Theology Programme Specification &

Module Narratives 2026–2027

The following programmes are validated by Middlesex University, London,

School of Health, Social Care and Education:

BA (Hons) Theology

Dip HE Theology

Cert HE Theology

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Appendix 1: Programme Specification

Certificate of Higher Education Theology

1. Programme title	Cert HE Theology
2. Awarding institution	Middlesex University
3a. Teaching institution	London School of Theology
3b. Language of Study	English
4a. Valid intake dates	October
4b. Mode of study	Full Time (1 Year) or Part Time (2 years)
4c. Delivery method	On-campus or Distance Education / Online or Mixed mode
5. Details of accreditation by professional/statutory/regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Cert HE
8. Year effective from	2025-26

9. Criteria for admission to the programme

The programme uses the University'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.

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).

10. Aims of the programme

The programme aims to:

1. Foster an introductory understanding of the Bible, Christian theology, thought, history, mission and traditions at an advanced level, and to relate this knowledge relevantly, widely and practically to the Church and contemporary society.
2. Develop academic, theological, biblical and practical skills to enable engagement with and serve society, church and the academy.
3. Facilitate personal spiritual growth and maturity and to develop understanding of the Christian faith in a global context.
4. Encourage students to integrate their knowledge and skills in a range of areas in order to equip them for lifelong reflective learning and practice.

11. Programme outcomes

A. Knowledge and understanding On completion of this programme the successful student will have acquired basic knowledge and comprehension of: 1. The Christian Scriptures, theology, heritage and tradition, and key concepts in the core disciplines of biblical studies and historical, systematic and practical theology. 2. Various critical methods and theories for the analysis and interpretation of and theological reflection on the Christian Scriptures and tradition. 3. Relevance of evangelical theology and practices in relation to various contemporary and global contexts. 4. A variety of approaches to the understanding of personal growth, character education and spiritual formation in relation to moral value systems.	**Teaching/learning methods** Students gain knowledge and understanding through: 1. Lectures, presentations, seminars and discussions 2. Forum discussions and other online activities on our Virtual Learning Environment (VLE) 3. Guided and independent reading, preparation and study 4. Workplace placements **Assessment methods** Students' knowledge and understanding is assessed by: 1. Essays, portfolios, exams and tests 2. Written reflections and oral presentations 3. Forum discussions
B. Skills On completion of the programme the successful student will demonstrate abilities to: 1. Analyse and interpret primary and secondary sources and data in relation to ancient and contemporary contexts. 2. Integrate the different theological and associated disciplines studied. 3. Engage empathically with different views and people who hold them. 4. Relate theological understanding in relevant ways to one's own life and the lives of others in church and society. 5. Continue to grow and develop spiritually as a person in relation to others and society. 6. Organise their own learning and engage in problem solving. 7. Communicate knowledge and skills clearly in oral, written and electronic forms. 8. Use computer technology and social/digital media to access material and information.	**Teaching/learning methods** Students learn skills through 1. Placements and field trips 2. Skills taught and modelled in lectures and in online module materials 3. Engagements with assessment tasks 4. Individual reading and theological reflection 5. Seminars, presentations and discussions 6. Videos and other multimedia input **Assessment methods** Students' skills are assessed by 1. Essays, portfolios, exams and tests 2. Written reflections and oral presentations 3. Placement supervisors' feedback

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

The Cert HE Theology integrates throughout the programme three complementary strands of theological thinking: Biblical Studies; Christian History, Doctrine and Theology; and Christian Life, Ministry and Mission in Contemporary Society. The programme is studied full-time over 1 year or part-time over 2 years. Study is undertaken at one Level. The certificate award requires achievement of 120 credits at Level 4.

Compulsory modules ensure that all students have a secure grounding in core features of all three theological strands.

12.2 Levels and modules		
Level 4		
COMPULSORY	**OPTIONAL**	**PROGRESSION REQUIREMENTS**
Students must take **all** of the following 11 10-credit modules (Total = 110 credits): TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament TH4003 Old Testament Texts TH4005 Introduction to Doctrine TH4006 Introduction to Theology TH4007 God and Creation TH4008 Faith in Time TH4009 Global Christianity TH4010 Key Christian Thinkers TH4011 Spiritual Theology 1 TH4012 Practical Placement 1	Students must take **one** of the following 10-credit optional modules: TH4013 New Testament Greek Introduction 1 (iv) OR TH4003 New Testament Texts	120 Credits

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
N/A	N/A

13. Curriculum map

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed

Programme learning outcomes

Knowledge and understanding		**Skills**	
A1	The Christian Scriptures, theology, heritage and tradition, and key concepts in the core disciplines of biblical studies and historical, systematic and practical theology.	**B1**	Analyse and interpret primary and secondary sources and data in relation to ancient and contemporary contexts.
A2	Various critical methods and theories for the analysis and interpretation of and theological reflection on the Christian Scriptures and tradition.	**B2**	Integrate the different theological and associated disciplines studied.
A3	Relevance of evangelical theology and practices in relation to various contemporary and global contexts.	**B3**	Engage empathically with different views and people who hold them.
A4	A variety of approaches to the understanding of personal growth, character education and spiritual formation in relation to moral value systems.	**B4**	Relate theological understanding in relevant ways to one's own life and the lives of others in church and society.
		B5	Continue to grow and develop spiritually as a person in relation to others and society.
		B6	Organise their own learning and engage in problem solving.

		B7	Communicate knowledge and skills clearly in oral, written and electronic forms.
		B8	Use computer technology and social/digital media to access material and information.

Highest Level	**A1**	**A2**	**A3**	**A4**				
Level 4	4	4	4	4				
Highest Level	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**
Level 4	4	4	4	4	4	4	4	4

LEVEL 4 Module	**Code**	**Programme Outcomes**											
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8
Introduction to the New Testament	TH4001	x	x	x	x	x	x	x	x	x	x	x	X
Introduction to the Old Testament	TH4002	x	x	x		x	x	x			x	x	X
New Testament Texts	TH4003	x	x	x	x	x	x	x	x	x	x	x	X
Old Testament Texts	TH4004	x		x	x	x	x	x	x	x		x	X
Introduction to Doctrine	TH4005	x	x	x		x	x	x			x	x	X
Introduction to Theology	TH4006	x	x	x		x	x	x		x	x	x	X
God and Creation	TH4007	x	x	x	x	x	x	x	x			x	X
Faith in Time	TH4008	x	x	x		x	x	x	x	x	x	x	X
Global Christianity	TH4009		x	x		x	x	x	x		x	x	X
Key Christian Thinkers	TH4010	x	x	x		x	x	x	x	x	x	x	X
Spiritual Theology 1	TH4011	x		x	x	x		x	x	x	x	x	X
Practical Placement 1	TH4012	x		x	x	x	x	x	x		x	x	X
New Testament Greek Introduction 1 (iv)	TH4013	x				x		x	x	x	x	x	X

14. Information about assessment regulations

LST uses a 0-100 marking system for assessed work.

15. Placement opportunities, requirements and support (if applicable)

All students undertake a supervised placement during Level 4 (TH4012 Placement 1). 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. 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, regular communications, mid-year assessment and 1-1

interviews. Placement supervisors are supported with initial training, seminars, regular communications and 1-1 meetings when necessary.

16. Future careers (if applicable)

The Cert HE programme provides provision for future progression for further academic study in theology, biblical studies, theology and liberal arts, and related disciplines; by developing understanding and skills applicable to local church ministry both within the UK and internationally; and by gaining deeper biblical and theological understanding relevant to a broad variety of careers in para-church or professional contexts.

17. Particular support for learning (if applicable)

Students with disabilities are welcome at LST. Students with any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) are invited to contact the School's Equality, Diversity & Disability Adviser in order to obtain information about special educational provision. It is important to make such needs known at the earliest opportunity, to ensure that due provision is made. Please see Critical Review Document for further information on Access and Participation.

18. JACS code (or other relevant coding system)	V600
19. Relevant QAA subject benchmark group(s)	Theology & Religious Studies

20. Reference points

QAA Framework for Higher Education Qualifications
QAA Code of Practice
Middlesex University Learning and Quality Enhancement Handbook
London School of Theology academic policies and procedures

Diploma of Higher Education Theology

1. Programme title	Dip HE Theology
2. Awarding institution	Middlesex University
3a. Teaching institution	London School of Theology
3b. Language of Study	English
4a. Valid intake dates	October
4b. Mode of study	Full Time (2 Years) or Part Time (4 years)
4c. Delivery method	On-campus or Online or Mixed mode
5. Details of accreditation by professional/statutory/regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Cert HE, Dip HE
8. Year effective from	2025-2026

9. Criteria for admission to the programme

The programme uses the University's standard entrance requirements which is 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.

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

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).

10. Aims of the programme

The programme aims to:

1. Foster a critical understanding of the Bible, Christian theology, thought, history, mission and traditions at an advanced level, and to relate this knowledge relevantly, widely and practically to the Church and contemporary society.
2. Develop academic, theological, biblical and practical skills to enable engagement with and serve society, church and the academy.
3. Facilitate personal spiritual growth and maturity and to develop and deepen understanding of the Christian faith in a global context.
4. Encourage students to critically integrate their knowledge and skills in a wide range of areas in order to equip them for lifelong reflective learning and practice

11. Programme outcomes

A. Knowledge and understanding On completion of this programme the successful student will have acquired knowledge and comprehension that will facilitate analysis and evaluation of: 1. The Christian Scriptures, theology, heritage and tradition, and key concepts in the core disciplines of biblical studies and historical, systematic and practical theology. 2. Various critical methods and theories for the analysis and interpretation of and theological reflection on the Christian Scriptures and tradition. 3. Relevance of evangelical theology and practices in relation to various contemporary and global contexts. 4. A variety of approaches to the understanding of personal growth, character education and spiritual formation in relation to moral value systems.	**Teaching/learning methods** Students gain knowledge and understanding through: 1. Lectures, presentations, seminars and discussions 2. Forum discussions and other online activities on our Virtual Learning Environment (VLE) 3. Guided and independent reading, preparation and study 4. Workplace placements **Assessment methods** Students' knowledge and understanding is assessed by: 1. Essays, portfolios, exams and tests 2. Written reflections and oral presentations 3. Forum discussions
B. Skills On completion of the programme the successful student will demonstrate abilities to: 1. Use appropriate methods and approaches to analyse and interpret primary and secondary sources and data in relation to ancient and contemporary contexts. 2. Integrate the different theological and associated disciplines studied in a critically-aware way. 3. Engage and evaluate different views and opinions to determine and support their own theologically aware conclusions. 4. Relate theological understanding in relevant ways to one's own life and the lives of others in church and society. 5. Continue to grow and develop spiritually as a person in relation to others and society. 6. Organise learning to acquire and relate knowledge to new situations and engage creatively, both independently and in collaboration with others, in problem solving. 7. Communicate knowledge and skills clearly and effectively in oral, written and electronic forms. 8. Identify and use computer technology and social/digital media effectively to access and communicate material and information.	**Teaching/learning methods** Students learn skills through 1. Placements and field trips 2. Skills taught and modelled in lectures and in online module materials 3. Engagements with assessment tasks 4. Individual reading and theological reflection 5. Seminars, presentations and discussions 6. Videos and other multimedia input **Assessment methods** Students' skills are assessed by 1. Essays, portfolios, exams and tests 2. Written reflections and oral presentations 3. Placement supervisors' feedback

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

The Dip HE Theology integrates throughout the programme three complementary strands of theological thinking: Biblical Studies; Christian History, Doctrine and Theology; and Christian Life, Ministry and Mission in Contemporary Society. The programme is studied full-time over 2 years or part-time over 4 years. Study is undertaken at 2 Levels. The diploma award requires achievement of 240 credits consisting of 120 credits at each of Levels 4 and 5. Students may enter directly into Level 5 or be exempted from part of Level 4 with appropriate prior learning and/or experience. Students may exit after successfully completing Level 4 with CertHE or after successfully completing Level 5 with DipHE.

Compulsory modules ensure that all students have a secure grounding in core critical features of all three theological strands, while optional modules provide students with the opportunity to enhance their studies within one or more of the theological strands. The programme is designed to enable students to progressively specialise in areas of specific interest and take increasing responsibility for their own learning. Hence the decrease in compulsory credits from 120 at Level 4, to 80 at Level 5. Levels 4 and 5 include a compulsory module that includes practical experience and placements.

12.2 Levels and modules

Level 4

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take **all** of the following 11 10-credit modules (Total = 110 credits): TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament TH4003 Old Testament Texts TH4005 Introduction to Doctrine TH4006 Introduction to Theology TH4007 God and Creation TH4008 Faith in Time TH4009 Global Christianity TH4010 Key Christian Thinkers TH4011 Spiritual Theology 1 TH4012 Practical Placement 1	Students must take one of the following 10-credit optional modules: TH4013 New Testament Greek Introduction 1 (iv) OR TH4003 New Testament Texts	120 Credits

Level 5

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take **all** of the following modules (Total = 80 credits): TH5129 Biblical Studies – Genesis, Prophets and the Gospels (20 credits) TH5003 Scripture, Exegesis and Hermeneutics (10 credits) TH5004 Person and Work of Christ (10 credits)	Students must also choose **four** from the following 10 credit modules (40 credits): TH5123 Pauline Studies TH5128 From Exodus to Exile TH5112 Old Testament Hebrew 1 TH5006 Apologetics TH5114 Theology of Worship 2 TH5115 Preaching	120 Credits

TH5005 Relational Theology (10 credits) TH5007 Spiritual Theology 2 (10 credits) TH5008 Practical Placement 2 (10 credits) TH5113 Sin, Grace & Eschatology (10 credits)	TH5116 Pastoral Care TH5125 Character and Virtue Education TH5117 World Religions TH5126 Theology and Sociology TH5118 Evangelism in the UK TH5119 Innovation in Youth Ministry: Principles and Practice TH5109 Biblical Texts TH5121 New Testament Greek Introduction 1 (v) TH5122 New Testament Greek Introduction 2 TH5127 New Testament Greek Texts	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	**Module code**
Level 5	N/A

13. Curriculum map

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed

Programme learning outcomes

Knowledge and understanding		**Cognitive skills**	
A1	The Christian Scriptures, theology, heritage and tradition, and key concepts in the core disciplines of biblical studies and historical, systematic and practical theology.	**B1**	Use appropriate methods and approaches to analyse and interpret primary and secondary sources and data in relation to ancient and contemporary contexts.
A2	Various critical methods and theories for the analysis and interpretation of and theological reflection on the Christian Scriptures and tradition.	**B2**	Integrate the different theological and associated disciplines studied in a critically-aware way.
A3	Relevance of evangelical theology and practices in relation to various contemporary and global contexts.	**B3**	Engage and evaluate different views and opinions to determine and support their own theologically aware conclusions.
A4	A variety of approaches to the understanding of personal growth, character education and spiritual formation in relation to moral value systems.	**B4**	Relate theological understanding in relevant ways to one's own life and the lives of others in church and society.
		B5	Continue to grow and develop spiritually as a person in relation to others and society.
		B6	Organise learning to acquire and relate knowledge to new situations and engage creatively, both independently and in collaboration with others, in problem solving.
		B7	Communicate knowledge and skills clearly and effectively in oral, written and electronic forms.

		B8	Identify and use computer technology and social/digital media effectively to access and communicate material and information.

Highest Level	**A1**	**A2**	**A3**	**A4**				
Level 4	4	4	4	4				
Level 5	5	5	5	5				
Highest Level	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**
Level 4	4	4	4	4	4	4	4	4
Level 5	5	5	5	5	5	5	5	5

LEVEL 4 Module	Code	Programme Outcomes											
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8
Introduction to the New Testament	TH4001	x	X	x	x	x	x	x	x	x	x	x	x
Introduction to the Old Testament	TH4002	x	X	x		x	x	x			x	x	x
New Testament Texts	TH4003	x	X	x	x	x	x	x	x	x	x	x	x
Old Testament Texts	TH4004	x		x	x	x	x	x	x	x		x	x
Introduction to Doctrine	TH4005	x	X	x		x	x	x			x	x	x
Introduction to Theology	TH4006	x	X	x		x	x	x		x	x	x	x
God and Creation	TH4007	x	X	x	x	x	x	x	x			x	x
Faith in Time	TH4008	x	X	x		x	x	x	x	x	x	x	x
Global Christianity	TH4009		X	x		x	x	x	x		x	x	x
Key Christian Thinkers	TH4010	x	X	x		x	x	x	x	x	x	x	x
Spiritual Theology 1	TH4011	x		x	x	x		x	x	x	x	x	x
Practical Placement 1	TH4012	x		x	x	x	x	x	x		x	x	x
NT Greek Introduction 1 (iv)	TH4013	x				x		x	x	x	x	x	x

LEVEL 5 Module	Code	Programme Outcomes											
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8
Biblical Studies – Genesis, the Prophets and the Gospels	TH5129	x	x	x	x	x		x	x	x	x	x	x
Scripture, Exe. & Herm.	TH5003	x	X	x		x	x	x	x	x	x	x	x
Person & Work of Christ	TH5004	x	X	x		x	x	x	x	x	x	x	
Relational Theology	TH5005		X	x		x	x	x	x	x	x	x	x
Apologetics	TH5006	x	X	x		x	x	x	x		x	x	x
Spiritual Theology 2	TH5007	x		x	x		x	x	x	x	x	x	x
Practical Placement 2	TH5008	x	X	x	x	x	x	x	x	x	x	x	x
Biblical Texts	TH5109	x				x	x	x	x	x	x	x	x
New Testament Greek Introduction 1 (v)	TH5121	x				x		x	x	x	x	x	x
New Testament Greek Introduction 2	TH5122	x				x	x	x	x	x	x	x	x
Old Testament Hebrew 1	TH5112	x	X			x	x	x		x	x	x	x
Sin, Grace & Eschatology	TH5113	x	X	x	x	x	x	x	x	x	x	x	x
Theology of Worship 2	TH5114	x	X	x	x	x	x	x	x	x	x	x	x
Preaching	TH5115	x		x	x	x	x	x	x	x	x	x	x
Pastoral Care	TH5116	x		x	x	x	x	x	x	x	x	x	x
World Religions	TH5117		X	x		x	x	x	x	x	x	x	x
Evangelism in the UK	TH5118	x	X	x	x				x		x	x	x
Innovation in Youth Ministry: Principles and Practice	TH5119	x	X	x	x	x	x	x	x		x	x	x
Pauline Studies	TH5123	x	X	x	x	x		x	x	x	x	x	x
Character and Virtue Education	TH5125				x				x	x			
New Testament Greek Texts	TH5127	x	X		x	x	x	x	x	x	x	x	x
Theology and Sociology	TH5126	x			x	x	x		x		x	x	x
From Exodus to Exile	TH5128		X	X	X		X	X	X	X		X	

14. Information about assessment regulations
LST uses a 0-100 marking system for assessed work.

15. Placement opportunities, requirements and support (if applicable)

All students undertake a supervised placement during Level 4 (TH4012 Placement 1) and Level 5 (TH5008 Placement 2). Placements are overseen by LST's Vocational Services. Details relating to placement identification, organisation, supervision and ongoing support can be found on LST's VLE. 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, regular communications, mid-year assessment and 1-1 interviews. Placement supervisors are supported with initial training, seminars, regular communications and 1-1 meetings when necessary.

16. Future careers (if applicable)

The Dip HE programme provides excellent preparation for further academic study in theology, biblical studies, theology and liberal arts, and related disciplines; by developing understanding and skills applicable to local church ministry both within the UK and internationally; and by gaining deeper biblical and theological understanding relevant to a broad number of careers in para-church or professional contexts.

17. Particular support for learning (if applicable)

Students with disabilities are welcome at LST. Students with any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) are invited to contact the School's Disability Officer in order to obtain information about special educational provision. It is important to make such needs known at the earliest opportunity, to ensure that due provision is made.

18. JACS code (or other relevant coding system)	V600
19. Relevant QAA subject benchmark group(s)	Theology & Religious Studies

20. Reference points

QAA Framework for Higher Education Qualifications
QAA Code of Practice
Middlesex University Learning and Quality Enhancement Handbook
London School of Theology Academic Policies

21. Other information

Graduates of the School now serve widely around the world in positions of Christian leadership, including a significant number at senior levels.

External Examiners' reports consistently commend the high quality of the School's teaching and learning, and particularly the quality of feedback given to students.

