Theological Studies Programme Specification & Module Narratives 2026–2027

The following programmes are validated by Middlesex University, London,

School of Health, Social Care and Education:

MA Theological Studies

PGCert Theological Studies

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Appendix 1: Programme Specification

1.Programme title	MA in Theological Studies
2. Awarding institution	Middlesex University
3. Teaching institution	London School of Theology
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification(s) available	▪ Master of Arts in Theological Studies ▪ Postgraduate Diploma in Theological Studies ▪ Postgraduate Certificate in Theological Studies
6. Year of validation / last review **Year of amendment**	Year of validation: 2021 2025-26
7. Language of study	English
8. Mode of study	▪ Full-time (1 year) ▪ Part-time (2 or 3 years) Through the following: ▪ Distance / online ▪ Blended

9. Criteria for admission to the programme

The normal entrance qualification for the programme will be an Honours Degree at 2:2 level. Students whose first language is not English are normally required to have a mark of 7 or better in the IELTS test (or equivalent in other tests)

10. Aims of the programme

The programme aims to:

1. Introduce a methodological quintalateral for critical engagement (principally Scripture, Tradition, Reason, Experience and Church in community).
2. Develop advanced critical understanding of theology and the integration of its sources.
3. Enhance critical capacity to understand and interpret sources and develop constructive theological positions.
4. Foster critical engagement with various sub-disciplines of theology, with other related disciplinary fields and contemporary issues.
5. Develop a mastery of academic skills in preparation for further postgraduate study, personal study, and other vocational, ministerial, and professional engagement.

11 Programme outcomes	
A. Knowledge and understanding On completion of this programme the successful student will demonstrate knowledge and understanding of: 1. The methods of theology involving the dynamic and integrative interplay and interpretation of its sources (Scripture, Tradition, Reason, Experience and Church in community). 2. The distinctive features, issues, and challenges of engaging with the methods and sources of theology in developing constructive theological positions and in engaging with other related disciplinary fields and contemporary issues. 3. A specialised theological or related topic.	**Teaching/learning methods** Students gain knowledge and understanding through: 1. Web-based learning activities. 2. Individual reading and research. 3. Seminar debate and discussion. 4. Reflection on context and practice. 5. Dissertation research **Assessment methods** Students' knowledge and understanding are assessed by: 1. Essays & articles. 2. Reflective writing. 3. Evaluation exercises. 4. Dissertation.
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: 1. Critically articulate their own position in relation to the methods and sources of theology. 2. Critically engage with relevant theological positions and contexts in order to identify, analyse, interpret and respond to their specific challenges. 3. Select, integrate and critically evaluate key issues raised by the integration of themes and methods from Scripture, Reason, Tradition, Experience and Church in community, in order to engage with theological and contemporary issues.	**Teaching/learning methods** Students learn cognitive skills through: 1. Web-based learning activities. 2. Individual reading and research. 3. Seminar debate and discussion. 4. Reflection on context practice. 5. Dissertation research. **Assessment methods** Students' cognitive skills are assessed by: 1. Essays & articles. 2. Reflective writing. 3. Evaluation exercises. 4. Dissertation.

C. Practical skills On completion of the programme the successful student will be able to: 1. Identify and critically engage the various components of theological methods in their different assessments. 2. Critically analyse and evaluate the issues involved in the components of theological method and engagement with different sub-disciplines of theology, other related disciplinary fields and with contemporary issues. 3. Demonstrate an ability to evaluate theological positions, stances and practices and construct an independent position in relation to a broad range of issues. 4. Plan, conduct and reflect in the construction of a dissertation that addresses a theological or related topic.	**Teaching/learning methods** Students learn practical skills through: 1. Web-based learning activities. 2. Practical teaching projects. 3. Reflection on praxis. 4. Dissertation. **Assessment** Students' practical skills are assessed by: 1. Projects and essays. 2. Reflective writing. 3. Evaluation exercises. 4. Dissertation.
D. Graduate skills On completion of the programme the successful student will be able to: 1. Utilise consistently their theological and biblical knowledge and understanding in their own personal, professional, academic or ministerial context. 2. Deal with complex theological issues within the contemporary world through a critical and coherent use of the methods and sources of theological knowledge and communicate conclusions in an appropriate way. 3. Critically analyse and evaluate theological positions in a range of contemporary situations and other related fields. 4. Be self-directed in researching and evaluating issues relating to their own personal, professional, academic or ministerial context. 5. Take responsibility for continuing to develop their own skills and knowledge and becoming independent graduate-level learners.	**Teaching/learning methods** Students learn graduate skills through: 1. Seminar presentation and debate. 2. Critical reading and research. 3. Reflection on praxis within their own context. **Assessment Methods** Students' practical skills are assessed by: 1. Projects and essays. 2. Reflective writing. 3. Evaluation exercises. 4. Dissertation. 5. Presentations.

