. (eBook)* Douglas J. Moo & Jonathan A. Moo, *Creation Care: A Biblical Theology of the Natural World (Biblical Theology for Life).* Grand Rapids: Zondervan, 2018. *Slattery, John P. (Ed), T & T Clark Handbook of Christian Theology and Modern Sciences, London: T & T Clark, 2020 (eBook).*

Items 17 and 18 are collected for LST purposes (as well as for MDX University information):

17. **UNISTATS – assessment**

Please indicate summary of the following assessment types #:

COURSEWORK	100%
EXAM	0%
PRACTICAL	0%

18. **UNISTATS – learning and teaching**

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

Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A
Online Delivery							
2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20. **Timetabling information:**

a. Please indicate which teaching activities will be offered in this module*:

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

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

Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology

TL6106 Women, Gender, and the Bible

1.	**Module code:**	TL6106
2.	**Title:**	Women, Gender, and the Bible
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Start term:**	On-campus and Online: Semester 1
6.	**Module leader:**	Andy Everhart
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

- To explore and gains systematic understanding of key exegetical debates on women, gender, and the image of God across a range of perspectives and assess critically the voices of women in the Bible within the culture-specific circumstances of their experiences.
- To apply creative and critical analysis to contemporary question about women, gender, and the Bible, including concerns about domestic violence, systemic sexism, gender roles, and gender identity.
- To critically appreciate and systematically incorporate important theological trends which respond to contemporary concerns of sexism, violence against women, and marginalization, including womanist and feminist theology, gender studies, and complementarian-egalitarian debates.
- To critically evaluate and problematize the white, western male paradigm that has historically, silenced the contribution of women to the theological disciplines.
- To critically appreciate and systematically incorporate the contributions of women to the theological disciplines in broader theological discussion.

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to:

1. Engage cutting-edge scholarship on key exegetical debates about women, gender roles and identity, female liberation, and the image of God. [A3, B3, B4]
2. Demonstrate mature understanding of key theological movements highlighting the perspectives of women, including feminist, womanist, egalitarian, and queer theologies, while applying creative and critical analysis to their respective contributions. [A4, B5]
3. Creatively and critically respond to pressing issues facing women in the Church and society today, including violence, marginalization, silencing, and institutional sexism. [A3, B4, B5]
4. Critically appreciate and systematically incorporate the contributions of women to theological disciplines that challenge the white, western male hegemony that has often marginalized the contributions of women to the theological disciplines. [A3, A4, B5]

11. **Syllabus:**

This module has arisen from the recognition that, historically, the voices of women in the Bible and the experiences of those women have been silenced within much biblical interpretation, church history and the contemporary world. The Bible has many stories in which women are the prime human actors and yet much of the historical-critical and hermeneutical methods within Church history has not allowed these to be heard. Even today, churches struggle to understand clearly the role that women play in the Bible and to clearly articulate their theological positions on the role that women should play in the life of the Church.

This module thus explores difficult questions facing the Church and secular society around the roles of women, gender, and sexism today. Students will explore the historic and contemporary use of the Bible in confronting these issues, as

well as learn about the history of violence, silence, and marginalization women have experienced in Christian churches and broader society. Students will be equipped with further integrative theological tools to reflect compassionately and carefully about how Christians should respond to a range of contemporary issues, including domestic abuse of women, systemic sexism in institutions of higher learning, configurations of gender roles, and portrayals of women in popular culture. Students will be given the opportunity to explore a range of perspectives on these topics, such as feminist and womanist theologies, debates about complementarianism and egalitarianism, and queer theologies, while applying their interdisciplinary learning in creative and sensitive ways to this important topic.

12. **Learning and teaching strategy:**

Students will be introduced to a variety of learning activities aimed at developing key skills of interpretation, advanced critical evaluation, logical reasoning, sustained and creative argumentation, imaginative and self-reflective problem-solving, evidence-gathering, lucid and creative presentation, and exposition. Acquisition and development of these skills will in turn facilitate students' theological engagement with contemporary interdisciplinary conversations surrounding the contributions, roles, and treatment of women in the Bible, the Church, and society. Students may choose to study this module either on-campus, through online distance education, or through a mixed mode pattern of learning that combines elements of both. ***On-site* learning** will occur in a cohort within a timetable and will be based around lectures and in-class discussions of select readings. In this mode, emphasis will be placed on classroom engagement from students to develop relevant transferable skills. ***Distance education*** will take place through the School's Virtual Learning Environment (VLE), will be self-paced within a timetabled cohort, and will be focused on digital course materials, pre-recorded lectures, guided readings (including e-books, articles and other online materials), together with online discussion forums/activities in which students will interact with one other, and in which the tutor will develop students' skills and knowledge. ***On-site, Mixed modeMixed mode and Distance*** students alike will have opportunities for guided and independent study. Students will be expected to engage in independent library research and written assignments, as well as in other creative, in-class/VLE activities and modes of assessment. All students will be supported in their learning by the tools and resources available on LST's VLE.

Delivery method:

☒ On-campus/Mixed modeMixed mode

☒ Distance Education

13. **Assessment scheme:**

(a) **Formative assessment scheme**

Submission of an essay plan

(b) **Summative assessment scheme**

Task: Essay				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*4,000 words including footnotes but not title page or bibliography*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

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

☒ an overall aggregate of grade 40

	☐ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component ☐ an overall aggregate of grade 40 with a minimum of grade 35 in each assessment component ☐ an overall aggregate of grade 40 with a minimum of grade of 30 in each assessment component *NB 40 equates to 16 on Middlesex University's 20-point scale.*	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials** Essential -

18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	Onsite: 40 hours Distance: 0 hours
	Placement Activity (e.g. placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	Onsite: N/A Distance: N/A
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	Onsite: 160 hours Distance: 200 hours

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

On-Campus Delivery

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
2025-26	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2026-27	1, 2 & 3	All	October	April /May	30	Northwood	N/A
2027-28	1, 2 & 3	All	October	April/May	30	Northwood	N/A
2028-29	1, 2 & 3	All	October	April/May	30	Northwood	N/A

Online Delivery

2025-26	1 & 2	All	October	April/May	30	Northwood	N/A
2026-27	1 & 2	All	October	April /May	30	Northwood	N/A
2027-28	1 & 2	All	October	April/May	30	Northwood	N/A
2028-29	1 & 2	All	October	April/May	30	Northwood	N/A

20. **Timetabling information:**

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

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

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V779	BA (Hons) Theology & Liberal Arts	Optional
600V780	BA (Hons) Theology & Liberal Arts (DE)	Optional

Validated collaborative partner (if applicable):
London School of Theology