BA (Hons) Theology

1. Programme title	BA (Hons) Theology
2. Awarding institution	Middlesex University
3a. Teaching institution	London School of Theology
3b. Language of Study	English
4a. Valid intake dates	October
4b. Mode of study	Full Time (3 Years) or Part-Time (6 years)
4c. Delivery method	On-campus; Distance Education / Online or Mixed mode
5. Details of accreditation by professional/statutory/regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Cert HE, Dip HE, BA Ordinary Degree in Higher Education, BA (Hons),
8. Year effective from	2025-26

9. Criteria for admission to the programme

The programme uses the University's standard entrance requirements which is 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.

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

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).

10. Aims of the programme

The programme aims to:

1. Foster a critical and synthetic understanding of the Bible, Christian theology, thought, history, mission and traditions at an advanced level, and to relate this knowledge relevantly, widely and practically to the Church and contemporary society.
2. Develop academic, theological, biblical and practical skills at an advanced level to enable engagement with and serve society, church and the academy.
3. Facilitate personal spiritual growth and maturity and to develop and deepen understanding of the Christian faith in a global context.
4. Encourage students to critically and synthetically integrate their knowledge and skills in a wide range of areas in order to equip them for lifelong reflective learning and practice

11. Programme outcomes	
A. Knowledge and understanding	**Teaching/learning methods** Students gain knowledge and understanding through:

On completion of this programme the successful student will have analytical and critical knowledge and understanding of: 1. The Christian Scriptures, theology, heritage and tradition, and key concepts in the core disciplines of biblical studies and historical, systematic and practical theology. 2. Various critical methods and theories for the analysis and interpretation of and theological reflection on the Christian Scriptures and tradition. 3. Relevance of evangelical theology and practices in relation to various contemporary and global contexts. 4. A variety of approaches to the understanding of personal growth, character education and spiritual formation in relation to moral value systems.	1. Lectures, presentations, seminars and discussions 2. Forum discussions and other online activities on our Virtual Learning Environment (VLE) 3. Guided and independent reading, preparation and study 4. Workplace placements **Assessment methods** Students' knowledge and understanding is assessed by: 1. Essays, portfolios, exams and tests 2. Written reflections and oral presentations 3. Forum discussions
B. Skills On completion of the programme the successful student will demonstrate abilities to: 1. Use appropriate methods and approaches to critically analyse and interpret primary and secondary sources and data in relation to ancient and contemporary contexts. 2. Integrate the different theological and associated disciplines studied in a synthetic and critical way. 3. Engage and evaluate different views and opinions to determine and support independent conclusions. 4. Relate theological understanding in relevant ways to one's own life and the lives of others in church and society. 5. Evidence ability to sustain and develop spiritually as a person in relation to others and society. 6. Organise learning to acquire and relate knowledge to new situations and engage creatively, both independently and in collaboration with others, in complex problem solving. 7. Communicate complex knowledge and skills clearly and effectively in oral, written and electronic forms. 8. Identify and use computer technology and social/digital media effectively to access, process and communicate material, resources and information.	**Teaching/learning methods** Students learn skills through 1. Placements and field trips 2. Skills taught and modelled in lectures and in online module materials 3. Engagements with assessment tasks 4. Individual reading and theological reflection 5. Seminars, presentations and discussions 6. Videos and other multimedia input **Assessment methods** Students' skills are assessed by 1. Essays, portfolios, exams and tests 2. Written reflections and oral presentations 3. Placement supervisors' feedback

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

The BA (Honours) Theology integrates throughout the programme three complementary strands of theological thinking: Biblical Studies; Christian History, Doctrine and Theology; and Christian Life, Ministry and Mission in Contemporary Society. The programme is studied full-time over 3 years or part-time over 6 years. Study is undertaken at 3 Levels. The degree award requires achievement of 360 credits consisting of 120 credits at each of Levels 4, 5 and 6. Students may enter directly into Level 5 or Level 6 or be exempted from part of Level 4 with

appropriate prior learning and/or experience. Students may exit after successfully completing Level 4 with CertHE or after successfully completing Level 5 with DipHE.

Compulsory modules ensure that all students have a secure grounding in core critical features of all three theological strands, while optional modules provide students with the opportunity to enhance their studies within one or more of the theological strands. The programme is designed to enable students to progressively specialise in areas of specific interest and take increasing responsibility for their own learning. Hence the progressive decrease in compulsory credits from 120 at Level 4, through 80 at Level 5 to 40–60 at Level 6. Increased specialisation culminates in the 20 or 40 credit Integrative Theology Project at Level 6, that allows students to select their own topic and prepares the ground for dissertation-based study at M Level. Levels 4 and 5 include a compulsory module that includes practical experience and placements.

A student registered for the BA Honours degree who has failed to achieve Third Class Honours may be recommended for the award of the Ordinary degree if the students weighted average for Level's 5 & 6 is 35 or more (after re-assessments), and the student has passed at least 300 credits of modules, of which 60 credits must be Level 6.

12.2 Levels and modules

Level 4

COMPULSORY	**OPTIONAL**	**PROGRESSION REQUIREMENTS**
Students must take **all** of the following 11 10-credit modules (Total = 110 credits): TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament TH4003 Old Testament Texts TH4005 Introduction to Doctrine TH4006 Introduction to Theology TH4007 God and Creation TH4008 Faith in Time TH4009 Global Christianity TH4010 Key Christian Thinkers TH4011 Spiritual Theology 1 TH4012 Practical Placement 1	Students must take one of the following 10-credit optional modules: TH4013 New Testament Greek Introduction 1 (iv) OR TH4003 New Testament Texts	120 Credits

Level 5

COMPULSORY	**OPTIONAL**	**PROGRESSION REQUIREMENTS**
Students must take **all** of the following modules (80 credits): TH5123 Biblical Studies – Genesis, the Prophets, and the Gospels (20-credits) TH5003 Scripture, Exegesis and Hermeneutics (10-credits)	Students must also choose **four** from the following 10 credit modules (40 credits): TH5123 Pauline Studies TH5128 From Exodus to Exile TH5112 Old Testament Hebrew 1 TH5006 Apologetics	120 Credits

TH5004 Person & Work of Christ (10-credits) TH5005 Relational Theology (10-credits) TH5007 Spiritual Theology 2 (10-credits) TH5008 Practical Placement 2 (10-credits) TH5113 Sin, Grace & Eschatology (10-credits)	TH5114 Theology of Worship 2 TH5115 Preaching TH5116 Pastoral Care TH5125 Character and Virtue Education TH5117 World Religions TH5126 Theology and Sociology TH5118 Evangelism in the UK TH5119 Innovation in Youth Ministry: Principles and Practice TH5109 Biblical Texts TH5121 New Testament Greek Introduction 1 (v) TH5122 New Testament Greek Introduction 2 TH5127 New Testament Greek Texts	

Level 6		
COMPULSORY	**OPTIONAL**	**PROGRESSION REQUIREMENTS**
*Students are required to complete **either Core A or Core B** and choose either 60 or 80 credits from the Optional Module list.* Core A (total: 40 credits) TH6003 Integrative Project (20 credits) TH6002 The Person and Work of the Holy Spirit (20 credits) OR Core B (total: 60 credits) TH6114 Extended Integrative Project (40 credits) TH6002 The Person and Work of the Holy Spirit (20 credits)	*Students must also choose **three or four** from the following optional modules (60 or 80 credits):* TH6113 New Testament Greek Advanced Texts TH6106 Old Testament Hebrew 2 TH6107 The Modern Church TH6109 Pastoral Leadership in the Church TH6110 Christian Ethics Islam TH6112 Purity and Holiness: Ritual in the Old Testament TH6108 Global Theologies TH6115 Advanced New Testament Texts * *all modules = 20 credits*	120 Credits

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
Level 6	TH6114 Extended Integrative Theology Project (40 credits)

13. Curriculum map

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed

Programme learning outcomes

Knowledge and understanding	**Skills**

A1	The Christian Scriptures, theology, heritage and tradition, and key concepts in the core disciplines of biblical studies and historical, systematic and practical theology.	**B1**	Use appropriate methods and approaches to critically analyse and interpret primary and secondary sources and data in relation to ancient and contemporary contexts.
A2	Various critical methods and theories for the analysis and interpretation of and theological reflection on the Christian Scriptures and tradition.	**B2**	Integrate the different theological and associated disciplines studied in a synthetic and critical way.
A3	Relevance of evangelical theology and practices in relation to various contemporary and global contexts.	**B3**	Engage and evaluate different views and opinions to determine and support independent conclusions.
A4	A variety of approaches to the understanding of personal growth, character education and spiritual formation in relation to moral value systems.	**B4**	Relate theological understanding in relevant ways to one's own life and the lives of others in church and society.
		B5	Evidence ability to sustain and develop spiritually as a person in relation to others and society.
		B6	organise learning to acquire and relate knowledge to new situations and engage creatively, both independently and in collaboration with others, in complex problem solving.
		B7	Communicate complex knowledge and skills clearly and effectively in oral, written and electronic forms.
		B8	Identify and use computer technology and social/digital media effectively to access, process and communicate material, resources and information.

Highest Level	A1	A2	A3	A4				
Level 4	4	4	4	4				
Level 5	5	5	5	5				
Level 6	6	6	6	6				
Highest Level	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**
Level 4	4	4	4	4	4	4	4	4
Level 5	5	5	5	5	5	5	5	5
Level 6	6	6	6	6	6	6	6	6

LEVEL 4 Module	Code	Programme Outcomes											
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8
Introduction to the New Testament	TH4001	x	x	x	x	x	x	x	x	x	x	x	x
Introduction to the Old Testament	TH4002	x	x	x		x	x	x			x	x	x
New Testament Texts	TH4003	x	x	x	x	x	x	x	x	x	x	x	x
Old Testament Texts	TH4004	x		x	x	x	x	x	x	x		x	x
Introduction to Doctrine	TH4005	x	x	x		x	x	x			x	x	X
Introduction to Theology	TH4006	x	x	x		x	x	x		x	x	x	X
God and Creation	TH4007	x	x	x	x	x	x	x	x			x	X
Faith in Time	TH4008	x	x	x		x	x	x	x	x	x	x	X
Global Christianity	TH4009		x	x		x	x	x	x		x	x	X
Key Christian Thinkers	TH4010	x	x	x		x	x	x	x	x	x	x	X
Spiritual Theology 1	TH4011	x		x	x	x		x	x	x	x	x	X
Practical Placement 1	TH4012	x		x	x	x	x	x	x		x	x	X
New Testament Greek Introduction 1 (iv)	TH4013	x				x		x	x	x	x	x	X

LEVEL 5 Module	Code	Programme Outcomes											
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8
Biblical Studies – Genesis, the Prophets and the Gospels	TH5129	x	x	x	x	x		x	x	x	x	x	x
Scripture, Exegesis and Hermeneutics	TH5003	x	x	x		x	x	x	x	x	x	x	x

Person and Work of Christ	TH5004	x	x	x		x	x	x	x	x	x	x	
Relational Theology	TH5005		x	x		x	x	x	x	x	x	x	x
Apologetics	TH5006	x	x	x		x	x	x	x		x	x	x
Spiritual Theology 2	TH5007	x		x	x		x	x	x	x	x	x	x
Practical Placement 2	TH5008	x	x	x	x	x	x	x	x	x	x	x	x
Biblical Texts	TH5109	x				x	x	x	x	x	x	x	x
New Testament Greek Introduction 1 (v)	TH5121	x				x		x	x	x	x	x	x
New Testament Greek Introduction 2	TH5122	x				x	x	x	x	x	x	x	x
Old Testament Hebrew 1	TH5112	x	x			x	x	x		x	x	x	x
Sin, Grace & Eschatology	TH5113	x	x	x	x	x	x	x	x	x	x	x	x
Theology of Worship 2	TH5114	x	x	x	x	x	x	x	x	x	x	x	x
Preaching	TH5115	x		x	x	x	x	x	x	x	x	x	x
Pastoral Care	TH5116	x		x	x	x	x	x	x	x	x	x	x
World Religions	TH5117		x	x		x	x	x	x	x	x	x	x
Evangelism in the UK	TH5118	x	x	x	x				x		x	x	x
Innovation in Youth Ministry: Principles and Practice	TH5119	x	x	x	x	x	x	x	x		x	x	x
Pauline Studies	TH5123	x	x	x	x	x		x	x	x	x	x	x
Character and Virtue Education	TH5125				x		x	x	x	x			
New Testament Greek Texts	TH5127	x	x		x	x	x	x	x	x	x	x	x
Theology and Sociology	TH5126	x			x	x	x		x		x	x	x
From Exodus to Exile	TH5128		x	x	x		x	x	x	x		x	

LEVEL 6 Module	Code	Programme Outcomes											
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8
Key New Testament Texts	TH6001	x		x		x		x	x	x	x	x	x
Advanced New Testament Texts	TH6115	x	x	x	x	x		x	x	x	x	x	x
Person and Work of the Holy Spirit	TH6002	x	x	x		x	x	x	x	x	x	x	x
Integrative Theology Project	TH6003	x	x	x	x	x	x	x	x	x	x	x	x
Extended Integrative Theology Project	TH6114	x	x	x	x	x	x	x	x	x	x	x	x
New Testament Greek Advanced Texts	TH6113	x	x			x	x	x	x	x	x	x	x
Old Testament Hebrew 2	TH6106	x	x			x	x	x	x	x	x	x	x
The Modern Church	TH6107	x	x	x		x	x	x	x	x	x	x	x

Global Theologies	TH6108		x	x		x	x	x	x	x	x	x	x
Pastoral Leadership	TH6109	x		x	x	x	x	x	x	x	x	x	x
Christian Ethics	TH6110	x	x	x	x	x	x	x	x	x	x	x	x
Islam	TH6111		x	x		x	x	x	x	x	x	x	x
Purity and Holiness: Ritual in the Old Testament	TH6112	x	x			x	x	x	x				

14. Information about assessment regulations

LST uses a 0-100 marking system for assessed work.

15. Placement opportunities, requirements and support (if applicable)

All students undertake a supervised placement during Level 4 (TH4012 Placement 1) and Level 5 (TH5008 Placement 2). Placements are overseen by LST's Vocational Services. Details relating to placement identification, organisation, supervision and ongoing support can be found on LST's VLE. 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, regular communications, mid-year assessment and 1-1 interviews. Placement supervisors are supported with initial training, seminars, regular communications and 1-1 meetings when necessary.

16. Future careers (if applicable)

The BA Theology programme provides excellent provision for future progression in a number of inter-related contexts: as preparation for further academic study in theology, biblical studies, theology and liberal arts, and related disciplines; by developing understanding and skills applicable to local church ministry both within the UK and internationally; and by gaining deeper biblical and theological understanding relevant to a broad number of careers in para-church or professional context including religious education.

17. Particular support for learning (if applicable)

Students with disabilities are welcome at LST. Students with any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) are invited to contact the School's Disability Officer in order to obtain information about special educational provision. It is important to make such needs known at the earliest opportunity, to ensure that due provision is made.

18. JACS code (or other relevant coding system)	V600
19. Relevant QAA subject benchmark group(s)	Theology & Religious Studies

20. Reference points

QAA Framework for Higher Education Qualifications
QAA Code of Practice
Middlesex University Learning and Quality Enhancement Handbook
London School of Theology Academic Policies

21. Other information

Graduates of the School now serve widely around the world in positions of Christian leadership, including a significant number at senior levels.

External Examiners' reports consistently commend the high quality of the School's teaching and learning, and particularly the quality of feedback given to students.

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

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

TH4004 OLD TESTAMENT TEXTS

1.	**Module code:**	TH4004
2.	**Title:**	OLD TESTAMENT TEXTS
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 2
6.	**Module leader:**	Rory Balfour
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	TH4002 Introduction to the Old Testament
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To introduce students to biblical content at the level of a whole book unit, enable them to investigate exegetical problems and methods, and address hermeneutical questions regarding the interpretation and application of canonical texts for today. 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 knowledge and understanding the content, historical and cultural contexts and theological perspectives of either one Old Testament book of the Pentateuch or one Old Testament poetic book (A1)
2. assess the use, value and significance of key secondary sources (A1, A3)
3. address exegetical and hermeneutical questions of meaning and application in today's world (A1, A3)

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

4. analyse and interpret the contents, historical and cultural contexts and theological perspectives of either of two Old Testament books (B1, B2, B3, 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 (B3, 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 (B7, B8)

11. **Syllabus:**

An in-depth study of one book of the Pentateuch (e.g., Exodus) and one poetic book (e.g., Psalms) including: literary, historical, cultural, religious and theological contexts; structure and organisation; scholarship and secondary sources; exegesis and interpretation; hermeneutics and application; section-by-section exegetical and hermeneutical analysis of the text. The selection of specific 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.

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

Use of recent critical commentaries such as:

Brown, W. (ed), *The Oxford Handbook of the Psalms* (Oxford: OUP, 2014, e-book)

Brueggemann, W., *The Message of the Psalms: A Theological Commentary* (Minneapolis, MN: Augsburg, 1994)

Bullock, C.H., *Encountering the Book of Psalms: A Literary and Theological Introduction* (Grand Rapids, MI: Baker, 2001)

Recommended

Exodus:

Brueggemann, W, 'The Book of Exodus,' in Keck, L.E. et al. (eds.), *The New Interpreter's Bible, Volume 1* (Nashville, TN: Abingdon, 1994), pp. 676-981

Childs, B.S., *The Book of Exodus: A Critical Theological Commentary (Old Testament Library)* (Philadelphia, PA: Westminster, 1974)

Croatto, J.S., *Exodus: A Hermeneutic of Freedom* (Maryknoll, NY: Orbis, 1979)

Dozeman, T.B., *Exodus* (Grand Rapids, MI: Eerdmans, 2009)

Durham, J.I., *Exodus (Word Bible Commentary)* (Waco, TX: Word, 1987)

Dykstra, L., *Set Them Free: The Other Side of Exodus* (Maryknoll, NY: Orbis, 2002)

Fretheim, T.E., *Exodus* (Louisville, KT: John Knox, 1991)

Meyers, C., *Exodus* (Cambridge: CUP, 2005)

Rosner, B.S & Williamson, P.R. (eds.), *Exploring Exodus. Literary, theological and contemporary approaches* (Nottingham: Apollos, 2008)

Sarna, N.M., Exodus (JPS Torah Commentary) (Philadelphia, PA: Jewish Publication Society, 1991)

Waltzer, M., *Exodus and Revolution* (New York: Basic Books, 1985)

Psalms:

DeClaisse-Walford N., R.A. Jacobson, B. LaNeel Turner (eds), *The Book of Psalms* (NICOT; Grand Rapids; Eerdmans, 2014)

Goldingay, J., *Psalms (Vol.1, Psalms 1-41; Vol.2, Psalms 42-89; Vol.3, Psalms 90-150 (Baker Commentary on the Old Testament: Wisdom and Psalms)* (Grand Rapids, MI: Baker Academic, 2006, 2007, 2008)

Kraus, H.J., *Psalms (Vol.1, Psalms 1-59, Vol.2, Psalms 60-150)* (Minneapolis, MN: Augsburg, 1988, 1989)

Kraus, H. J., *Theology of the Psalms* (Minneapolis, MN: Augsburg, 1986)

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

Mays, J. L., *Psalms* (Louisville, KT: John Knox, 1994)

Miller, P.D. (ed.), *The Psalms and the Life of Faith* (Minneapolis, MN: Fortress, 1995)

Terrien, S., *The Psalms: Strophic Structure and Theological Commentary* (Grand Rapids, MI: Eerdmans, 2003)

	Witvliet, J.D., *The Biblical Psalms in Christian Worship: A Brief Introduction and Guide to Resources* (Cambridge: Eerdmans, 2007)

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

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]

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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

TH4006 INTRODUCTION TO THEOLOGY

1.	**Module code:**	TH4006
2.	**Title:**	INTRODUCTION TO THEOLOGY
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 1 *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 understand key theological elements that constitute an Evangelical Theology, and equip students with a set of theological tools necessary both to undertake the task of Evangelical Theology, and to articulate a coherent personal understanding of what constitutes an Evangelical Theological Method, namely, the priority of Scripture, the place of Tradition and how it operates, the use of Reason, the contribution of Experience, and the dual role of Community in terms of doing theology *coram Deo* as well as an expression of *missio Dei*. To complement related study of Christian thought, mission, heritage, tradition and theology, and of its significance for personal growth and spiritual self-understanding at Level 4, and lay foundations for further study at Levels 5 and 6.