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

12. 1 Overall structure of the programme

The PGCert Theological Studies (60 credits) lays the foundation for the study of theology (Core Module 1) and allows the student to engage in further theological studies or a related field through one optional module. The PGCert is comprised of Core Module 1: Sources and Methods in Theology (40 credits) and one optional module (20 credits).

The PGDip Theological Studies (120 credits) will build upon the PGCert by providing the student additional scope to engage in a broader range of theological studies or a related field and a more substantial opportunity to undertake research in the student's areas of interest. The PGDip is comprised of Core Module 1 (40 credits) and four Optional Modules (20 x 4 = 80 credits).

The MA Theological Studies (180 credits) will significantly develop the student's scope and interests in theological studies by means of a broader range of theological studies and related fields and will provide the student with the opportunity to undertake research in a specific area of interest. The MA is comprised of three Core Modules: Core Module 1: Sources and Methods in Theology (40 credits); Core Module 2: Dissertation Research and Design (20 credits); Core Module 3: Dissertation (60 credits); and 3 Optional Modules (20 x 3 = 60 credits each).

The MA programme may be studied full-time (students will normally complete 180 credits in 1 year) or part-time (students will normally complete 180 credits over 2 or 3 years). The PGDip can be studied full-time (120 credits in 1 year) or part-time (120 credits in 2 years). The PGCert is studied in 1 year (60 credits). Students may study their programmes in the following modes: distance learning/online or in a blended mode.

Programme structures

MA Theological Studies Full-Time—180 credits

1 Year

Term 1	Term 2	Term 3
Core module: MI7601 (40 credits) Optional module 1 (20 credits)	Core module: MT7400 (20 credits) Optional modules 2 and 3 (20 credits each)	Core module: MI7401 (60 credits)

MA Part-Time Study—180 credits

2 Years

	Term 1	Term 2	Term 3
Year 1	Core module: MI7601 (40 credits)	Optional modules 1 and 2 (20 credits each)	

Year 2	Core module: MT7400 (20 credits) Optional module 3 (20 credits)	Core module: MI7401 (60 credits)	

MA Part-Time Study—180 credits **3 Years**			
	Term 1	**Term 2**	**Term 3**
Year 1	Core module: MI7601 (40 credits)	Optional module 1 (20 credits)	
Year 2	Core module: MT7400 (20 credits) Optional module 2 (20 credits)	Optional module 3 (20 credits)	
Year 3	Core module: MI7401 (60 credits)		

PG Diploma Full-Time Study—120 credits **1 Year**		
Term 1	**Term 2**	**Term 3**
Core module: MI7601(40 credits) Optional module 1 (20 credits)	Optional Modules 2, 3, and 4 (20 credits each)	

PG Diploma Part-Time Study—120 credits **2 Years**			
	Term 1	**Term 2**	**Term 3**
Year 1	Core module: MI7601 (40 credits)	Optional module 1 (20 credits)	
Year 2	Optional modules 2 and 3 (20 credits each)	Optional module 4 (20 credits)	

PG Certificate Part-Time Study—60 credits 1 Year		
Term 1	**Term 2**	**Term 3**
Core module: MI7601 (40 credits)	Optional module 1 (20 credits)	