10. **Learning outcomes:**

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

1. identify and explain key challenges in constructing an Evangelical Theology (A2, A3)
2. handle standard methodological resources and tools that constitute the task of Evangelical Theology (A1, A2, A3)

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

3. identify key elements to the discipline of Theology, articulate a theological method with which to engage in the task of Theology, and formulate evaluative judgements regarding their own approach to Theology (B1, B2, B3)
4. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B5, B6, B7)

11. **Syllabus:**

Introduction to Theology will focus on aspects of theological method, specifically identifying the content, the form and the context within which the student's theology will be formed and practiced.

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

Astley, J, Studying God: Doing Theology, London: SCM Press, 2014

Franke J.R., *The Character of Theology* (Grand Rapids, MI: Baker Academic, 2005)

McFarlane, G.W.P., *A Model For Evangelical Theology*, Grand Rapids: Baker Academic, 2020

McIntosh M.A., *Divine Teaching* (Oxford: Blackwell, 2008)

Migliore D.L., *Faith Seeking Understanding* (Grand Rapids, MI: Eerdmans, 2014[3])

Neder, A., *Theology as a Way of Life: On Teaching and Learning the Christian Faith,* Grand Rapids: Baker Academic, 2019

Recommended

Chan S., *Grassroots Asian Theology* (Downers Grove, IL: IVP Academic, 2014)

Gunton C.E. (ed.), *The Cambridge Companion to Christian Doctrine* (Cambridge: Cambridge University Press, 1997)

Jenson RW, Eitel, A, A Theology in Outline. Can These Bones Live?, Oxford: Oxford University Press, 2016.

McGrath, A.E., *Theology: The Basics* (Oxford: Blackwell, 2004)

Thorsen D., *The Wesleyan Quadrilateral* (Lexington, KY: Emeth Press, 2005)

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

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 e*ither* 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*** 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]	
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	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	*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
600V635	Dip HE Theology	core
600V631	Cert HE Theology	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%	*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.

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	*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

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
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.

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:

Presentation (15 min) on agreed topic, given in person or by video).

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Delivery of Presentation*	*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

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) 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:**

<table>
<tr><td></td><td>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.</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>Portfolio (2000 words)</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

Evans, G. (ed.), The Medieval Theologians: An Introduction to Theology in the Medieval Period (Oxford: Blackwell, 2001) [Library]</td></tr>
</table>

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

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.

<table>
<tr><td></td><td colspan="2">

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.
<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

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).</td></tr>
</table>

	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 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	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

TH4012 PRACTICAL PLACEMENT 1

1.	**Module code:**	TH4012
2.	**Title:**	PRACTICAL PLACEMENT 1
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semesters 1 and 2 *Distance:* Semesters 1 and 2
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 the knowledge, skills and spiritual gifts for Christian engagement on a practical level within the context of the local church. The module will put particular emphasis on Christian discipleship and disciple-making and will encourage students to integrate their learning through acquisition and participation with their own personal and spiritual formation as an actual or potential Christian disciple. 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. demonstrate understanding of Christian ministry and in particular that expressed within the context of a local church (A1, A4)
2. articulate some key themes in Christian discipleship and disciple-making, particularly as these are relevant to the local church context (A1, A4)
3. identify and deliver SMART objectives (Specific - Measurable - Achievable - Relevant - Time-specific) as outlined in the Student Placement Handbook (A1, A3, A4)

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

4. reflect on their placement ministry experience and integrate their learning in the context of their own personal and spiritual formation (B1, B2)
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:**

Acquisition activities (via class and/or guided/independent study) will introduce students to topics such as: the concepts of discipleship and disciple-making in Scripture, Christian tradition and ecclesial practice; the nature of the church; spiritual gifts; power and service in community and leadership; a theology of ministry. They will also provide students with an introduction to the skills needed to integrate their classroom learning with practical ministry experience in the context of a local church setting.

Participation activities (via placement and supervision) will immerse students in a particular local church and will provide the opportunities for them to develop a contextualised understanding of Christian ministry and engage in developing their own personal and spiritual formation as part of a process of theological reflection on their experiences.

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.

Practical ministry placements, which will normally be carried out in a church local to school by residential students and in a church local to the student's place of residence by non-resident students, will provide the students with an integrative experiential and observational learning context in which to develop their knowledge and skills. The placement will be supervised by an appointed supervisor at the placement location, in partnership with Vocational Services, whose role it is to support students in this element of their learning. The students will set appropriate placement objectives in collaboration with their supervisor.

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: Placement hours				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
N/A	*Placement hours completed and paperwork submitted (pass/fail)*	*LO 3*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
Task B: Theological Reflection				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Theological Reflection (1500 words)*	*LOs 1,2,4,5,6*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

<table>
<tr><td></td><td colspan="2">

- 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.

If a student must re-enrol in the module, any placement hours previously gained can be carried over only if the student has passed the written assessment.

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

Green, L., *Let's Do Theology: Resources for Contextual Theology* (London: Mowbray, 2009).

Ogden, G., *Transforming Discipleship: Making Disciples a Few at a Time*, rev. ed. (Downers Grove, IL: IVP, 2016).

Osmer, R. R., *Practical Theology: An Introduction* (Grand Rapids: Eerdmans, 2008).

Recommended

Ballard, P. and Pritchard, J., *Practical Theology in Action: Christian Thinking in the Service of Church and Society*, 2nd ed. (London: SPCK, 2006).

Boa, K., *Conformed to His Image: Biblical and Practical Approaches to Spiritual* Formation, rev. ed. (Grand Rapids: Zondervan Academic, 2020).

Dunn, R.R. & Jana L. Sundene, *Shaping the Journey of Emerging Adults: Life-Giving Rhythms for Spiritual Transformation* (Downers Grove, IL: IVP, 2012).

Hood, Jason B., *Imitating God in Christ: Recapturing a Biblical Pattern* (Downers Grove: IVP Academic, 2013).

Hudson, N., *Imagine Church: Releasing Whole-Life Disciples* (Nottingham: IVP, 2012).

Hull, B., *The Complete Book of Discipleship: On Being and Making Followers of Christ* (Colorado Springs, CO: NavPress, 2006).

</td></tr>
</table>

	O'Connell Killen, P. and de Beer, J., *The Art of Theological Reflection* (London: Crossroad, 2002). Wilkey Collinson, S., *Making Disciples: The Significance of Jesus' Educational Methods for Today's Church* (Milton Keynes: Paternoster, 2004).

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	0% but passing is a pre-requisite for coursework	
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:* 16 *Distance:* N/A
	Assessment Proposed number of hours for the assessments.		*Onsite:* 12 *Distance:* 12
	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):		*Onsite:* 72 *Distance:* 72
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:		*Onsite:* *Distance:* 16

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

Level 4 Optional Modules

Students choose TH4003 New Testament Texts or TH4013 New Testament Greek Introduction 1 (IV).

TH4003 NEW TESTAMENT TEXTS

1.	**Module code:**	TH4003
2.	**Title:**	NEW TESTAMENT TEXTS
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 2
6.	**Module leader:**	David Johnston
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	TH4001 Introduction to the New Testament
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To introduce students to biblical content making use of exegetical skills acquired in Introduction to the New Testament (TH4001) and enable them to further investigate exegetical problems and methods. 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 knowledge and understanding of the content, historical context and theological perspective of either one New Testament narrative book or one New Testament epistle (A1, A2, B6, B7)
2. assess the use, value and significance of key secondary sources (A2, A3, A4, B1, B2, B3, B6)
3. address exegetical and hermeneutical questions of meaning and application in today's world (A1, A3, A4, B1, B2, B3, B6, B7)

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

4. analyse and interpret the contents, historical contexts and theological perspectives of either of two New Testament books (A2, A3, B1, B2, B4, 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 (A2, A4, B1, B2, B4, B5, B6)
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:**

An in-depth study of one narrative book (e.g., Luke's Gospel) and one epistle (e.g., the Epistle of James) including: historical, cultural, religious and theological context (Old Testament, Second Temple Judaism, the Graeco-Roman World); author, date and sources; aims of the author; structure and organisation; scholarship and secondary sources; exegesis and interpretation; hermeneutics and application; section-by-section exegetical and hermeneutical analysis of the text. The selection of specific books will be guided both by the expertise and research interests of module tutors and by key issues of theological debate in evangelical 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). In particular there are large group seminar-style discussions based around questions on reading of the primary and secondary sources to be done ahead of the class discussions. ***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.

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 Use of introductory volumes such as the following: • Marshall, Howard, Stephen Travis, and Ian Paul. *Exploring the New Testament: Volume 2; A Guide to the Letters and Revelation*. Third edition. London: SPCK, 2021. • Wenham, David and Steve Walton. *Exploring the New Testament: Volume 1; A Guide to the Gospels & Acts*. Third edition. London: SPCK, 2021. ***Recommended*** Use of recent critical commentaries such as the relevant texts from the following commentary series: Zondervan Exegetical Commentary on the New Testament, New Testament Library, Pillar New Testament Commentary, Word Biblical Commentaries, and Tyndale New Testament Commentaries. For example: • Blomberg, Craig L. and Mariam J. Kamell. *James*. Zondervan Exegetical Commentary on the New Testament 16. Grand Rapids: Zondervan Academic, 2008. • Martin, Ralph P. *James*. WBC 48. Grand Rapids: Zondervan Academic, 2015. • Schnabel, Eckhard J. Mark: An Introduction and Commentary. TNTC 2. Downers Grove: IVP, 2017.

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

TH4013 NEW TESTAMENT GREEK INTRODUCTION 1 (IV)

1.	**Module code:**	TH4013
2.	**Title:**	NEW TESTAMENT GREEK INTRODUCTION 1 (IV)
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 2
6.	**Module leader:**	Andrea Hartmann
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 the basics of the Koine Greek language in which the New Testament was written, establish knowledge of selected aspects of grammar and vocabulary, translate selected New Testament texts, and explore selected New Testament passages with reference to the original Greek and various English translations. To complement New Testament study at Level 4, and lay foundations for further study at Level 5.

10. **Learning outcomes:**

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

1. demonstrate knowledge and understanding of beginning Greek grammar, syntax and vocabulary (A1)
2. understand the critical issues involved in translating basic New Testament Greek portions into good English (A1)

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

3. demonstrate beginning knowledge of Greek grammar and vocabulary, translate selected Greek texts, and compare English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1 B6)
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:**

The main topics of study include a selection from the following indicative list: basic vocabulary; basic grammar and syntax; and translation from basic Greek to English. The selection of specific texts for student translation and comparison with selected English translations will be guided educational and according to language acquisition considerations.
The module will also include an introduction to some of the print and computer-based resources that assist in accessing the Greek text, e.g., lexica, introductory grammars, grammatical and linguistic

	analyses, and concordances. The module will include translation practice of portions of the New Testament from the beginning.
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. In general, textbook and workbook (where relevant), along with other materials, provide basic content and in-class sessions will focus on the application of the content to Greek sentences and texts. Thus, emphasis is laid on self-help study techniques. Encouragement is given to use relevant computer and Internet resources.
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. All students will take regular formative tests. To establish language competency, students will be required to sit a formative assessment (similar in structure to the summative exams) which tests their knowledge of the Greek alphabet, the vocabulary, and the grammar covered in the first 3 units, as well as their beginning translation skills. The formative assessment needs to be passed to be able to carry on with the module. If it is not passed, students will transfer to New Testament Texts (module TH4003).
	2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
30%	*Exam (during delivery)*	*All LOs*	☐ *No* ☒ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
70%	*Exam (on completion of delivery)*	*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.

<table>
<tr><td></td><td colspan="2">

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.
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.
<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>Final: 1.5 hours</td></tr>
<tr><td>16.</td><td colspan="2">Learning materials

Essential

*Textbook: Mounce, William D., Basics of Biblical Greek Grammar, Grand Rapids: Zondervan, 2019[4]. (4th edition)

*Workbook: Mounce, William D., Basics of Biblical Greek Workbook, Grand Rapids: Zondervan, 2019[4]. (4th edition)

Recommended

DeMoss, Matthew S., Pocket Dictionary for the Study of New Testament Greek, Downers Grove: IVP, 2001.

Greenwood, Kyle, Dictionary of English Grammar for Students of Biblical Languages, Grand Rapids: Zondervan Academic, 2020.

Mathewson, David L. and Elodie Ballantine Emig, Intermediate Greek Grammar: Syntax for Students of the New Testament, Grand Rapids: Baker Academic, 2016.

Merkle, Benjamin L., Exegetical Gems from Biblical Greek, Grand Rapids: Baker Academic, 2019.
Wallace, Daniel B., The Basics of New Testament Syntax: An intermediate Greek Grammar, Grand Rapids: Zondervan, 2000.

Used Critical Text:
Aland, B., et al. (eds.), The Greek New Testament, Stuttgart: Deutsche Bibelgesellschaft, 2014[28]. (28th edition) (https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text/)</td></tr>
</table>

	Lexica: Bauer, Walter, F. W. Danker, W.F. Arndt, F.W. Gingrich, A Greek-English Lexicon of the New Testament and other Early Christian Literature, Chicago: University of Chicago Press, 2000[3]. (BDAG) Liddell, Henry George, Robert Scott and Henry Stuart Jones, A Greek-English Lexicon, Oxford: Oxford University Press, 1958[9]. (LSJ) Montanari, Franco. The Brill Dictionary of Ancient Greek. Leiden: Brill, 2015. *Websites:* www.billmounce.com https://dailydoseofgreek.com/new-testament-greek-resources/ https://www.youtube.com/c/AlphawithAngela *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	……..%	
	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:* 30 *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:* 50 *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

Level 5 Core Modules

TH5129 BIBLICAL STUDIES – GENESIS, THE PROPHETS AND THE GOSPELS

1.	**Module code:**	TH5129
2.	**Title:**	BIBLICAL STUDIES—GENESIS, THE PROPHETS AND THE GOSPELS
3.	**Credit points:**	20
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 1
6.	**Module leader:**	Rory Balfour
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

1. to acquire current knowledge and ability to evaluate critical thought about Genesis, the Prophets and the canonical Gospels in their historical and theological contexts.
2. to develop understanding of God in the Old Testament and the portrayal of Jesus and his ministry in the canonical Gospels.
3. to analyse key issues, themes and theological concepts in Genesis, the Prophets and the Gospels and draw implications for Christian practice and thought in contemporary contexts.
4. to build on the foundations established in the Level 4 module Introduction to the Bible 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 knowledge and understanding of relevant historical, exegetical and theological issues in Old Testament and Gospel studies, based on primary and secondary sources. [A1]
2. demonstrate a critical understanding of various methods, theories and approaches to studying the Old Testament and the Gospels. [A2]
3. relate the Old Testament and the Gospels and their theology to various contemporary and global contexts. [A3]
4. understand the value systems promoted in the Old Testament and the Gospels. [A4]

Skills

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

5. use appropriate methods and approaches to critically analyse the Old Testament and the Gospels and other ancient texts in interaction with advanced scholarship to arrive at independent conclusions. [B1, B3]
6. critically relate the theology of the Old Testament and the Gospels to one's personal life, the church and society, and to address new situations. [B4, B6]
7. identify issues for personal growth and spiritual formation in relation to the values promoted in the Old Testament and the Gospels. [B5]
8. use relevant IT and computer skills to present written material that shows analytical ability, appropriate use of primary and secondary sources, clarity of expression, citation of relevant evidence and accurate referencing. [B7, B8]

11. **Syllabus:**

	The Bible, consisting of the Old and New Testament, is the source text of Christianity as a world religion. In the earliest part of the Old Testament (Genesis), we are introduced to human origins, primeval history in context, and divine–human encounters that are foundational for the constitution of Israel as God's people. In the latter part of the Old Testament, the Prophets address issues of poverty, wealth and justice in Israelite society. In the New Testament, Jesus Christ is presented as the central figure in Christianity who continues and fulfils the story of Israel, so it is essential to study the accounts of Jesus's life and teachings preserved in the canonical Gospels.
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				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Critical Book Review (1,500 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
Task B:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Exam (1.5 hours)*	*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. 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	50%
	Coursework (no examination)	50%
14.	**Timetabled examination required**	Yes ☒ No ☐
15.	**Length of exam**	n/a
16.	**Learning materials** **Old Testament** *Arnold, Bill T., ed. *The Cambridge Companion to Genesis.* Cambridge: Cambridge University Press, 2022. Petersen, David L. *The Prophetic Literature: An Introduction*. Louisville: Westminster John Knox, 2002. *Moberly, R.W.L. *The Theology of the Book of Genesis*. Cambridge: Cambridge University Press, 2009. *Sharp, Carolyn, ed. *The Oxford Handbook of the Prophets*. Oxford: Oxford University Press, 2016. Van Wolde, Ellen. *Stories of the Beginning: Genesis 1-11 and Other Creation Stories*. London: SCM Press, 1996. **New Testament** *Blomberg, C.L. *Jesus and the Gospels*. Second edn. Nottingham: Apollos, 2014. Bauckham, Richard, ed. *The Gospels for All Christians*. Grand Rapids: Eerdmans, 1998. *Brown, Jeannine K. *The Gospels as Stories: A Narrative Approach to Matthew, Mark, Luke, and John*. Grand Rapids: Baker Academic, 2020. Dunn, James D. G. *Jesus Remembered*. Vol. 1 of Christianity in the Making. Grand Rapids: Eerdmans, 2003. Watson, Francis. *The Fourfold Gospel: A Theological Reading of the New Testament Portraits of Jesus*. Grand Rapids: Baker Academic, 2016. *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	50%
	EXAM	50%
	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:* 32 *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:* 128 *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
600V635	Dip HE Theology	Core
600V777	Dip HE Theology (DE)	Core
600V659	BA (Hons) Theology & Counselling	Core
600V662	Dip HE Theology & Counselling	Core
600V773	BA (Hons) Theology & Worship Studies	Core
600V774	Dip HE Theology & Worship Studies	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
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

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

<table>
<tr><td></td><td>of the Bible as Christian Scripture, will be introduced. Some key fallacies and dangers in biblical exegesis and interpretation will be engaged.</td></tr>
<tr><td>12.</td><td>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.</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>Portfolio (3000 words)</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</td></tr>
</table>

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
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

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 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** — 2 hours

16. **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) 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
600V659	BA (Hons) Theology & Counselling	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
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

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:**	TBC
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

TH5007 SPIRITUAL THEOLOGY 2

1.	**Module code:**	TH5007
2.	**Title:**	SPIRITUAL THEOLOGY 2
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Annette Glaw
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:**

1. To further enhance understanding of spiritual theology, enabling acquisition of deeper knowledge of the theological foundations of spiritual theology and perspectives and practices of Christian spirituality, and empowering the integration of learning with personal and spiritual formation.
2. To build on foundations of spiritual theology established at Level 4, and complement broader biblical, theological and cultural study at Levels 5 & 6.
3. To integrate theology *and* spirituality by providing a context in which theological reflection on spiritual formation may be integrated with practices of Christian spirituality with the aim of enabling personal and spiritual formation.
4. To explore connections between Christian doctrine, Christian living and spiritual implications of aspects of systematic theology.
5. To engage with at least one significant Christian doctrine.

10. **Learning outcomes:**

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

1. critically engage with key themes relating to the integration of spirituality and theology [A1, A3, A4]
2. dialogue with and critically integrate theological concepts relating to spiritual formation [A1, A3, A4]
3. critically evaluate connections between Christian doctrine and Christian living [A1, A3, A4]
4. 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:

5. articulate key themes of spiritual theology, integrate theology and praxis, and evaluate the practical application of key theories in a critical, empathetic, reflective and theologically astute manner [B2, B3, B4]
6. 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]
7. 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 module will explore connections between Christian doctrine, Christian living and spiritual implications of aspects of systematic theology. The module will include topics such as holiness in the Old & New Testaments, Communal holiness rooted in the Triune God, Differing views on Sanctification, The Challenge of Discipleship, Spirituality & Mental Health, Life span Spiritual Journey, and Faith Development Theories.
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:

The paper details how the students' experience of seeking Spiritual Direction 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	*Paper (750 words)*	*LO 4*	☒ *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

*Barton, Stephen C (ed), *Holiness Past & Present* (London: T&T Clark, 2003)

*Smith, Gordon, *Spiritual Direction: A Guide to Giving and Receiving Direction* (Downers Grove: IVP, 2014)

Recommended

*Allen, Diogenes, *Spiritual Theology: The Theology of Yesterday for Spiritual Help Today* (Cowley Publications, 1997)

*Benner, David G., *Surrender to Love: Discovering the Heart of Christian Spirituality*, (Downers Grove: IVP, ex. ed., 2015)

Bonhoeffer, Dietrich, *The Cost of Discipleship* (New York: Macmillian Publishing, rev. ed., 1963).

Brower, Kent & Andy Johnson (eds), *Holiness & Ecclesiology in the New Testament* (Grand Rapids: Eerdmans, 2007)

Brower, Kent E., *Holiness in the Gospels* (Kansas City: Beacon Hill Press, 2005)

*Calhoun, A A., *Spiritual Disciplines Handbook: Practices That Transform Us* (Downers Grove: IVP, 2016)
*Chan, Simon, *Spiritual Theology: A Systematic Study of the Christian Life* (Downers Grove: IVP, 1998)

Christensen, Michael J. and Jeffrey A. Wittung (eds.), *Partakers of the Divine Nature: The History and Development of Deification in the Christian Traditions* (Grand Rapids, MI: Baker Academic, 2007)

	Crane, Judith, *Forgiving God* (Cambridge: Grove Books, 2004) *Dieter, Melvin E., et al., *Five Views on Sanctification* (Grand Rapids: Zondervan, 1987) *Greenman, Jeffrey P & George Kalantzis, *Life in the Spirit: Spiritual Formation in Theological Perspective* (Downers Grove: IVP, 2010) Hirst, Judy, *Struggling to Be Holy* (London: Darton, Longman and Todd, 2006) *Kapic, Kelly M. (ed.), *Sanctification: Explorations in Theology and Practice* (Downers Grove, Illinois: Indiana University Press, 2014) *Leclerc, Diane, *Discovering Christian Holiness: The Heart of Wesleyan-Holiness Theology* (Kansas City: Beacon Hill Press, 2013) Nouwen, Henri, with Michael J. Christensen and Rebecca Laird, *Spiritual Direction: Wisdom for the Long Walk of Faith* (New York: Harper Collins, 2006) *Pickering, Sue, *Spiritual direction: a practical introduction* (London: Canterbury Press Norwich, 2008) Samuel, Calvin, *More Distinct - Reclaiming holiness for the world today* (London: IVP, 2018) *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 is 300 hours).		
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:		*Onsite:* 26 *Distance:* 4
	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:* 54 *Distance:* 76

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	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
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

TH5008 PRACTICAL PLACEMENT 2

1.	**Module code:**	TH5008
2.	**Title:**	PRACTICAL PLACEMENT 2
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semesters 1 & 2
6.	**Module leader:**	Alistair McKitterick and Emily Smuts
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 the knowledge, skills and spiritual gifts for Christian engagement on a practical level within a ministerial and/or vocational context, deepen theological reflective skills, and encourage integration of learning through acquisition, participation and reflection with respect to personal and spiritual formation as an actual or potential Christian disciple.

10. **Learning outcomes:**

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

1. demonstrate a critical understanding of Christian ministry and that expressed within a ministerial and/or vocational context (A1, A3, A4)
2. articulate some key approaches to practical theological method with particular critical attention to those that are relevant to ministerial and/or vocational contexts (A1, A2, A3, A4)
3. identify and deliver SMART objectives (Specific - Measurable - Achievable - Relevant - Time-specific) as outlined in the Student Placement Handbook (A1, A3, A4)

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

4. reflect on their placement ministry experience and integrate their learning in the context of their own personal and spiritual formation 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 (B3, 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:**

Acquisition activities (via class and/or guided/independent study) will include topics such as: understanding practical theology as a discipline; a theology of ministry and work; and practical skills in pursuing vocational opportunities. They will also provide student with the opportunity to build the skills needed to integrate their classroom learning with practical ministry experience in a ministerial and/or vocational context.

Participation activities (via placement and supervision) will immerse students in a particular ministerial or vocational context and will provide the opportunity to develop a contextualised understanding of Christian ministry and engage in their own personal and spiritual formation as part of a process of theological reflection on their experiences.

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.

Practical ministry placements, which will normally be carried out in a ministerial or vocational context, will provide students with an integrative experiential and observational learning context in which to develop their knowledge and skills. The placement will be supervised by an appointed supervisor at the placement location, in partnership with Vocational Services, whose role it is to support students in this element of their learning. The students will set appropriate placement objectives in collaboration with their supervisor.

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:
Practical ministry placement administrative requirements: see the module area within LST's VLE for submission requirements and details.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
Pass/fail	*Practical ministry placement administrative requirements*	*LO 3*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*

Task B:
Essay: students will reflect theologically upon an experience from their placement, demonstrating an understanding of Christian ministry and/or vocation within the specific context of their placement and of the impact of this reflection on 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)*	*LOs 1,2,4,5,6*	*☒ 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.

If a student must re-enrol in the module, any placement hours previously gained can be carried over only if the student has passed the written assessment.

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

Guinness, O., *The Call: Finding and Fulfilling the Central Call of Your Life*, 3rd ed. (Nashville, TN: Thomas Nelson, 2018).

O'Connell Killen, P. and de Beer, J., *The Art of Theological Reflection* (London: Crossroad, 2002).

Miller-McLemore, B. (ed.), *The Wiley-Blackwell Reader in Practical Theology* (Hoboken, NJ: Wiley & Sons, 2019).

Recommended

Cahalan, K.S. & Mikoski, G.S. (eds.), *Opening the Field of Practical Theology: An Introduction* (Lanham, MD: Rowman & Littlefield, 2014).

Keller, T., *Every Good Endeavour: Connecting your Work to God's Plan for the World* (London: Hodder & Stoughton, 2012).

Loftin, R.K. and Dimsdale, T., *Work: Theological Foundations and Practical Implications* (London: SCM, 2018).

Nash, S., Pimlott, J. & Nash, P., *Skills for Collaborative Ministry* (London: SPCK, 2011).

Volf, M., *Work in the Spirit: Toward a Theology of Work* (Eugene, OR: Wipf & Stock, 2001).

	Witherington, B., *Work: A Kingdom Perspective on Labor* (Grand Rapids, MI: Eerdmans, 2011). Ward, P., *Introducing Practical Theology: Mission, Ministry, and the Life of the Church* (Grand Rapids: Baker Academic, 2017).

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	……..%	
	PRACTICAL	100%	
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:* 6 *Distance:* N/A
	Assessment Proposed number of hours for the assessments.		*Onsite:* 12 *Distance:* 12
	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):		*Onsite:* 82 *Distance: 82*
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:		*Onsite:* N/A *Distance:* 6

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

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.
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 of 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).	*Onsite:*

	The proposed number of hours a student should complete independent study:	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	option
600V780	BA (Hons) Theology & Liberal Arts (DE)	option
600V781	DipHE Theology & Liberal Arts	option
600V782	DipHE Theology & Liberal Arts (DE)	option

Level 5 Optional Modules

Students must *FOUR* of the following 10-credit modules. Optional modules may not run every academic year. Additionally, optional modules require a minimum of 7 students each academic year to run.

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:**	
	(a) Pre-requisite	Level 4 Completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) 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).~~

<table>
<tr><td></td><td colspan="2">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.</td></tr>
<tr><td></td><td>Seen examination</td><td>%</td></tr>
<tr><td></td><td>Unseen examination</td><td>%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</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

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, The 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])</td></tr>
<tr><td colspan="3">Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):</td></tr>
<tr><td>17.</td><td colspan="2">UNISTATS - assessment</td></tr>
</table>

	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

TH5109 BIBLICAL TEXTS

1.	**Module code:**	TH5109
2.	**Title:**	BIBLICAL TEXTS
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester TBC *Distance:* Semester 2
6.	**Module leader(s):**	Graham White
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To enable students to identify trajectories and themes across the Old and New Testaments with reference to selected texts, address issues of inter-textuality and biblical theology, and further develop exegetical skills of textual and canonical interpretation and hermeneutical skills of practical application in today's world. To build on thematic (e.g., community and salvation), exegetical and hermeneutical issues addresses at Level 4, complement other Level 5 biblical studies modules, 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 trajectories and themes across the Old and New Testament with reference to selected texts (A1)
2. demonstrate intermediate level exegetical skills of textual, inter-textual and canonical interpretation (A1)
3. demonstrate intermediate level hermeneutical skills of practical application in today's world (A1)
4. critically construct, communicate and defend hypotheses about the meaning and application of texts in canonical context, supported by primary and secondary evidence (A1)

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

5. identify canonical trajectories and themes, undertake exegetical and hermeneutical analysis, and construct, communicate and defend exegetical and hermeneutical hypothesis in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)
6. 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 (B2, B3, B4, B5)
7. 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:**

	One Old Testament and one New Testament text will be selected for study: for example, Exodus and Acts or Luke and Psalms. Specific themes and issues related to the module aims and learning outcomes will be studied in depth: for example, a study of Exodus and Luke may address themes such as: liberation and salvation (key dimensions of the prophetic role of leadership within the Hebrew nation, the early church and the church today), covenant and promise (the dynamics of covenant and fulfilment in biblical trajectory), and community (social, cultic and missiological dimensions). The selection of specific texts and themes will be guided both by the expertise and research interests of module tutors and by key issues of theological debate in evangelical 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 (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*** *Use of critical commentaries such as:* Childs, B., *Exodus* (London: SCM, 1974) Gaventa, B., *Acts (Abingdon New Testament Commentaries)* (Nashville, TN: Abingdon, 2003) ***Recommended*** Durham, J., *Exodus* (Carlisle: Paternoster, 1986) Sheriffs, D., *Friendship of the Lord* (Carlisle: Paternoster, 1996) Gempf, C., 'Acts of the Apostles: Introduction and Commentary', in Wenham, G.J, Motyer, J.A. et al. (eds.), *New Bible Commentary* (Leicester: IVP, 1994) pp. 1066-1108 *Parsons, M. C., *Acts (Paideai Commentaries)* (Grand Rapids, MI: Baker, 2008) [*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 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	optional
600V776	BA (Hons) Theology (DE)	optional
600V635	Dip HE Theology	optional
600V777	Dip HE Theology (DE)	optional

TH5121 NEW TESTAMENT GREEK INTRODUCTION 1 (V)

1.	**Module code:**	TH5121
2.	**Title:**	NEW TESTAMENT GREEK INTRODUCTION 1 (V)
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 / Semester 2 *Distance:* Semester 2
6.	**Module leader:**	Andrea Hartmann
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 the basics of the Koine Greek language in which the New Testament was written, establish knowledge of selected aspects of grammar and vocabulary, translate selected New Testament texts, and explore selected New Testament passages with reference to the original Greek and various English translations. To build on New Testament study at Level 4, complement such 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. demonstrate knowledge and understanding of beginning Greek grammar, syntax and vocabulary (A1)
2. understand the critical issues involved in translating basic New Testament Greek portions into good English (A1)

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

3. demonstrate beginning knowledge of Greek grammar and vocabulary, translate selected Greek texts, and compare English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1 B6)
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:**

The main topics of study include a selection from the following indicative list: basic vocabulary; basic grammar and syntax; and translation from basic Greek to English. The selection of specific texts for student translation and comparison with selected English translations will be guided educational and according to language acquisition considerations.
The module will also include an introduction to some of the print and computer-based resources that assist in accessing the Greek text, e.g., lexica, introductory grammars, grammatical and linguistic

	analyses, and concordances. The module will include translation practice of portions of the New Testament from the beginning.
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. In general, textbook and workbook (where relevant), along with other materials, provide basic content and in-class sessions will focus on the application of the content to Greek sentences and texts. Thus, emphasis is laid on self-help study techniques. Encouragement is given to use relevant computer and Internet resources.
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. All students will take regular formative tests.
	2. Summative assessment scheme

Task:

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
30%	*Exam during delivery*	*All LOs*	☐ *No* ☒ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
70%	*Exam on completion of delivery*	*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.

<table>
<tr><td></td><td>Therefore, please delete the statement which <u>does not</u> apply to this module:

<s>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).</s>

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.

<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>Final: 1.5 hours</td></tr>
<tr><td>16.</td><td colspan="2">Learning materials

Essential

Core textbook:
*Mounce, William D., Basics of Biblical Greek Grammar, Grand Rapids: Zondervan, 2019[4]. (4th edition)

Core workbook:
*Mounce, William D., Basics of Biblical Greek Workbook, Grand Rapids: Zondervan, 2019[4]. (4th edition)

Recommended

DeMoss, Matthew S., Pocket Dictionary for the Study of New Testament Greek, Downers Grove: IVP, 2001.

Greenwood, Kyle, Dictionary of English Grammar for Students of Biblical Languages, Grand Rapids: Zondervan Academic, 2020.

Mathewson, David L. and Elodie Ballantine Emig, Intermediate Greek Grammar: Syntax for Students of the New Testament, Grand Rapids: Baker Academic, 2016.

Merkle, Benjamin L., Exegetical Gems from Biblical Greek, Grand Rapids: Baker Academic, 2019.

Wallace, Daniel B., The Basics of New Testament Syntax: An intermediate Greek Grammar, Grand Rapids: Zondervan, 2000.

Used Critical Text:

Aland, B., et al. (eds.), The Greek New Testament, Stuttgart: Deutsche Bibelgesellschaft, 2014[28.] (28th edition) (<u>https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text/</u>)
Lexica:</td></tr>
</table>

	Bauer, Walter, F. W. Danker, W.F. Arndt, F.W. Gingrich, *A Greek-English Lexicon of the New Testament and other Early Christian Literature*, Chicago: University of Chicago Press, 2000[3]. (BDAG) Liddell, Henry George, Robert Scott and Henry Stuart Jones, *A Greek-English Lexicon*, Oxford: Oxford University Press, 1958[9]. (LSJ) Montanari, Franco. *The Brill Dictionary of Ancient Greek*. Leiden: Brill, 2015. *Websites:* www.billmounce.com https://dailydoseofgreek.com/new-testament-greek-resources/ https://www.youtube.com/c/AlphawithAngela *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	……..%	
	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:* 30 *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:* 50 *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
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

TH5122 NEW TESTAMENT GREEK INTRODUCTION 2

1.	**Module code:**	TH5122
2.	**Title:**	NEW TESTAMENT GREEK INTRODUCTION 2
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 / Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Andrea Hartmann
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed and TH4013 New Testament Greek Introduction 1 (iv) *or* TH5121 New Testament Greek Introduction 1 (v) completed.
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To build on the knowledge and skills learned in New Testament Greek Introduction 1 to further knowledge and understanding of aspects of Greek grammar and syntax, to enable further facility in translating portions of the Greek New Testament and to lay the foundations for more advanced Greek grammar and syntax in New Testament Greek Texts.

10. **Learning outcomes:**

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

1. demonstrate intermediate level knowledge and understanding of Greek grammar, syntax and vocabulary (A1)
2. demonstrate intermediate level understanding of the issues involved in translating more advanced portions of New Testament Greek into good English (A1)

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

3. demonstrate intermediate level knowledge of Greek grammar and vocabulary, as well as skills in translating selected Greek texts and in comparing English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1, B3, B6)
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 (B2, 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:**

The module will further students understanding of more complex features of New Testament Greek grammar and syntax and further skills in translating basic Greek to English. The selection of specific texts for student translation and comparison with selected English translations will be guided educational and according to language acquisition considerations.
The module will further students' skills in using the print and computer-based resources which assist in accessing the Greek text, e.g., lexica, introductory grammars, grammatical and linguistic analyses, and

concordances. The module will include analysis and translation of portions of New Testament Greek from different authors and genres.

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). In general, textbook and workbook (where relevant), along with other materials, provide basic content and in-class sessions will focus on the application of the content to Greek sentences and texts. Thus, emphasis is laid on self-help study techniques. Encouragement is given to use relevant computer and Internet resources. ***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. Normally, a core textbook will be selected, and module delivery will be attuned to its order and progress.

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. All students will have to present portions of their translations regularly.

2. Summative assessment scheme

Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
30%	*Exam during delivery*	*All LOs*	☐ *No* ☒ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
70%	*Exam on completion of delivery*	*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.

<table>
<tr><td></td><td colspan="2">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 <u>does not</u> apply to this module:

<s>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).</s>

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.

<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>Final: 1.5 hours</td></tr>
<tr><td>16.</td><td colspan="2">Learning materials

Essential

Core textbook:
*Mounce, William D., Basics of Biblical Greek Grammar, Grand Rapids: Zondervan, 2019[4]. (4th edition)

Core workbook:
*Mounce, William D., Basics of Biblical Greek Workbook, Grand Rapids: Zondervan, 2019[4]. (4th edition)

Recommended

DeMoss, Matthew S., Pocket Dictionary for the Study of New Testament Greek, Downers Grove: IVP, 2001.

Greenwood, Kyle, Dictionary of English Grammar for Students of Biblical Languages, Grand Rapids: Zondervan Academic, 2020.

Burer, Michael H. and Jeffrey E. Miller, A New Reader’s Lexicon of the Greek New Testament, Grand Rapids: Kregel, 2008.

Mathewson, David L. and Elodie Ballantine Emig, Intermediate Greek Grammar. Syntax for Students of the New Testament. Grand Rapids: Baker Academic, 2016.

Merkle, Benjamin L., Exegetical Gems from Biblical Greek, Grand Rapids: Baker Academic, 2019.

Wallace, Daniel B., The Basics of New Testament Syntax: An intermediate Greek Grammar, Grand Rapids: Zondervan, 2000.
Zerwick, Max S. J. and Mary Grosvenor, A Grammatical Analysis of the Greek New Testament, Rome: Editrice Pontificio Institutio Biblico, 1988.

Used Critical Text:</td></tr>
</table>

	Aland, B., et al. (eds.), *The Greek New Testament*, Stuttgart: Deutsche Bibelgesellschaft, 2014[28]. (28th edition) (https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text/) *Lexica:* Bauer, Walter, F. W. Danker, W.F. Arndt, F.W. Gingrich, *A Greek-English Lexicon of the New Testament and other Early Christian Literature*, Chicago: University of Chicago Press, 2000[3]. (BDAG) Liddell, Henry George, Robert Scott and Henry Stuart Jones, *A Greek-English Lexicon*, Oxford: Oxford University Press, 1958[9]. (LSJ) Montanari, Franco. *The Brill Dictionary of Ancient Greek*. Leiden: Brill, 2015. *Websites:* www.billmounce.com https://dailydoseofgreek.com/new-testament-greek-resources/ www.netbible.org *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	……..%	
	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:* 30 *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:* 50 *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

TH5112 OLD TESTAMENT HEBREW 1

1.	**Module code:**	TH5112
2.	**Title:**	OLD TESTAMENT HEBREW 1
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Stephen Herring
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 basic knowledge of Hebrew grammar and morphology, acquire a mastery of basic vocabulary, and translate selected Old Testament texts, and explore selected Old Testament passages with reference to the original Hebrew and various English translations. To build on Old Testament study at Level 4, complement such 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. demonstrate knowledge and understanding of beginning Hebrew grammar, syntax and vocabulary (A1, A2)
2. understand the critical issues involved in translating basic Old Testament Hebrew texts into passages into good English (A1, A2)

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

3. demonstrate beginning knowledge of Hebrew grammar and vocabulary, translate selected Hebrew texts, and compare English translations with the original Hebrew in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)
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, 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:**

The main topics of study include a selection from the following indicative list: basic vocabulary; basic grammar and syntax; and translation from basic Hebrew to English. The selection of specific texts for student translation and comparison with selected English translations will be guided educational and language acquisition considerations.