12.2 Levels and modules

PG Certificate Theological Studies – Level 7 – Total 60 credits

COMPULSORY – 40 credits	**OPTIONAL – 20 credits**	**PROGRESSION REQUIREMENTS**
Core 1/3 (MI7601): Sources and Methods in Theology	Students must choose 1 module from the following list (20 credits): Trinitarian Personhood (MI7201) Christology Ancient and Modern (MT7603) The Holy Spirit in Luke-Acts and Paul (MI7007) The Gospel of Mark (MI7005) Social Justice 1: Biblical Themes (MI7301) Social Justice 2: Contemporary Issues (MI7303) Christian Worship (MI7801) Issues in Contemporary Christian Worship (MI7803) Contemporary Ecclesiology (MI7309) (not offered in) 2026-2027)	There is no requirement for a student to pass one module prior to undertaking another.

PG Diploma Theological Studies – Level 7 – Total 120 credits

COMPULSORY – 40 credits	**OPTIONAL – 80 credits**	**PROGRESSION REQUIREMENTS**
Core 1/3 (MI7601): Sources and Methods in Theology	Students must choose 4 modules from the following list (20 credits each): Trinitarian Personhood (MI7201) Christology Ancient and Modern (MT7603)	There is no requirement for a student to pass one module prior to undertaking another.

	The Holy Spirit in Luke-Acts and Paul (MI7007) The Gospel of Mark (MI7005) Social Justice 1: Biblical Themes (MI7301) Social Justice 2: Contemporary Issues (MI7303) Christian Worship (MI7801) Issues in Contemporary Christian Worship (MI7803) Contemporary Ecclesiology (MI7309) (not offered in 2026-2027)	

MA Theological Studies – Level 7 – Total 180 credits		
COMPULSORY – 120 credits	**OPTIONAL – 60 credits**	**PROGRESSION REQUIREMENTS**
Core 1/3 (MI7601): Sources and Methods in Theology (40 credits) Core 2/3 (MT7400): Dissertation Research and Design (20 credits) Core 3/3 (MI7401): Dissertation (60 credits)	Students must choose 3 modules from the following list (20 credits each): Trinitarian Personhood (MI7201) Christology Ancient and Modern (MT7603) The Holy Spirit in Luke-Acts and Paul (MI7007) The Gospel of Mark (MI7005) Social Justice 1: Biblical Themes (MI7301) Social Justice 2: Current Issues (MI7303) Christian Worship (MI7801) Issues in Contemporary Christian Worship (MI7803) Contemporary Ecclesiology (MI7309) (not offered in 2026-2027)	In order to progress to the Dissertation Module, a student must successfully pass the Core Modules (and 60 credits of optional modules).

12.3 Non-compensatable modules	
Module level	**Module code**
7	MI7601 Core Module 1/3 Sources and Methods in Theology
7	MT7400 Core Module 2/3 Dissertation Research and Design
7	MI7401 Core Module 3/3 Dissertation

13. Information about assessment regulations

London School of Theology's taught programmes have used their own regulations since they were validated by Middlesex University in 2005; in terms of assessment, relevant policies are as follows: Learning, Teaching & Assessment, Research Ethics Committee and Student Attendance, Assessment & Submission.

The MA in Theological Studies (MATS) is delivered full-time and part-time through distance/online and blended modes. Regardless of delivery mode, students study for the same award with the same learning aims, outcomes, syllabus, assessment, and award criteria.

Assessment information

Both formative and summative assessments are offered to students and these are tailored not only to reflect the module learning outcomes but to facilitate the application of learning in the student's personal and professional context. All formative and summative assessments must be completed to satisfactorily complete the programme although formative assessments do not contribute to the final grade. All assessment elements must be successfully completed to pass a module. A schedule of submission due dates / times is published at the commencement of the module. In the event of a failed element, re-assessment is required only in that failed element. Students are permitted one attempt at re-assessment for each assessment element. Failure to submit an assessment on the due date and time is considered a non-submission and is marked as a fail grade of 0. Assessments are submitted through Turnitin.