The module will also include an introduction to some of the print and computer-based resources that assist in accessing the Hebrew text, e.g., lexica, introductory grammars, grammatical and linguistic

	analyses, and concordances. The module will include from the beginning translation practice of portions of the Old Testament.
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**	2 hours
16.	**Learning materials**	

	Essential Ross, A.P., *Introducing Biblical Hebrew* (Grand Rapids, MI: Baker Academic, 2001) ***Recommended*** Arnold, B.T. & Choi, J.H., *A Guide to Biblical Hebrew Syntax* (Cambridge: CUP, 2003) Brown II, A.P., Bryan W. Smith, *A Reader's Hebrew Bible* (Downers Grove: Zondervan, 2008) Brown, F., Driver, S.R. & Briggs, C.A., *The New Brown-Driver-Briggs-Gesenius Hebrew-English Lexicon* (Peabody: Hendrickson, 1977) Clines, David J. A. (ed.), *The Concise Dictionary of Classical Hebrew* (Sheffield: Sheffield Phoenix, 2009). Clines, David J. A. (ed.), *The Dictionary of Classical Hebrew*. 8 vols. (Sheffield: Sheffield Academic Press, 1993-) Cowley, A.E., and E. Kautzsch (eds), *Gesenius' Hebrew Grammar*. 2d Eng. edition. (Oxford, 1910) Joüon, P. and T. Muraoka, *A Grammar of Biblical Hebrew* (Rome: Pontifical Pontifical Institute, 2006). Koehler, L., W. Baumgartner et al. (eds), *The Hebrew and Aramaic Lexicon of the Old Testament.* 3rd ed. 5 vols. (Leiden: Brill, 1994-2001) Waltke, B.K., and M. O'Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake: Eisenbrauns, 1990). *Websites* Accordance for Macintosh - http://www.accordancebible.com BibleWorks for Windows - http://www.bibleworks.co.uk/ https://biblehub.com/ https://www.stepbible.org/ https://mechon-mamre.org/

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:* 30 *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:* 50 *Distance:* 80

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	Option
600V776	BA (Hons) Theology (DE)	Option
600V635	Dip HE Theology	Option
600V777	Dip HE Theology (DE)	Option
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

TH5114 THEOLOGY OF WORSHIP 2

1.	**Module code:**	TH5114
2.	**Title:**	THEOLOGY OF WORSHIP 2
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* TBC *Distance:* Semester 2
6.	**Module leader:**	Sunil Chandy
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 reflect theologically on the nature of worship and its historic and contemporary expressions, develop skills in the application of theology to contemporary practice, and enable understanding the wider dimensions of worship as it interfaces with other areas of thinking and experience. To build on study of Christian theology and practice 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 describe a Christian understanding of worship and explain its theological foundations (A1, A2) 2. elucidate the implications of a theology of worship for contemporary practice (A4) 3. critically explain the relationship between liturgy, mission and cultural context (A3) **Skills** On successful completion of this module, the student will be able to: 4. describe and explain the theology and practice of Christian worship in liturgical, missional and cultural context in an empathetic, reflective and theologically astute manner (B1, B2) 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 (B3, 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 module begins with a study of the nature of worship, its essence and core elements, in the light both of biblical teaching, later theological reflection and the historical development of worship practice within different Christian traditions. This module draws, in part, on material covered in other modules integrating biblical studies, theological studies and worship studies. Key primary resources are examined in some detail. The module then builds on this foundational understanding by exploring several specific worship-related topics, both theological and practical. These include topics such as: the relationship between worship and theology; the relationship between worship and mission; liturgical theology; the cultural context(s) of worship; contemporary approaches to worship (a theological critique).	

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: Essay

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***	

	Basden, P.A. (ed.), *Exploring the Worship Spectrum* (Grand Rapids, MI: Zondervan, 2004) Available in library, scan of key chapter on VLE. White, J., *A Brief History of Christian Worship* (Nashville, TN: Abingdon, 1993) Available in library, scan of key chapter on VLE. ***Recommended*** Begbie, J.S., and Guthrie, S.R., (eds) Resonant Witness (Grand Rapids, Eerdmans 2011) Cohen, D.J., and Parsons, M., (eds) In Praise of Worship (Eugene, Pickwick Publications 2010) Ellis, C., *Gathering: A Theology and Spirituality of Worship in Free Church Tradition* (London: SCM Press, 2004) Hawn, C.M, *Gather into One: Praying and Singing Globally*, (Grand Rapids, Eerdmans, 2003) Hill, A., *Enter His Courts with Praise* (Grand Rapids, Baker, 1993) Ingalls, M.M., and Long, A., (eds.), *The Spirit of Praise: Music and Worship in Global Pentecostal-Charismatic Christianity*, (Pennsylvania, Penn State Press 2015) Peterson, D., *Engaging with God* (Leicester, Apollos, 1992) Torrance, J., *Worship, Community and the Triune God of Grace*, (Downers Grove, IVP 1996) White, S., *Foundations of Christian Worship*, (Louisville, Westminster John Knox Press 2006) Witvliet, J.D., *Worship Seeking Understanding*, (Grand Rapids, MI: Baker, 2003)

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	Option
600V776	BA (Hons) Theology (DE)	Option
600V635	Dip HE Theology	Option
600V777	Dip HE Theology (DE)	Option

TH5115 PREACHING

1.	**Module code:**	TH5115
2.	**Title:**	PREACHING
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 2
6.	**Module leader:**	Chloe Lynch
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:**

This module aims to:

- inspire students with the potential of and the opportunity to develop a personal expository preaching ministry.
- promote understanding of current issues in expository homiletics by exploring methods of sermon construction, preparation and delivery.
- illustrate the transition from biblical text to preached message with reference to the variety of literary genres in the Bible.
- enhance students' communication skills relevant to delivery of the sermon.

It builds on study of Christian theology and practice at Level 4, complements related study at Level 5, and lays 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 differentiate various approaches to expository preaching from diverse texts and to diverse audiences, and select appropriate methods for their own preaching (A1, A3, A4)
2. critically interpret biblical texts in the context of expository preaching, recognising genre (A1)

Skills

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

3. analyse and interpret key aspects of expository preaching in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)
4. compose a sermon with confidence and skill (B2, 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 (B3, B4, B5)
6. 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:**

This module will cover issues such as: the preacher and expository preaching today; theology of preaching; choosing an approach to the text; preparing an expository message; sermon structure; inductive and narrative preaching; making a sermon memorable; the art of delivery; how to preach from different genres of Scripture (representative passages will cover genres such as historical narrative, wisdom literature, prophetic literature, gospel narrative and epistles); sermons delivered by students.

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

Students will receive ongoing formative feedback from tutors at appropriate points during the module. Students will be required to provide outline notes (maximum 500 words) of a sermon on a specific biblical passage they have chosen. These notes should address key elements such as: evidence of exegesis of the passage; identification of themes and ideas; points of contemporary application; sermon structure.

Students will then preach a 5–10-minute sermon, based on the formative outline they have previously submitted. In the case of onsite students, this will occur in a classroom setting with the opportunity for peer feedback; the sermon will be videoed, and onsite students will receive a copy of the recording to aid the developmental process. In the case of distance students, they will preach this sermon in a setting of their choice and will make and submit a video recording for feedback.

2. Summative assessment scheme

Task A				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
66.6%	*Video of preach in the context of a worship gathering (10-15 min)*	*LOs 1, 2, 4, 5, 6*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task B:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	*Critical reflection on sermon (500 words)*	*LOs 1, 3, 5, 6*	*☒ 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.~~ Students who fail any part of the assessment will be reassessed only in that part. 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*** Johnson, D.W., *The Glory of Preaching: Participating in God's Transformation of the World (*Downers Grove, IL: IVP, 2009). Robinson, H.W, *Biblical Preaching: The Development and Delivery of Expository Messages*, 3rd ed. (Grand Rapids, MI: Baker Academic, 2014). Stevenson, P.K., *SCM Study Guide to Preaching* (London: SCM, 2017). ***Recommended*** Brother, M., *Distance in Preaching: Room to Speak, Space to Listen* (Grand Rapids, MI: Eerdmans, 2014). Chapell, B*., Christ-Centered Preaching: Redeeming the Expository* Sermon, 2nd ed. (Grand Rapids, MI: Baker Academic, 2005). Keller, T., *Preaching: Communicating Faith in an Age of Scepticism* (London: Hodder & Stoughton, 2015) Kim, M.D. and Wong, D., *Finding Our Voice: A Vision for Asian North American Preaching* (Bellingham, WA: Lexham, 2020).	

Long, T.G., *Preaching and the Literary Forms of the Bible* (Philadelphia, PA: Fortress, 1989)

Mathews, A.P., *Preaching That Speaks to Women* (Leicester: IVP, 2003).

Sweet, L., *Giving Blood: A Fresh Paradigm for Preaching* (Grand Rapids, MI: Zondervan, 2014).

Thomas, F.A., *Introduction to the Practice of African American Preaching* (Nashville: Abingdon Press, 2016).

Tomlin, C., *Preach It! Understanding African Caribbean Preaching* (London: SCM, 2019).

Washington Lamb, L., *Blessed and Beautiful : Multiethnic Churches and the Preaching That Sustains Them* (Eugene, OR: Cascade, 2014).

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	Option
600V776	BA (Hons) Theology (DE)	Option
600V635	Dip HE Theology	Option
600V777	Dip HE Theology (DE)	Option
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

TH5116 PASTORAL CARE

1.	**Module code:**	TH5116
2.	**Title:**	PASTORAL CARE
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester 3
6.	**Module leader:**	Annette Glaw
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 investigate the nature of pastoral care within a local church context, provide initial insight and training in listening skills, and enable students to reflect on the potential pastoral responses to spiritual, emotional, relational, physical, and psychological needs in that context. To build on study of Christian theology and practice 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 engage with a biblical and theological basis of Christian pastoral care (A1, A3, A4)
2. Analyse and critically evaluate potential approaches to the pastoral care of individuals seeking spiritual, emotional, relational, physical, psychological and/or practical support (A3, A4)
3. Consider ways in which pastoral care may be provided within a local church context (A3, A4)

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

4. Engage with biblical, theological and practical issues of pastoral care in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)
5. Enhance and critically evaluate listening skills, 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 (B3, B4, B5)
6. 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 module will introduce students to topics such as: key elements of a pastoral theology including the biblical and theological nature of pastoral care; the role and responsibilities of those involved in the provision of pastoral care within a local church; core listening skills required in the exercise of pastoral care; a consideration of pastoral care under the broad headings of spiritual, emotional, relational, physical psychological and practical needs. A selection of contemporary pastoral issues from topics such as guidance, doubt, forgiveness, death, bereavement, depression, abuse, illness and incapacity, conflict, marriage and family will be considered.

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

Students will participate in a formative listening skills workshop and 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
40%	*Critical self-evaluation in response to listening skills exercises (1000 words)*	*5*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
60%	*Essay responding to case study (1500 words)*	*1,2,3,4,6*	*☒ 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:

<table>
<tr><td></td><td colspan="2">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.</td></tr>
<tr><td></td><td>Seen examination</td><td>%</td></tr>
<tr><td></td><td>Unseen examination</td><td>%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</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

Goodliff, P., Care in a Confused Climate (London: Darton, Longman & Todd, 1998) *

Swetland, K.L., Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations (Grand Rapids, MI: Kregel, 2005)

Tidball, D., Skilful Shepherds: Explorations in Pastoral Theology (Leicester: Apollos, 1997) *

Watts, F.; Nye, R.; Savage, S., Psychology for Christian Ministry (Routledge, 2001) *

Wells, S., Incarnational Ministry: Being with the Church (London: Eerdmans, 2017) *

Recommended

Carson, M., The Pastoral Care of People with Mental Health Problems (London: SPCK, 2008)

Dillen, A. (ed.), Soft Shepherd or Almighty Pastor? Power and Pastoral Care (Cambridge: James Clarke, 2015)

Doehring, C., The Practice of Pastoral Care: A Postmodern Approach (Louisville, KT: Westminster John Knox, 2015) *

Jacobs, M., Swift to Hear: Facilitating Skills in Listening and Responding (London: SPCK, 2000) *

Hicks, P., What Could I Do? (Leicester: IVP, 2003)

Hicks, P., What Could I Say? (Leicester: IVP, 2000) *

Peterson, E. & Dawn, M., The Unnecessary Pastor: Rediscovering the Call (Cambridge: Eerdmans, 2000).

Ross, A., Counselling Skills for Church and Faith Community Workers (Maidenhead: Open University Press, 2003)</td></tr>
</table>

	Stevenson-Moessner, J. (ed.), *Through the Eyes of Women: Insights for Pastoral Care - The Handbook of Womencare* (Minneapolis, MN: Augsburg Fortress, 1996) Swinton, John, *Spirituality and Mental Health Care* (Jessica Kingsley, 2001) Van Deusen Hunsinger, D., *Bearing the Unbearable: Trauma, Gospel, and Pastoral Care* (Grand Rapids, MI: Eerdmans, 2015) Walton, A., *Life on the Dark Side of the Cross: Supporting Depressed People*, (Cambridge: Grove, 2000) Whipp, Margaret, *SCM Studyguide: Pastoral Theology* (London: SCM, 2013) * *Online Reading:* Tutors provide further online reading for when library access is not possible, including sections from the above (marked *)

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	optional
600V776	BA (Hons) Theology (DE)	option

600V635	Dip HE Theology	optional
600V777	Dip HE Theology (DE)	option
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

TH5117 WORLD RELIGIONS

1.	**Module code:**	TH5117
2.	**Title:**	WORLD RELIGIONS – Not running
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester? *Distance:* Semester?
6.	**Module leader:**	Tim Lim
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To enable understanding of some of the religious traditions worldwide, appreciate the diversity of religious practices, and develop an awareness of and respect for the views of others in religious spheres. To build on study of historical and contemporary cultural contexts within which the Church operates and Christian theology is practiced 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 describe and explain the core doctrines, key practices, and spiritual and religious experiences of two or more non-Christian religions (A3)
2. compare and contrast the teachings, practices and experiences of two or more non-Christian religious traditions (A3)
3. critically investigate and evaluate different approaches to the study of religion (A2, A3)
4. explore Christian theological responses to and practical relationships with non-Christian religious traditions (A2, A3)

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

5. analyse and interpret key aspects of the teachings, practices and experiences of two or more non-Christian religions in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4)
6. 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)
7. 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:**

A survey of two or more non-Christian world religions - such Buddhism, Hinduism, Islam, Judaism and Sikhism - focusing on their core teachings, key practices and the spiritual and religious experiences of their adherents. The selection of the specific religious traditions to be studied will be guided both by the expertise and research interests of module tutors and by key issues of contemporary apologetic,

	missional, ethical and theological concern in Christian communities in general and evangelical Christian communities in particular.
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: participation means submitting original post of no more than 300 words per post for each of minimum 8 units. In each of the posts, students are expected to engage with the contents of 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

An 800-word paper pertaining to either your visit to a worship site of a religion (not of your religious persuasion and religious belonging), or your observation to a public religious event (organized for adherents of a religious persuasion that is different from your religious belonging).

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

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
60%	*Essay (2000 words)*	*All LOs*	☒ *No*	☒ *No*

				☐ *Yes*	☐ *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

Beckerlegge, G., *The World Religions Reader* (London: Routledge, 2000)

Gwynne, P., *World Religion in Practice: A Comparative Introduction* (Oxford: Blackwell, 2003)

Muck, T., Netland, H., and McDermott, G., eds., *Handbook of Religion: A Christian Engagement with Traditions, Teachings, and Practices* (Baker Academic, 2014)

Recommended

Burke, T., *The Major Religions: An Introduction with Texts* (Oxford: Blackwell, 2004)
Cheetham, D., Pratt D., Thomas D., eds., *Understanding Interreligious Relations (*Oxford University Press, 2013)

Chryssides, G., Zeller, B., eds., *The Bloomsbury Companion to New Religious Movements* (Bloomsbury Academic, 2016)

Coward, H., *Sin and Salvation in the World Religions* (Oxford: OneWord, 2003)

de Lange*, N., An Introduction to Judaism*, 2nd ed. (Cambridge University Press, 2000, 2010)

Knitter, P., *Introducing Theologies of Religions* (Orbis, 2008, 8th ed., 2008)

Lewis, J., and Tollefsen, I., eds., *The Oxford Handbook of New Religious Movements*, vol. 2 (Oxford University Press, 2016)

Markham, I., *A World Religions Reader* (Oxford: Blackwell, 1999)

Mbiti, J., *Introduction to African Religions*, 2nd ed. (Waveland Press, 1991, 1975, rpr., 2015)

Neill, S., *Crises of Belief: The Christian Dialogue with Faith and No Faith* (London: Hodder & Stoughton, 1984)

Onnudottir, H., Possamai, A., and Turner, B., *Religious Change and Indigenous Peoples: The Making of Religious Identities* (Routledge, 2013)

Parrinder, G., *Encountering World Religions: Questions of Religious Truth* (Edinburgh: T. & T. Clark, 1987)

Rahman, F., *Islam (*Chicago, IL: University of Chicago Press, 2002[2])

Rose, J., *Zoroastrianism: An Introduction* (London: I.B, Tauris, 2011)

Sarwar, G., *Islam: Beliefs and Teachings* (Nottingham: Muslim Educational Trust, 1994[3])

Sharma, A., *Hinduism and its Sense of History* (Oxford University Press, 2003)

Sharpe, E., *Understanding Religion* (London: Duckworth, 1983)

Sigal, R. (ed.), *The Blackwell Companion to the Study of Religion* (Oxford: Blackwell, 2006)

Smart, N. & Hecht, R., *Sacred Texts of the World* (London: Quercus, 2007)

Strange, D., *Their Rock is not Like Our Rock* (Grand Rapids: Zondervan, 2014)

Taylor, M., *After God* (Chicago University Press, 2007)

Young, S., eds., *The Wiley-Blackwell Companion to Chinese Religions* (Wiley-Blackwell, 2015)

*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:* 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	optional
600V776	BA (Hons) Theology (DE)	optional
600V635	Dip HE Theology	optional
600V777	Dip HE Theology (DE)	optional

TH5118 EVANGELISM IN THE UK

1.	**Module code:**	TH5118
2.	**Title:**	EVANGELISM IN THE UK – Not running
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester TBC *Distance:* TBC
6.	**Module leader:**	
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. Aims:

This module will:

- Introduce the biblical mandate for evangelism in the life of the church.
- Provide an overview of different approaches to evangelism and enable students to reflect on best approaches given the current UK context.
- Give opportunity to develop the skill of being able to effectively communicate the gospel.
- Explore the most effective ways to equip people within the local church to share their faith.

10. Learning outcomes:

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

1. Critically articulate the Biblical and theological nature of evangelism [A1, A2]
2. Classify and critique potential approaches to evangelism in the local church context. [A2, A3, A4]

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

3. Apply the knowledge gained to verbally communicate the gospel [B4, B6, B7, B8]
4. Develop a strategic plan that can be implemented to create a culture of evangelism in a local church in the UK. [B4, B6, B7, B8]

11. Syllabus:

The Church exists to worship and glorify God for all eternity and to participate in the transforming mission of God within history. The source of all our mission is what God has done in Christ, as revealed in the Bible and our evangelistic task is to make that good news known. This module will explore how we can best meet that task in the UK. To that end, the module is focused on the task of evangelism, which it will be argued is at the centre of the scope of all mission. Therefore, the module will introduce students to topics such as: a biblical understanding of evangelism; historical and current evangelistic practices in the UK church; understanding the cultural landscape of the UK; sharing the gospel with people of different faiths; offering a critique of different approaches to evangelism; creating a strategy for evangelism in the local church; the power of the Spirit in evangelism; and learning how to verbally communicate the gospel.

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 assessing different approaches to evangelism (2500 words)*	*1, 2, 4*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Verbal presentation of the gospel (5 minutes)*	*3*	*☒ 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:

<table>
<tr><td></td><td colspan="2">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.</td></tr>
<tr><td></td><td>Seen examination</td><td>%</td></tr>
<tr><td></td><td>Unseen examination</td><td>%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</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

Brueggemann, W. Biblical Perspectives on Evangelism, (Abingdon Press, 1993).

Ireland, M. & Booker, M., Making New Disciples: Exploring the Paradoxes of Evangelism (SPCK, 2015)

Male, D. & Weston, P., The Word's Out: Speaking the Gospel Today, (Oxford: The Bible Reading Fellowship, 2013)

Murray S., Post-Christendom: Church and Mission in a Strange New World (Carlisle: Paternoster Press, 2004).

Tice, R., Honest Evangelism (The Good Book Company, 2015)

Recommended

Chilcote, P.W. & Warner, L.C. (eds.), The Study of Evangelism. Exploring a Missional Practice of the Church (Grand Rapids: Zondervan, 2008).

Dawson, S., Evangelism today: Effectively sharing the gospel in a rapidly changing world. (Grand Rapids, MI: Baker, 2009).

Green, M., Evangelism Through the Local Church (Nashville: Thomas Nelson, 1992).

Packer, J.I., Evangelism & the Sovereignty of God (Chicago: InterVarsity Press, 1961).

Pagitt, D., Evangelism in the inventive age (Minneapolis: Sparkhouse Press, 2012).
Payne, J. D., Evangelism: a biblical response to today's questions (Colorado Springs, CO: Biblica Publishing, 2011) .

Pippert, R.M., Out of the Salt Shaker (Downers Grove, IL: InterVarsity Press, 2010).

Reid, A., Sharing Jesus Without Freaking Out (B&H Academic, 2017)

Teasdale, M., Evangelism for Non-Evangelists (IVP Academic, 2016)

Wimber, J., Power Evangelism (2nd edn; Chosen Books, 2009)</td></tr>
</table>

	Wright, N.T. *Simply Good News: Why the gospel is news and what makes it good* (SPCK, 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	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	Optional
600V776	BA (Hons) Theology (DE)	Optional
600V635	Dip HE Theology	Optional
600V777	Dip HE Theology (DE)	Optional

TH5119 INNOVATION IN YOUTH MINISTRY: PRINCIPLES AND PRACTICE

1.	**Module code:**	TH5119
2.	**Title:**	INNOVATION IN YOUTH MINISTRY: PRINCIPLES AND PRACTICE – Not running
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester TBC
6.	**Module leader:**	Chris Curtis
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 develop an understanding of the biblical and theological bases for youth ministry, together with an understanding of innovation theory and design principles. To evaluate the effectiveness of your own practice in the light of this combined understanding, and to develop the skills required to create new models and approaches to youth ministry that meet the demands of contemporary culture.	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. Critically engage with biblical and theological bases of present-day youth ministry. [A1, A2] 2. Identify and critically evaluate developments in youth culture and their impact on existing models of youth ministry. [A2, A3, A4] 3. Synthetically describe and critically evaluate design principles and innovation theory and their application to developing new models of youth ministry. [A3, A4] 4. Analytically engage with emerging approaches to youth ministry and reflect critically on the theological implications. [A3, A4] **Skills** On successful completion of this module, the student will be able to: 5. Critically evaluate their youth ministry practice. [B1, B2, B3, B4] 6. Apply the knowledge gained to show how their practice might develop to better engage with young people in contemporary culture. [B2, B4, B6, B7, B8]	
11.	**Syllabus:** This module will introduce students to topics such as: key elements of the theological and biblical basis for youth ministry; contemporary adolescent culture and, in particular, how changes are shifting and shaping attitudes to Christian faith; and the impact of cultural change on existing models of youth ministry. The module will explore how these existing models were themselves developed over the past century in response to societal changes, and the need for those models to evolve again to become relevant to contemporary culture. The module will help students reflect on the theological basis and practice of their own youth ministry. Using the principles and tools for innovation, such as those developed in the business and technology sectors, the module will help students to construct new approaches and models that will develop the effectiveness of their work.	

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*** Creasy Dean, K and Andrew Root. The Theological Turn in Youth Ministry. Illinois. IVP, 2011. Kaye, Deborah. Red Thread Thinking: Weaving Together Connections for Brilliant Ideas and Profitable Innovation. New York. McGraw-Hill Education, 2013. Shepherd, N. Faith Generation: Retaining Young People and Growing the Church. London. SPCK, 2016. Twenge, J. iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy–and Completely Unprepared for Adulthood– and What That Means for the Rest of Us. New York, Atria, 2017. Ward, P. Introducing Practical Theology. Grand Rapids. Baker Academic, 2017. ***Recommended*** Creasy Dean, K. Almost Christian: What the Faith of Our Teenagers is Telling the American Church. New York. Oxford University Press, 2010. Griffin, Brad and Kara Powell. Sticky Faith Youth Worker Edition. Grand Rapids. Zondervan, 2011. Manzini, E. and R. Coad. Design, When Everybody Designs: An Introduction to Design for Social Innovation (Design Thinking, Design Theory). Cambridge MA. MIT, 2015. Root, Andrew. Faith Formation in a Secular Age: Responding to the Church's Obsession with Youthfulness (Ministry in a Secular Age). Grand Rapids. Baker Academic, 2017. Root, Andrew. Revisiting Relational Youth Ministry: From a Strategy of Influence to a Theology of Incarnation. Downers Grove. Inter-Varsity, 2007. Vincent, L. A Primer on Innovation Theology: Responding to Change in the Company of God. Eugene. Wipf & Stock, 2017 Volland, M. Minister as Entrepreneur. London. SPCK, 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	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:* N/A *Distance:*

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	Optional
600V776	BA (Hons) Theology (DE)	Optional
600V635	Dip HE Theology	Optional
600V777	Dip HE Theology (DE)	Optional
600V631	Cert HE Theology	Optional
600V659	BA (Hons) Theology & Counselling	Optional
600V662	Dip HE Theology & Counselling	Optional
600V632	Cert HE Theology & Counselling	Optional
600V770	BA (Hons) Theology & Music	Optional
600V771	Dip HE Theology & Music	Optional
600V772	Cert HE Theology & Music	Optional
600V767	BA (Hons) Theology & Creative Musicianship	Optional
600V768	Dip HE Theology & Creative Musicianship	Optional
600V769	Cert HE Theology & Creative Musicianship	Optional
600V773	BA (Hons) Theology & Worship Studies	Optional
600V774	Dip HE Theology & Worship Studies	Optional

600V775	Cert HE Theology & Worship Studies	Optional

TH5123 PAULINE STUDIES

1.	**Module code:**	TH5123
2.	**Title:**	PAULINE STUDIES
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester TBC *Distance:* Semester TBC
6.	**Module leader:**	Andrew Perriman
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:**

1. to acquire current knowledge and ability to evaluate critical thought of the person and ministry of the apostle Paul and the methods scholars have used to interpret him.
2. To understand the Jewish and Graeco-Roman worlds in which Paul operated and his relationship to Judaism.
3. To analyse key issues, themes and theological concepts across the Pauline writings.
4. To evaluate the occasion, critical issues and theology of select Pauline letters and relate the findings to Christian practice and contemporary contexts.

10. **Learning outcomes:**

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

1. demonstrate knowledge and understanding of relevant historical, exegetical and theological issues in Pauline studies, based on various primary and secondary sources. [A1]
2. demonstrate a critical understanding of various methods and approaches used in Pauline studies. [A2]
3. relate Paul's letters and their theology to various contemporary and global contexts. [A3]
4. understand the value systems promoted in the Pauline letters. [A4]

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

5. use appropriate methods and approaches to critically analyse the Pauline letters and other ancient texts in interaction with advanced scholarship to arrive at independent conclusions. [B1, B3]
6. critically relate Pauline theology to one's personal life, the church and society, and to address new situations. [B4, B6]
7. identify issues for personal growth and spiritual formation in relation to the values promoted in the Pauline letters. [B5]
8. use relevant IT and computer skills to present written material that shows analytical ability, appropriate use of primary and secondary sources, clarity of expression, citation of relevant evidence and accurate referencing. [B7, B8]

11. **Syllabus:**

<table>
<tr><td></td><td>Besides Jesus Christ, Paul is a key figure of early Christianity. His influence on the thought and practice of the early Church, rooted in the life and teachings of Jesus, was so fundamental that he continues to be relevant for Christianity in the 21st century. The module will be dealing with topics such as Paul's Jewish and Graeco-Roman worlds, Paul's life, ministry and writings, Paul and Jesus, Pauline ethics, Paul and culture and Pauline theology. The module will also look at select Pauline letters in depth.</td></tr>
<tr><td>12.</td><td>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.</td></tr>
<tr><td>13.</td><td>Assessment scheme:</td></tr>
<tr><td></td><td>1. Formative assessment scheme

Essay plan (statement of the problem, primary research question, annotated outline, bibliography)</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>Essay (3000 words)</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>
</table>

<table>
<tr><td>16.</td><td colspan="3">Learning materials

Essential

Gorman, Michael J. Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters. Second edn. Grand Rapids: Eerdmans, 2016.

Porter, Stanley E. The Apostle Paul: His Life, Thought, and Letters. Grand Rapids: Eerdmans, 2016.

Recommended

Barclay, John M. G. Paul and the Gift. Grand Rapids, Eerdmans, 2015.

Bassler, Jouette M. Navigating Paul: An Introduction to Key Theological Concepts. Louisville: Westminster John Knox, 2007.

Bird, Michael. A Bird's-Eye View of Paul. Nottingham: Inter-Varsity, 2008.

Dunn, James D. G. The Theology of the Apostle Paul. Grand Rapids: Eerdmans, 1998.

Flemming, Dean. Contextualization in the New Testament: Patterns for Theology and Mission. Leicester: Apollos, 2005.

Hooker, Morna D. From Adam to Christ: Essays on Paul. Cambridge: Cambridge University Press, 1990.

Wright, N. Tom. Paul and the Faithfulness of God. London: SPCK, 2013.

Wright, N. Tom. What Saint Paul Really Said. Oxford: Lion, 1997.</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="4">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">……..%</td></tr>
<tr><td></td><td>PRACTICAL</td><td colspan="2">……..%</td></tr>
<tr><td rowspan="5">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 are 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:
80</td></tr>
</table>

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

TH5125 CHARACTER AND VIRTUE EDUCATION

1.	**Module code:**	TH5125
2.	**Title:**	CHARACTER AND VIRTUE EDUCATION – Not running
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester TBC *Distance:* Semester TBC
6.	**Module leader:**	
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:** This module will introduce the theories and practices of character and virtue education, providing students experience self-assessment and in using practical tools for personal formation that can also be applied with third parties in a variety of contexts, including family, church, education, work and society.	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. Articulate theories of character and virtue education that draw from philosophical, educational and theological contexts. [A4, B2, B3] 2. Identify potential practices to foster character growth and the development of virtue. [A4] **Skills** On successful completion of this module, the student will be able to: 3. Critically self-assess their own character against a set of virtues. [B4] 4. Implement a plan for personal growth in character and virtue. [B5] 5. Develop plans to facilitate growth in character and virtue in others. [B5]	
11.	**Syllabus:** This module will provide basic literacy in topics such as, the importance and nature of character, the tradition of virtues and vices, philosophical, educational and theological dimensions of character and virtue education, objections and debates over character and virtue education, the place of assessment and self-assessment, habituation practices, the role of community in character and virtue education, helping others grow in character.	
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

Students will engage in a personal growth project aimed at developing one particular virtue in their character.

2. Summative assessment scheme

Task:

A learning portfolio including an essay and a report.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
70%	*Essay (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
30%	*Report (1000 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.

<table>
<tr><td></td><td colspan="2">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.</td></tr>
<tr><td></td><td>Seen examination</td><td>%</td></tr>
<tr><td></td><td>Unseen examination</td><td>%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</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

Oxenham, M., Character and Virtue in Theological Education, Carlisle: Cumbria, Langham Global Library, 2019.

Oxenham, M., www.virtueducation.net

Recommended

Arthur, James, A Christian Education in the Virtues, London, Routledge 2021

Farley, B. In Praise of Virtue: An Explication of the Biblical Virtues in a Christian Context. Grand Rapids: Eerdmans, 1995.

Hauerwas, S. The Character of Virtue: Letters to a Godson. Cambridge, MA: Eerdmans, 2018.

Hauerwas, S. Vision and Virtue. Notre Dame, IN: University of Notre Dame Press, 1974.

Holmes, A. Shaping Character. Grand Rapids: Eerdmans, 1991.

Hunter, J. D. The Death of Character. New York: Basic, 2000.

Kristjánsson, K. Aristotelian Character Education. New York: Routledge, 2015.

MacIntyre, A. After Virtue. London: Duckworth, 2007.

Neuhaus, R. J. Theological Education and Moral Formation. Grand Rapids: Eerdmans, 1992.

Ott, B. “Transforming the Habitus: Insights from Martin Buber on Faith-based Character Formation.” Mennonite Quarterly Review, April 2019: 193-212.

Wright, N. T. After You Believe. New York: Harper Collins, 2010.</td></tr>
<tr><td colspan="3">Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):</td></tr>
<tr><td>17.</td><td colspan="2">UNISTATS - assessment</td></tr>
<tr><td></td><td colspan="2">Please indicate summary of the following assessment types:</td></tr>
<tr><td></td><td>COURSEWORK</td><td>100%</td></tr>
<tr><td></td><td>EXAM</td><td>……..%</td></tr>
<tr><td></td><td>PRACTICAL</td><td>……..%</td></tr>
</table>

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:* 60 *Distance:* 60
	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:* 20 *Distance:* 20

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

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). 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	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

TH5127 NEW TESTAMENT GREEK TEXTS

1.	**Module code:**	TH5127
2.	**Title:**	NEW TESTAMENT GREEK TEXTS
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Semester:**	*Onsite:* Semester 2 *Distance:* Semester TBC
6.	**Module leader:**	Andrea Hartmann
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 completed, and TH4013 New Testament Greek Introduction 1 (iv) *or* TH5121 New Testament Greek Introduction 1, *and* TH5122 New Testament Greek Introduction 2
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	**Aims:** To build on the knowledge and skills learned in New Testament Greek Introduction 1 + 2, to further knowledge and understanding of more advanced aspects of Greek grammar and syntax and to apply that knowledge to the translation of New Testament Greek texts. To develop competence in the comparison of English translations based on the knowledge of the vocabulary, grammar and syntax of the Greek text. To enable further facility in translating selected Greek New Testament texts and to equip students to engage critically in the exegetical, hermeneutical and theological analysis of these texts. To lay the foundations for advanced Greek grammar and syntax, as well as more detailed exegetical, hermeneutical, and theological studies in level 6 (TH6113 - New Testament Greek Advanced Texts).	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. demonstrate knowledge and understanding of more advanced Greek grammar, syntax and vocabulary (A1) 2. demonstrate more advanced understanding of the issues involved in translating selected texts of the Greek New Testament into good English (A1) 3. show an awareness of the main linguistic, text-critical, structural, historical and/or exegetical issues of selected New Testament texts (A1) 4. show knowledge and understanding of different methods used in the analysis and translation of the Greek New Testament (A2) **Skills** On successful completion of this module, the student will be able to: 5. demonstrates the ability to apply their knowledge of more advanced Greek vocabulary, grammar, and syntax and to translate with facility portions of set New Testament Greek texts (B1, B3, B6) 6. can competently compare English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1, B3, B6, B7) 7. shows skills in commenting on significant aspects of word formation, grammar, syntax and structure of the argument using lexica, handbooks on the Greek texts, and commentaries (B1, B2, B3) 8. can engage empathetically and critically with different scholarly methods and opinions in relation to the translation and interpretation of the Greek New Testament and to identify different	

	possibilities, as well as to 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) 9. 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 module will further students understanding of more advanced features of New Testament Greek grammar and syntax by engaging with intermediate grammars. Their knowledge of vocabulary, grammar and syntax will be applied to further both the translation from Greek into English and the comparison of English translations based on the Greek text. The module will focus on the translation of selected New Testament Greek texts from different authors and genres (e.g., portions of a gospel and a letter) and a critical engagement with the exegetical, hermeneutical and theological issues of these texts. It will advance skills in translating and analysing New Testament Greek texts using print and computer-based resources like lexica, intermediate grammars, exegetical guides, grammatical and linguistic analyses, concordances and commentaries.
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. A special focus is given to the independent translation of the set texts which are then discussed in the respective discussion forums (onsite: lectures, distance: VLE forum). 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. All students will have to present portions of their translations regularly.

2. Summative assessment scheme

Task:

A learning portfolio including an essay and a report

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*

<table>
<tr><td></td><td colspan="2">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.</td></tr>
<tr><td></td><td>Seen examination</td><td>%</td></tr>
<tr><td></td><td>Unseen examination</td><td>%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</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

Used Critical Text:
Aland, B., et al. (eds.), The Greek New Testament, Stuttgart: Deutsche Bibelgesellschaft, 201428. (28th edition) (https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text/)

Grammars:
Mathewson, David L. and Elodie Ballantine Emig, Intermediate Greek Grammar. Syntax for Students of the New Testament. Grand Rapids: Baker Academic, 2016.

Wallace, Daniel B., The Basics of New Testament Syntax: An intermediate Greek Grammar, Grand Rapids: Zondervan, 2000.

Lexica:
Bauer, Walter, F. W. Danker, W.F. Arndt, F.W. Gingrich, A Greek-English Lexicon of the New Testament and other Early Christian Literature, Chicago: University of Chicago Press, 20003. (BDAG)

Liddell, Henry George, Robert Scott and Henry Stuart Jones, A Greek-English Lexicon, Oxford: Oxford University Press, 19589. (LSJ)

Montanari, Franco. The Brill Dictionary of Ancient Greek. Leiden: Brill, 2015.

Handbooks/Exegetical Guides:
Baylor Handbooks on the Greek New Testament (BHGNT)
(e.g., Decker, Rodney J., Mark: A Handbook on the Greek Text, 2 vols., Waco: Baylor University Press, 2014; Novakovic, Lidija, Philippians: A Handbook on the Greek Text, Waco: Baylor University Press, 2020)

Exegetical Guides to the Greek New Testament (EGGNT)
(e.g., Williams, Joel F., Mark, Nashville: B&H Academic, 2020; Hellerman, Joseph H., Philippians, Nashville: B&H Academic, 2015)

SIL Exegetical Summaries (SILES)</td></tr>
</table>

	(e.g., Blight, Richard C., *An Exegetical Summary of Mark*, 2 vols., Dallas: SIL International, 2012-2014; Greenlee, J. Harold, *An Exegetical Summary of Philippians*, Dallas: SIL International, 2008[2]) ***Recommended*** *Commentaries (focussing on Greek text):* e.g., New International Greek Testament Commentaries (NIGTC), Word Biblical Commentaries (WBC), Baker Exegetical Commentaries on the New Testament (BECNT) *Other Resources:* Greenwood, Kyle, *Dictionary of English Grammar for Students of Biblical Languages*, Grand Rapids: Zondervan Academic, 2020. Burer, Michael H. and Jeffrey E. Miller, *A New Reader's Lexicon of the Greek New Testament*, Grand Rapids: Kregel, 2008. Zerwick, Max S. J. and Mary Grosvenor, *A Grammatical Analysis of the Greek New Testament*, Rome: Editrice Pontificio Institutio Biblico, 1988. *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	%	
	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:* 24 *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:* 56 *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

TH5128 FROM EXODUS TO EXILE

1.	**Module code:**	TH5128
2.	**Title:**	From Exodus to Exile – Not running
3.	**Credit points:**	10
4.	**FHEQ level:**	5
5.	**Start term:**	*Onsite*: Semester 2 *Online:* TBC
6.	**Module leader:**	Rory Balfour
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(e) Pre-requisite	Level 4 completed
	(f) Programme restrictions	
	(g) Level restrictions	
	(h) Other restrictions or requirements	

9. Aims:

This module will focus on the body of literature, central to the Old Testament/Hebrew Bible, which runs from the Book of Deuteronomy (exodus) to the end of 2 Kings (exile) – often referred to as the Deuteronomistic History. It aims:

1. To develop knowledge and critical interpretation of key texts in the literature of Deuteronomy – 2 Kings.
2. To acquire an understanding of key scholarly theories related to this body of literature.
3. To build an understanding of the conventions of Hebrew narrative.
4. To analyse key theological, literary and ethical aspects of select narratives in Deuteronomy – 2 Kings.

10. Learning outcomes:
(Knowledge and Skills sections can be merged if appropriate)

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

1. Demonstrate thorough knowledge and understanding of key biblical texts that make up parts of the Deuteronomistic History and demonstrate a thorough knowledge and understanding of what distinguishes these texts from other parts of the Old Testament canon (A1, A2);
2. Understand the features of Hebrew literary style and how these relate to the communication of theological ideas and ancient Israel's history (A1, A2);
3. Critically understand influential scholarly approaches to the Deuteronomistic History (A1, A2);
4. Analyse key theological and ethical questions raised by the specific texts examined through the module (A1, A2, A3).

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

5. Critically assess evidence for unifying literary and theological themes across the books of Deuteronomy to 2 Kings (B1, B2, B6);
6. To identify the stylistics elements of Hebrew narrative and to reflect on how these stylistic elements shape the theological communication of Old Testament narratives (B1, B2, B3);
7. Use biblical texts and related scholarship to reflect innovatively, responsibly and empathetically on contemporary theological questions (B1, B2, B4)

11. Syllabus:

<table>
<tr><td></td><td>The module will examine texts from across the full sweep of the Deuteronomistic History. The chosen texts will allow students to focus on key theological themes and critical issues that emerge through this literature. The categories studied may include: the distinct portrayal of Israel's formation at Sinai in Deuteronomy; the conquest of the land in Joshua; the transition to kingship depicted in Deuteronomy and 1 Samuel; the rise of David and the establishment of his house; the reforms of Josiah. The precise methodologies used in examining each text may vary according to the particular issues being considered. As part of the course students will also be introduced to the various scholarly theories that have been proposed for the formation of the different parts of the Deuteronomistic History and some of the contemporary debates around the cohesion of the whole.</td></tr>
<tr><td>12.</td><td>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.</td></tr>
<tr><td>13.</td><td>Assessment scheme:</td></tr>
<tr><td></td><td>5. 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>6. 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>Essay (3000 words)</td><td>All</td><td>☒ No
☐ Yes</td><td>☒ No
☐ Yes – individual student
☐ Yes – group approval
☐ Yes – whole module</td></tr>
</table>
<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>……..hours</td></tr>
<tr><td>16.</td><td colspan="2">Learning materials

Essential</td></tr>
</table>

	Brad E. Kelle and Brent A. Strawn (eds.), *The Oxford Handbook of the Historical Books of the Hebrew Bible* (Oxford: Oxford University Press, 2020) Robert Alter, *The Art of Biblical Narrative* (Basic Books, 1981) *Recommended* Danna Nolan Fewell (ed.), *The Oxford Handbook of Biblical Narrative* (Oxford: Oxford University Press, 2016) Douglas S. Earl, *Reading Old Testament Narrative as Christian Scripture*, JTISup 17 (Winona Lake: Eisenbrauns, 2017) Adele Berlin, *Poetics and Interpretation of Biblical Narrative* (Sheffield: Almond Press, 1983) Martin Noth, *The Deuteronomistic History*, JSOTSup 15 (Sheffield: JSOT Press, 1981) Gordon McConville and Philip Satterthwaite, *Exploring the Old Testament: Volume 2: The Histories* (London: SPCK, 2003) R. W. L. Moberly, *Old Testament Theology: Reading the Hebrew Bible as Christian Scripture* (Grand Rapids: Baker Academic, 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). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:		Onsite: 22 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.		
	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: 78 Distance: 100

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V628	BA (Hons) Theology	Optional
600V635	DipHE Theology	Optional
600V776	BA (Hons) Theology (DE)	Optional
600V778	DipHE Theology (DE)	Optional

Level 6 Core Modules

Students will be enrolled on either:

- TH6003 Integrative Theology Project, or
- TH6114 Extended Integrative Theology Project – *students must have achieved an overall average of 60 or above at Level 5*.

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:**	Matthew Knell
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

TH6003 INTEGRATIVE THEOLOGY PROJECT

1.	**Module code:**	TH6003
2.	**Title:**	INTEGRATIVE THEOLOGY PROJECT
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semesters 1, 2 & 3
6.	**Module leader:**	Matthew Knell
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 engage the student with autonomous learning in the production of a project of independent research to display the integration and consolidation of their learning through the programme.

10. **Learning outcomes:**

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

1. demonstrate in-depth integration, consolidation and critical extension of their learning throughout the programme, in one or more of the following areas:
   - the content of Christian Scripture and its exegetical and hermeneutical interpretation (A1, A2, A3)
   - Christian theology, thought, mission, heritage and tradition in an historical and a contemporary context (A1, A2, A3)
   - contemporary culture and its interpretation within an evangelical context (A3)
   - approaches to the understanding of personal growth and spiritual self-understanding (A4)

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

2. demonstrate the integration, consolidation and extension of their learning on the programme in a critical, synthetic, analytical, empathetic, reflective and theologically astute manner (B1, B2, B3)
3. engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)
4. organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)

11. **Syllabus:**

Within the parameters established by the module learning outcomes, the syllabus content will be determined by students themselves. Such open and flexible syllabus content is designed to enable students to engage in autonomous and independent learning with the guidance and support of their supervisors, and thereby pursue issues of personal interest whilst demonstrating the integration, consolidation and extension of their learning on the programme.

12. **Learning and teaching strategy:**

Learning and teaching will take the form of a supervised thesis. Teaching strategies will be varied according to the subject chosen and the supervisor appointed. The learning will be student-driven, utilizing research skills, rather than the completion of a set assignment.

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

An introduction to advanced study skills will be provided for all students. A project specification will be drawn up by the student in consultation with their supervisor and will require external examiner approval.

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.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from supervisors throughout 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%	*Dissertation/ project (8,000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☐ *No* ☒ *Yes – individual student as needed* ☐ *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** Learning resources, including core and extension reading, will be determined by the students themselves, with guidance and support provided by their supervisors.	
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., 20 credits are 200 hours).	
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	*Onsite:* 9 (3 teaching, 6 supervision) *Distance:* 9 (3 teaching, 6 supervision)
	Assessment Proposed number of hours for the assessments.	*Onsite:* *Distance:*
	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:* 191 *Distance:* 191

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

TH6114 EXTENDED INTEGRATIVE THEOLOGY PROJECT

1.	**Module code:**	TH6114
2.	**Title:**	EXTENDED INTEGRATIVE THEOLOGY PROJECT
3.	**Credit points:**	40
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semesters 1, 2 & 3
6.	**Module leader:**	Matthew Knell
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 and 5 completed and an overall average of 60 or above at Level 5.
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To engage the student with autonomous learning in the production of a project of independent research to display the integration and consolidation of their learning through the programme

10. **Learning outcomes:**

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

1. demonstrate in-depth integration, consolidation and critical extension of their learning throughout the programme, in one or more of the following areas:
   - the content of Christian Scripture and its exegetical and hermeneutical interpretation (A1, A2, A3)
   - Christian theology, thought, mission, heritage and tradition in an historical and a contemporary context (A1, A2, A3)
   - contemporary culture and its interpretation within an evangelical context (A3)
   - approaches to the understanding of personal growth and spiritual self-understanding (A4)

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

2. demonstrate the integration, consolidation and extension of their learning on the programme in a critical, synthetic, analytical, empathetic, reflective and theologically astute manner (B1, B2, B3)
3. engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)
4. organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)

11. **Syllabus:**

Within the parameters established by the module learning outcomes, the syllabus content will be determined by students themselves. Such open and flexible syllabus content is designed to enable students to engage in autonomous and independent learning with the guidance and support of their supervisors, and thereby pursue issues of personal interest whilst demonstrating the integration, consolidation and extension of their learning on the programme.

12. **Learning and teaching strategy:**

Learning and teaching will take the form of a supervised thesis. Teaching strategies will be varied according to the subject chosen and the supervisor appointed. The learning will be student-driven, utilizing research skills, rather than the completion of a set assignment.

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

An introduction to advanced study skills will be provided for all students. A project specification will be drawn up by the student in consultation with their supervisor and will require external examiner approval.

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.

13. **Assessment scheme:**

1. Formative assessment scheme

Both onsite and distance learning students will receive ongoing formative feedback from supervisors 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%	*Dissertation/ Project (12,000 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**

Learning resources, including core and extension reading, will be determined by the students themselves, with guidance and support provided by their supervisors.

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., 40 credits are 400 hours).		
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:		*Onsite:* 9 (3 teaching, 6 supervision) *Distance:* 9 (3 teaching, 6 supervision)
	Assessment Proposed number of hours for the assessments.		*Onsite:* *Distance:*
	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:* 391 *Distance:* 391

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

Level 6 Optional Modules

Students enrolled on TH6003 Integrative Theology Project must choose a total of *FOUR* optional modules.

Students enrolled on TH6114 Extended Integrative Theology Project must choose a total of *THREE* optional modules.

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

TH6115 ADVANCED NEW TESTAMENT TEXTS

1.	**Module code:**	TH6115
2.	**Title:**	ADVANCED NEW TESTAMENT TEXTS
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters TBC *Distance:* Semester TBC
6.	**Module leader:**	Andrew Clark/Adesola Akala
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To equip students to engage critically in the exegetical, hermeneutical and theological analysis of selected New Testament texts, and identify their theological relevance, practical application and transformative potential with respect to both the contemporary Church and wider world in the context of evangelical Christian theology. To build on New Testament study at Levels 4 and 5. The selected texts will normally be Paul's Letter to the Romans and the Gospel of John.

10. **Learning outcomes:**

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

1. demonstrate knowledge and understanding of selected New Testament texts in their historical, exegetical and theological contexts, based on various primary and secondary sources. [A1, A2, A3, B1, B3, B6]
2. demonstrate a critical understanding of various methods and approaches used in the selected New Testament texts. [A2]
3. relate the selected New Testament texts and their theology to various contemporary and global contexts. [A3]
4. understand the value systems promoted in the selected New Testament texts. [A4]

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

5. use appropriate methods and approaches to critically analyse the selected New Testament texts and other ancient texts in interaction with advanced scholarship to arrive at independent conclusions. [B1, B3]
6. critically relate the selected New Testament texts to one's personal life, the church and society, and to address new situations. [B4, B6]
7. identify issues for personal growth and spiritual formation in relation to the values promoted in the selected New Testament texts. [B5]
8. use relevant IT and computer skills to present written material that shows analytical ability, appropriate use of primary and secondary sources, clarity of expression, citation of relevant evidence and accurate referencing. [B7, B8]

11. **Syllabus:**

	A detailed exegetical and theological analysis of the argument of the key New Testament texts of John's Gospel and the book of Romans, against the backdrop of their historical, cultural, social and religious contexts. Emphasis will be given to such issues as the texts' intertextuality, overall shape, theological themes, and contribution to biblical theology. The module will focus especially on the contribution of the exegesis and theological analysis of the text to understandings of its theological relevance, practical application and transformative potential with respect to both the contemporary Church and wider world in the context of evangelical Christian theology. Regarding Romans, the module will specifically focus on the overall rhetorical construction of the book, its internal dynamics, and its message to the first century audience Regarding the Gospel of John, the module will examine both selected texts from John's Gospel, such as John 1, 6, 11 and 20, and prominent themes, such as Christology, Soteriology, Apocalypticism/Dualism and Ethics.
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

Essay plan (statement of the problem, primary research question, annotated outline, bibliography)

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 (5000 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* **Romans** Gaventa, Beverly Roberts, *When in Romans*, Grand Rapids: Baker, 2016. **John's Gospel** Porter, Stanley E. *John, His Gospel, and Jesus: In Pursuit of the Johannine Voice*. Grand Rapids: Eerdmans, 2015. *Recommended* **Romans** Barclay, John, *Paul and the Gift*, Grand Rapids: Eerdmans, 2015. Kim, Seyoung, *Paul and the New Perspective*, Tubingen: Mohr, 2002. McKnight, Scot, *Reading Romans Backwards*, London: SCM: 2019. Oakes, Peter, *Reading Romans in Pompei*, Minneapolis: Fortress, 2009. Thielman, Frank, *Romans*, Zondervan Exegetical Commentaries; Grand Rapids: Zondervan, 2018. **John's Gospel** Ashton, John. *The Gospel of John and Christian Origins*. Minneapolis: Fortress, 2014. Edwards, Ruth B. *Discovering John: Content, Interpretation, Reception*. Second edn. London: SPCK 2014. Koester, Craig R. *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008. Michaels, J. Ramsey. *John*. NICNT. Grand Rapids: Eerdmans, 2010. Thompson, Marianne Meye. *John: A Commentary*. NTL. Louisville: Westminster John Knox, 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	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:* 44 *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:* 116 *Distance:* 160

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

TH6113 ADVANCED NEW TESTAMENT GREEK TEXTS

1.	**Module code:**	TH6113
2.	**Title:**	ADVANCED NEW TESTAMENT GREEK TEXTS
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester 2 or 3
6.	**Module leader:**	Andrea Hartmann
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Levels 4 and 5 completed / New Testament Greek Introduction 2 & New Testament Greek Texts (TH5122 / TH5127)
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	**Aims:** To build on the basic Greek grammatical and syntactical foundations established in earlier Greek modules in relation to texts which are more challenging either linguistically or theologically; To develop competence in the exegesis of the Greek New Testament; to make a detailed exegetical and theological study of the Greek text of either selected portions of the New Testament or one New Testament document.	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. demonstrate knowledge and understanding of more advanced Greek grammar, syntax and vocabulary in the exegetical task (A1. A2) 2. show critical understanding of the issues involved in translating more advanced portions of New Testament Greek into good English (A1, A2) 3. translate with facility portions of the set texts and comment on significant aspects of (for example), word formation, verbal aspect, syntax word order and structure of the argument (A1, A2) 4. compose coherent and well-formed studies on the set texts which show a good awareness of the main conclusions and the supporting arguments of modern scholars on the main linguistic, text-critical, structural, historical and/or exegetical (A1, A2) **Skills** On successful completion of this module, the student will be able to: 5. demonstrate intermediate level knowledge of Greek grammar and vocabulary, further skills in translating more complex selected Greek texts, and further skills in comparing English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1, B2) 6. advanced engagement 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 (B3, B4, B5) 7. further skills in organising, communicating and applying their own learning effectively, using information and computer technology to access and divulge information, and engaging creatively in problem solving (B3, B4, B6, B7)	
11.	**Syllabus:**	

	Critical, exegetical and theological study of the Greek text of selected portions of the New Testament or one New Testament document, such as 1 Peter. The critical use of Greek exegetical and linguistic tools in the exegetical task, such as lexica, grammars, concordances, 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:

One 4,000-word Exegetical Project on a selected New Testament passage chosen in consultation with the module tutor.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Exegetical Project (4000 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*** Bauer, W., F.W. Danker, W.F. Arndt and F.W. Gingrich, *A Greek-English Lexicon of the New Testament and Other Christian Literature*. Revised & edited by F.W. Danker. Chicago/London: University of Chicago Press, 2000. Brooks, J.A. and Winbery, C.L. *Syntax of New Testament Greek*. University Press of America, 1979. DeMoss, Matthew S., *Pocket Dictionary for the Study of New Testament Greek*, Downers Grove: IVP, 2001 [Very useful dictionary for the technical terms used in Greek Grammar and syntax]. Available as an e-book. Matthewson, David L. and Elodie Ballantine Emig, *Intermediate Greek Grammar: Syntax for Students of the New Testament* (Grand Rapids: Baker, 2016). Mounce, William D., *A Graded Reader of Biblical Greek*: *A Companion to Basics of Biblical Greek* and *Greek Grammar Beyond the Basics* (Grand Rapids: Zondervan, 1996). Porter, Stanley E., *Idioms of the Greek New Testament* (Biblical Languages: Greek 2, 2nd edn.; Sheffield: JSOT, 1994). Wallace, D. B., *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament* (Grand Rapids: Zondervan, 1996). Zerwick, M. & M. Grosvenor, *A Grammatical Analysis of the Greek New Testament*, 5th edn, Rome: Pontifical Biblical Institute, 1996 [helpful verse by verse grammatical analysis; especially helpful for idioms]. ***Recommended*** Achtemeier, Paul J. *1 Peter: A Commentary on First Peter* (Hermeneia; Minneapolis: Fortress, 1996). [In my opinion the best commentary available on 1 Peter. It is very detailed and advanced] Bauckham, R. *Jude, 2 Peter* (WBC 50; Waco, TX: Word, 1983) [Still the best commentary on Jude and 2 Peter. Very detailed and advanced] Elliott, John H. *1 Peter*: A New Translation with Introduction and Commentary (Anchor Bible 37b; NY: Doubleday, 2000). [Advanced] Horrell, David G. 'Who are "The Dead" and When was the Gospel Preached to Them?: The Interpretation of 1 Pet 4.6.' *New Testament Studies* 48 (2002): 70-89. Jobes, Karen H. *1 Peter*. Baker Exegetical Commentary on the New Testament (Grand Rapids: Baker, 2005). [A serious commentary but much less detailed than the other commentaries listed here] Michaels, J. Ramsey. *1 Peter* (WBC 49; Waco, TX: Word, 1988). [Advanced] *Websites:* *Accordance* for Macintosh - http://www.accordancebible.com *BibleWorks* for Windows - http://www.bibleworks.co.uk/ Greek NT Gateway - http://www.ntgateway.com/ Greek Grammar Pages http://www.bcbsr.com/greek/grklnk.html

	Liddell & Scott's Greek Lexicon - http://perseus.uchicago.edu/Reference/LSJ.html Perseus - http://perseus.uchicago.edu/index.html	
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**
600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional

TH6106 OLD TESTAMENT HEBREW 2

1.	**Module code:**	TH6106
2.	**Title:**	OLD TESTAMENT HEBREW 2
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester 2 or 3
6.	**Module leader:**	Stephen Herring
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Levels 4 and 5 completed / OT Hebrew 1 (TH5112)
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	

9. **Aims:**

To extend knowledge of biblical Hebrew grammar and syntax by building on basic Hebrew grammatical and syntactical foundations established in Old Testament Hebrew 1 (TH5112) and generate knowledge of specialized vocabularies used in three categories of texts: narrative, poetry and law.

10. **Learning outcomes:**

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

1. demonstrate knowledge and understanding of more advanced Hebrew grammar, syntax and vocabulary (A1, A2)
2. show critical understanding of the issues involved in translating more advanced portions of Old Testament Hebrew into good English (A1, A2)
3. translate with facility portions of the set texts, and discuss textual, lexical, grammatical and rhetorical issues in the selected texts, explaining the relevant concepts (A1, A2)

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

4. demonstrate intermediate level knowledge of Hebrew grammar and vocabulary, further skills in translating more complex selected Hebrew texts, and further skills in comparing English translations with the original Hebrew in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)
5. advanced engagement 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 (B3, B4, B5)
6. further skills in organising, communicating and applying their own learning effectively, using information and computer technology to access and divulge information, and engaging creatively in problem solving (B6, B7, B8)

11. **Syllabus:**

The module will focus on the linguistic, exegetical and theological study of three categories of texts: narrative, poetry and law. Passages may be selected from the narrative and legal sections of the Pentateuch, the Psalms, Isaiah, and Song of Songs.

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: Essay
The written assignment will have either a syntactical, exegetical or rhetorical focus; students will have to demonstrate use of key tools and skills in relation to a particular text.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Essay (3000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: Exam
The exam will assess reading comprehension, translation, knowledge of syntax and poetics.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*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.

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:

<table>
<tr><td></td><td colspan="2">~~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.

<table><tr><td>Seen examination</td><td>%</td></tr><tr><td>Unseen examination</td><td>50%</td></tr><tr><td>Coursework (no examination)</td><td>50%</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

Gunn, D.B. & Fewell, D., Narrative in the Hebrew Bible (Oxford: OUP, 1993)

Joüon P. & Muraoka, T., A Grammar of Biblical Hebrew (Rome: Pontifical Biblical Institute, 1991)

Kautzsch, E. (ed.), Gesenius' Hebrew Grammar (Oxford: Clarendon, 1910)

Koehler L., & Baumgartner, W., The Hebrew and Aramaic Lexicon of the Old Testament (Leiden: Brill, 1994)

Recommended

McCarter, P.K., Textual Criticism Recovering the Text of the Hebrew Bible (Philadelphia: Fortress Press, 1986)

Peterson D.L., & Richards, K.H., Interpreting Hebrew Poetry (Minneapolis: Fortress, 1992)

Ska, J.-L., Our Fathers Have Told Us: Introduction to the Analysis of Hebrew Narratives (Rome: Pontifical Biblical Institute, 1990)

Tov, E., Textual Criticism of the Hebrew Bible (Minneapolis: Fortress Press; Van Gorcum, 1992)

Waltke B.K., & O'Connor, M., Biblical Hebrew Syntax (Winona Lake: Eisenbrauns, 1990.

Watson, W.G.E., Classical Hebrew Poetry (Sheffield: JOT Press, 1986; ebook)</td></tr>
<tr><td colspan="3">Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):</td></tr>
<tr><td>17.</td><td colspan="2">UNISTATS - assessment</td></tr>
<tr><td></td><td colspan="2">Please indicate summary of the following assessment types:</td></tr>
<tr><td></td><td>COURSEWORK</td><td>50%</td></tr>
</table>

	EXAM	50%
	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	optional
600V776	BA (Hons) Theology (DE)	optional

TH6107 THE MODERN CHURCH

1.	**Module code:**	TH6107
2.	**Title:**	THE MODERN CHURCH
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester TBC
6.	**Module leader:**	Matthew Knell
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 explore key developments and issues in modern church history, locate the modern church in its broader historical contexts, understand historical interactions between the church and the wider world and the impact of these on Christian theology, consider critical and controversial historical issues of contemporary theological interest, and enable students to establish an informed position with respect to them. To build on study of the Christian church and Christian theology 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 identify and synthetically analyse key developments and issues in modern church history (A1)
2. critically locate the modern church in its broader historical contexts (A1, A2)
3. interpret and evaluate the historical interaction between the church and the wider world and its theological impact (A2, A3)
4. synthetically articulate an informed position on critical and controversial historical issues pertaining to the modern church (A1, A2, A3)

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

5. analyse and interpret key aspects of modern church history and articulate an informed position with respect to them in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2, B3)
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 (B4, B5)
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:**

This module falls into two parts: First, aspects of modern church history, such as: developments in mission and the non-western Church; Christianity under twentieth-century totalitarian regimes, both Communist and Nazi; the ecumenical movement and moves towards Christian unity; Vatican II and developments within the Roman Catholic Church; the re-emergence of the charisma and 'post-evangelicalism'. Second,

	aspects of modern doctrine, such as: the 'open theism' debate; developments in Roman Catholic theology; ecumenical agreements; political and Liberation theologies.
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
50%	*Essay 1 (3000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
50%	*Oral Examination*	*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	50%
Coursework (no examination)	50%

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

15.	**Length of exam**	30 minutes
16.	**Learning materials** ***Essential*** Jerkins, P., *The Next Christendom* (Oxford: OUP, 2000) [Library] Simpson, C., *Modern Christian Theology* (London: T&T Clark, 2020) [Library] ***Recommended*** Bediako, K., *Christianity in Africa: The Renewal of a Non-Western Religion* (Edinburgh: Orbis, 1995) [Library] Bosch, D.J., *Transforming Mission: Paradigm Shifts in Theology of Mission* (Maryknoll, NY: Orbis, 2006) [Library + Ebook] Boss, S. (ed.), *Mary: The Complete Resource* (London: Continuum, 2007) [Library + Ebook] Cox, H., *Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century* (London: Cassell, 1996) [Library] Ericksen, R., *Complicity in the Holocaust: Churches and Universities in Nazi Germany* Cambridge: CUP, 2012) [Library + Ebook]Guttierez, G., *A Theology of Liberation: History, Politics and Salvation* (London: SCM, 1988) [Library] Rowland, C. (ed.), *The Cambridge Companion to Liberation Theology* (Cambridge: CUP, 1999) [Library] Vorgrimler, H. (ed.), *Commentary on the Documents of Vatican II* (London: Burns & Oates, 1967-69) [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	50%
	EXAM	50%
	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).	*Onsite:*

	The proposed number of hours a student should complete independent study:	112 *Distance:* 160

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional
600V773	BA (Hons) Theology & Worship Studies	optional

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**
600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional
600V773	BA (Hons) Theology & Worship Studies	optional
600V779	BA (Hons) Theology & Liberal Arts	core
600V780	BA (Hons) Theology & Liberal Arts (DE)	core

TH6109 PASTORAL LEADERSHIP IN THE CONTEMPORARY CHURCH

1.	**Module code:**	TH6109
2.	**Title:**	PASTORAL LEADERSHIP IN THE CONTEMPORARY CHURCH
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester TBC
6.	**Module leader:**	Chloe Lynch
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 enhance understanding of theories, strategies and requisite skills of leadership as appropriate to the contemporary church context, develop understanding of the theology and practice of contemporary ministry, and develop evaluative awareness of contextual applications of contemporary pastoral leadership. To build on study of Christian theology and practice 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. synthetically describe and critically evaluate the nature of pastoral leadership within the contemporary church (A1, A3, A4)
2. identify and critically analyse biblical foundations and theological dimensions of Christian ministry and its relationship to contemporary church leadership (A1, A4)
3. demonstrate critical awareness of contextual applications of contemporary pastoral leadership (A3, A4)

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

4. analyse and interpret key aspects of pastoral leadership in the contemporary church in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2, B3)
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 (B3, B4, B5)
6. 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:**

This module will encompass issues such as: the contemporary church context; evangelical ecclesiology; biblical, theological and historical models of leadership and ministry; secular theories of leadership; the relationship between gender, culture and pastoral leadership; the characteristics and qualities of a pastoral leader; the relationship between styles of leadership and personality; leadership tasks, roles and responsibilities; leadership within a team context; power and resolving conflicts; leadership structures within a local church; developing leaders.

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.

Students will submit an essay outline of maximum 500 words identifying the area (related to one of the major issues addressed within the module) that they wish to explore in summative Essay 1. The outline will develop a research strategy and include a bibliography.

2. Summative assessment scheme

Task: Essay 1

Essay 1 will explore in depth one of the major issues addressed within the module. The exact title for the essay will be agreed in negotiation with the module leader.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Essay 1 (2500 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: Essay 2

Essay 2 will critically evaluate a contemporary example of pastoral leadership within a local church context. Students will draw on the major issues addressed in the module as a framework for their critical analysis.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Essay 2 (2500 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*** Banks, R., Ledbetter, B. and Greenhalgh, D.C., *Reviewing Leadership: A Christian Evaluation of Current Approaches*, rev. ed. (Grand Rapids, MI: Baker Academic, 2016). [Library, Ebook] Padfield, J., *Hopeful Influence: A Theology of Christian Leadership* (London: SCM, 2019). [Library, Ebook] Parkinson, I., *Understanding Christian Leadership* (London: SCM, 2020). [Library, Ebook] ***Recommended*** Clarke, A.D., *Called to Serve: A Pauline Theology of Leadership* (London: Continuum, 2008). Haley Barton, R., *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry* (Downers Grove, IL: IVP, 2008). June, L.N. and Mathis, C.C. (eds.), *African American Church Leadership: Principles for Effective Ministry and Community Leadership* (Grand Rapids: Kregel, 2013). Kearsley, R., *Church, Community and Power* (Abingdon: Routledge, 2016). Lingenfelter, S.G., *Leadership in the Way of the Cross: Forging Ministry from the Crucible of Crisis* (Eugene, OR: Wipf & Stock, 2018). Lynch, C., *Ecclesial Leadership as Friendship* (Abingon: Routledge, 2019). Northouse, P.G., *Leadership: Theory and Practice* (Thousand Oaks, CA: Sage, 2018).	

	Roxburgh, A.J. and Romanuk, F., *The Missional Leader: Equipping Your Church to Reach a Changing World* (Minneapolis, MN: Fortress, 2020). Yung, H., *Leadership or Servanthood? Walking in the Steps of Jesus* (Carlisle: Langham, 2021).

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**
600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional
600V770	BA (Hons) Theology & Music	optional
600V767	BA (Hons) Theology & Creative Musicianship	optional
600V773	BA (Hons) Theology & Worship Studies	optional

TH6110 CHRISTIAN ETHICS

1.	**Module code:**	TH6110
2.	**Title:**	CHRISTIAN ETHICS
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semesters 1 & 2 *Distance:* Semester TBC
6.	**Module leader:**	Annette Glaw
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 develop a critical understanding of the method and structure of Christian ethics and how these are connected to philosophical and theological commitments, and equip students to engage socially in a range of ethical issues and personally through virtue and character formation. To build on study of applied Christian theology 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. synthetically describe and critically evaluate theological and philosophical perspectives on Christian Ethics (A1, A3, A4) 2. articulate and critically compare a range of ethical theories and their use (A1, A3, A4) 3. analytically engage with a range of ethical issues, both social and personal (A, A3, A4) **Skills** On successful completion of this module, the student will be able to: 4. analyse and interpret key aspects of Christian Ethics in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2, B3) 5. engage personally with issues of virtue and character formation, 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 (B3, B4, B5) 6. 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:** This module will introduce the student to topics such as: meta ethics, the history of Christian ethics, ethics and theology, ethical theories such as divine command, natural law, deontology, consequentialism, cultural relativism, psychological egoism and virtue ethics, a range of ethical issues, the future of ethics, the history, theology and practice of character formation.	
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: Critical Reflections				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*5 critical reflections (500 words each)*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task: Critical Essay				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Critical essay (2500)*	*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).~~

<table>
<tr><td></td><td colspan="2">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.</td></tr>
<tr><td></td><td>Seen examination</td><td>%</td></tr>
<tr><td></td><td>Unseen examination</td><td>%</td></tr>
<tr><td></td><td>Coursework (no examination)</td><td>100%</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

Gill, R., The Cambridge Companion to Christian Ethics (Cambridge: CUP, 2012[2])

La Follette, H., The Blackwell Guide to Ethical Theory (Oxford: Blackwell, 2013)

*Stassen, G. & D. Gushee, Kingdom Ethics (Downers Grove, IL: IVP, 2016[2])

Recommended

Boulton, W.G. et al. (eds.), From Christ to the World: Introductory Readings in Christian Ethics (Grand Rapids, MI: Eerdmans 1994)

Brown Douglas, Kelly, Stand Your Ground: Black Bodies and the Justice of God, Maryknoll, NY: Orbis, 2015

Fedler, K.D., Exploring Christian Ethics (Louisville, KT: WJK, 2006)

Grant, J.A. & D. A. Hughes (eds.), Transforming the World? The Gospel and Social Responsibility (Apollos: Nottingham, 2009)

Grenz, S., The Moral Quest (Downer's Grove, IL: IVP, 2000)

*Hovey, C., Exploring Christian Ethics: An Introduction to Key Methods and Debates (London: SPCK, 2018)

*Lindsay, Ben, We need to talk about race - Understanding the Black Experience in White Majority Churches, London: SPCK Publishing, 2019

Messer, N., Theological Issues in Bioethics: An Introduction with Readings (London: DLT, 2002)

Morton, A., Philosophy in Practice: An Introduction to the Main Questions (Oxford: Wiley-Blackwell, 2003)

*Nullens, P. & R.T. Michener, The Matrix of Christian Ethics: Integrating Philosophy and Moral Theology in a Postmodern Context (Downers Grove: IVP [paperback: Colorado Springs: Paternoster], 2010)
*Oxenham, Marvin, Character and Virtue in Theological Education: An Academic Epistolary Novel, ICETE, (Carlisle: Langham Global Library, 2019)

Rachels, J., The Elements of Moral Philosophy (New York: McGraw-Hill, 2003[4])</td></tr>
</table>

	Ramachandra, V., *Subverting Global Myths: Theology and the Public Issues Shaping our World* (London: SPCK, 2008) Sommers, C. & F. Sommers, *Vice and Virtue in Everyday Life* (Boston, MA: Wadsworth, 2009) Stott, J., R. McCloughry & J. Wyatt, *Issues Facing Christians Today (*Grand Rapids, MI: Zondervan, 2006[4]) Volf, M., *Exclusion and Embrace* (Nashville, TN: Abingdon, 1997) *Wells, Samuel, Ben Quash & Rebekah Eklund, *Introducing Christian Ethics* (Oxford: Wiley Blackwell, 2017[2]) Wogaman, P. & D. Strong, *Readings in Christian Ethics* (Louisville, KT Westminster/John Knox Press, 2000) Wolterstorff, N., *Justice: Rights and Wrongs* (Princeton, NJ: Princeton University Press, 2009) *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**

600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional

TH6111 ISLAM

1.	**Module code:**	TH6111
2.	**Title:**	ISLAM
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* TBC *Distance:* Semester TBC
6.	**Module leader:**	Peter Riddell
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 study the religion of Islam, its doctrines, law, and diverse expressions in engaging with the modern world, as well as multiple dimensions to the Christian-Muslim relationship: history, apologetics and dialogue. To build on study of world religions and Christian engagement with contemporary culture at Levels 4 and 5 and complement related study of theology and mission at Level 6.

10. **Learning outcomes:**

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

1. identify and critically evaluate the key features of Islamic identity and diversity within Islam (A3)
2. understand and synthetically analyse the historical dynamics of Christian-Muslim interactions (A2)
3. critically identify and evaluate the nature and complexity of Christian-Muslim relations in the contemporary world (A2, A3)

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

4. address issues of Islamic identity and Muslim interaction with the contemporary world and the Christian church in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2)
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 (B3, B4, B5)
6. 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 origins and history of Islam; Islamic scripture, doctrine and law; the development of varieties of Muslim thought and practice; key events in the history of Muslim-Christian relations; revivalist and liberal Islam in the contemporary world, including Britain and Europe; methods of engagement in contemporary Christian-Muslim relations.

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
25%	*Onsite: 5 reflections (300 words each) Distance: 5 forum posts (300 words each)*	*All LOs*	*☒ No ☐ Yes*	*☒ No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module*
Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	*Essay (1500 words)*	*All LOs*	*☒ No ☐ Yes*	*☒ No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module*
Task:				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*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.

<table>
<tr><td></td><td colspan="2">

- 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.

<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

Abdel-Haleem, M. A. S. (tr.), *The Qur'an: A New Translation* (Oxford 2004)

* Peters, F.E., *Islam: A Guide for Jews and Christians* (Princeton, N.J.: Princeton University Press, 2003)

Calder, N. Jawid Mojaddedi, and Andrew Rippin eds. & trans., *Classical Islam: A Sourcebook of Religious Literature* (2nd ed.), (London: Routledge, 2013)

Recommended

Azumah, J., *The Legacy of Arab-Islam: A Quest for Inter-Religious Dialogue* (Oxford: Oneworld, 2001)

Beaumont, M., Christology in Dialogue with Muslims (Carlisle: Paternoster, 2005)

Bennett, C., *Understanding Christian-Muslim Relations* (London: Continuum, 2008)

Berkey, J., *The Formation of Islam: Religion and Society in the Near East*, 600-1800, (Cambridge 2003)

Brown, D., *A New Introduction to Islam* (Chichester: Wiley-Blackwell, 2009)

Chapman, C., *Cross and Crescent: Responding to the Challenges of Islam* (Nottingham: IVP, 2007)

Esposito, J. *Islam: The Straight Path (*Oxford University Press, 2011)
al-Faruqi, I., *Islam and Other Faiths (*Leicester: The Islamic Foundation, 1998)

Glaser, I. & John, N., *Partners or Prisoners? Christians thinking about Women and Islam* (Carlisle: Solway, 1998)

</td></tr>
</table>

Goddard, H., *A History of Christian-Muslim Relation* (Edinburgh: EUP, 2000)

Greenlee, D.H., (ed), *From the Straight Path to the Narrow Way* (Milton Keynes: Authentic, 2006)

Ipgrave, M., *Scriptures in Dialogue* (London: Church House, 2004)

Moucarry, C. *Faith to Faith: Christianity and Islam in Dialogue* (Leicester: IVP, 2001)

Rahman, F., *Islam* (Chicago, IL: Chicago University Press, 2002)

Riddell, P.G. & Cotterell, P., *Islam in Conflict* (Leicester: IVP, 2003)

Ridgeon, L. (ed), *Islamic Interpretations of Christianity,* (London: Routledge, 2011)

Rippin, A., *Muslims: Their Religious Beliefs and Practices* (London: Routledge, 4th edn. 2012)

Singh, D.E. (ed.), *Jesus and the Cross* (Oxford: Regnum, 2008)

Sonn, T. *A Brief History of Islam* (Oxford: Blackwell, 2004)

Wadud, A., *Inside the Gender Jihad: Women's Reform in Islam* (Oxford: Oneworld, 2006)

Zahniser, A.H.M., *The Mission and Death of Jesus in Islam and Christianity* (New York: Orbis, 2008)

*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**
600V628	BA (Hons) Theology	optional
600V776	BA (Hons) Theology (DE)	optional

TH6112 PURITY AND HOLINESS: RITUAL IN THE OLD TESTAMENT

1.	**Module code:**	TH6112
2.	**Title:**	PURITY AND HOLINESS: RITUAL IN THE OLD TESTAMENT
3.	**Credit points:**	20
4.	**FHEQ level:**	6
5.	**Semester:**	*Onsite:* Semester? *Distance:* Semester?
6.	**Module leader:**	Stephen Herring
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 students to a wide selection of Old Testament texts concerned with ritual;
To explore and understand the ubiquitous nature of ritual activity in antiquity and today;
To analyse the nature and function of ritual by using a broad range of methodological approaches and disciplines: e.g., history, comparative studies (e.g., ANE, Judeo-Christian), theology, gender studies, and child-centred approach;
Additionally, when appropriate, to consider Israelite and ANE material culture related to ritual.

10. **Learning outcomes:**

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

1. Demonstrate in-depth knowledge and understanding of key Old Testament texts related to ritual (A1, A2).
2. Understand and critically engage with the range of functions that rituals fulfil in the Old Testament (A1, A2).
3. Critically understand the circumstances in which ritual was dangerous and illicit (A1, A2).

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

4. Critically assess a variety of ancient and modern approaches to Biblical texts related to ritual (B1, B2);
5. Use Biblical texts to reflect critically, creatively, and responsibly on issues in the contemporary world (B1, B2, B3, B4).

11. **Syllabus:**

This module will cover topics such as Israel's cultic life (e.g., Sabbath, Passover, priesthood, the Tabernacle, the Day of Atonement); covenant ceremonies; war; homicide; rituals performed at various stages in life (e.g., birth, marriage, death) and by various groups (men, women, and children). Additionally, it will explore a selection of rituals related to areas such as healthcare, food production/consumption, and education.

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 1: Presentation (onsite) OR Discussion Paper (distance)				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
20%	*Presentation (10/15 min)* *OR* *Discussion Paper (800-1000 words, delivered in online classroom)*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task 2: Exegetical Analysis				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
30%	*Exegetical analysis (1000 words)*	*All LOs*	*☒ No* *☐ Yes*	*☒ No* *☐ Yes – individual student* *☐ Yes – group approval* *☐ Yes – whole module*
Task 3: Essay				
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Essay (2500 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*** Balentine, S.E. (ed), *The Oxford Handbook of Ritual and Worship in the Hebrew Bible* (New York: Oxford University Press, 2020, ebook) Greenberg, J., *A New Look at Atonement in Leviticus: The Meaning and Purpose of Kipper* (University Park: Eisenbrauns, 2019) Klingbeil, G.A., *Bridging the Gap. Ritual and Ritual Texts in the Bible* (University Park; Eisenbrauns, 2007; ebook) Rooke, D.W., *Zadok's Heirs: The Role and Development of the High Priesthood in Ancient Israel* (Oxford: OUP, 2000; ebook) ***Recommended*** Anderson, G., *Sacrifices and Offerings in Ancient Israel (*Atlanta: Scholars Press, 1987) Bell, C., *Ritual Theory, Ritual Practice (*New York: OUP, 1992; ebook) Eberhart, C. (ed.), *Ritual and Metaphor: Sacrifice in the Bible* (Atlanta: SBL, 2011; ebook) Edersheim, A., *The Temple: Its Ministry and Services* (Peabody: Hendricksons, 1994) Gane, R., *Cult and Character: Purification Offerings, Day of Atonement and Theodicy* (Winona Lake: Eisenbrauns, 2005; ebooks)	

Gorman, F., *The Ideology of Ritual: Space, Time and Status in the Priestly Theology* (Sheffield: JSOT Press, 1990; ebook)

Klawans, J., *Purity, Sacrifice, and the Temple: Symbolism and Supercessionism in the Study of Ancient Judaism* (New York: OUP, 2006)

Menahem, H., *Temples and Temple-Service in Ancient Israel: An Inquiry into Biblical Cult Phenomena and the Historical Setting of the Priestly School* (Winona Lake: Eisenbrauns, 1985)

Philip, T., *Menstruation and Childbirth in the Bible: Fertility and Impurity* (New York: Peter Lang, 2006)

Ruane, N. J., *Sacrifice and Gender in Biblical Law* (Cambridge: CUP, 2013; ebook)

Watts, J., *Ritual and Rhetoric in Leviticus: From Sacrifice to Scripture* (Cambridge: CUP, 2007; ebook)

Welton, R., *He is a Glutton and a Drunkard. Deviant Consumption in the Hebrew Bible* (Leiden: Brill, 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**		
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	Assessment Proposed number of hours for the assessments.		*Onsite:* 40 *Distance:* 40
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	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	optional
600V776	BA (Hons) Theology (DE)	optional
600V770	BA (Hons) Theology & Music	optional
600V767	BA (Hons) Theology & Creative Musicianship	optional
600V773	BA (Hons) Theology & Worship Studies	optional