Assessment marking information

The MA in Theological Studies uses the LST M Level Marking Criteria. The marking criteria scheme is divided into the following bands: distinction, merit, pass, marginal fail and fail; the grading bands are as follows:

- Distinction: 70-100
- Merit: 60-69
- Pass: 40-59
- Marginal fail: 35-39 (requires re-assessment at second sitting; optional modules can be compensated)
- Fail: 30-34 (requires re-assessment at second sitting or re-enrolment)
- Serious fail: 0-29 (requires reassessment at second-sitting or re-enrolment)

An Award may be classified as Merit or Distinction if the following is achieved:

- Merit: The dissertation must gain a merit or above (60–69) and 50% or more of the remaining credit must be at merit level or above (60–69) and no more than 25% of total credit may be lower than a pass.
- Distinction: The dissertation must gain a distinction (70–100) and 50% or more of the remaining credit must be at distinction level or above (70–100) and no more than 25% of total credit may be lower than merit level.

Marking and feedback

Assessed work is first-marked, normally by the faculty member who set the assessment task. The marks are then internally moderated by a second suitably qualified marker, who will consider all fails, distinctions and a sample of other scripts (in total, the second marker will inspect at least 10% of or at least 10 scripts for each assessment). The External Examiner reviews all moderated assessments.

Key issues in theoretical framework, argument, use of primary material, use of secondary material and presentation have been identified at each level. The criteria are written with assignments.

Feedback on formative assessments is provided in a variety of ways including orally, in writing, by e-mail, on the VLE, or other electronic means. Feedback on written assessments is provided within three to four working weeks of the assessment due date.

Module narratives are included in the Programme Handbook.

14. Placement opportunities, requirements and support

N/A

15. Future careers / progression

The MA in Theological Studies provides excellent provision for a range of vocational, personal and employment interests. For example, our students have entered the programme to enhance their academic qualification for teaching Religious Education in schools, to gain additional theological education and grounding for Church ministry, to teach theological studies internationally (for example in Indonesia) and to gain necessary knowledge and skills for doctoral level studies and for personal enrichment.

16. Particular support for learning (if applicable)

Expected learning resources are available for students on the programme including access to a specialist and renowned theological library with over 50,000 volumes and 200 periodical titles a year. LST is a Christian learning community which seeks to create an environment in which all students can flourish; therefore, LST has a Pastoral Care Team who provide 1:1 support for students in difficulty with referral mechanisms to academic support, 1:1 counselling and disability advice. In support of broadening access to higher education and removing barriers to success, London School of Theology (LST) offers access to a Scholarship & Bursaries Scheme.

17. JACS code (or other relevant coding system)	V600

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

19. Reference points

In the development of the MA in Theological Studies, reference was made to the following:

- QAA Subject Benchmarks for Theology & Religious Studies.
- QAA Framework for Higher Education Qualifications (FHEQ).
- QAA Quality Code.
- Office for Students.
- Middlesex University guidance and policies, particularly in respect of equality of access and opportunity.
- LST strategy document: Restoring Foundations.

20. Other information

Curriculum map for MA Theological Studies

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	
A1	the methods of theology involving the dynamic and integrative interplay and interpretation of its sources (Scripture, tradition, reason, experience and Church in community).
A2	the distinctive features, issues, and challenges of engaging with the methods and sources of theology in developing constructive theological positions and in engaging with other related disciplinary fields and contemporary issues.
A3	Knowledge and understanding of a specialised theological or related topic
Cognitive Skills: students will be able to:	
B1	critically articulate their own position in relation to the methods and sources of theology.
B2	critically engage with relevant theological positions and contexts in order to identify, analyse, interpret and respond to their specific challenges.
B3	select, integrate and critically evaluate key issues raised by the integration of themes and methods from Scripture, reason, tradition, experience and community in order to engage with theological and contemporary issues.
Practical Skills: students will be able to:	
C1	identify and critically apply the various components of theological methods in their different assessments.
C2	critically analyse and evaluate the issues involved in the components of theological method and engagement with different sub-disciplines of theology, other related disciplinary fields and with contemporary issues.
C3	demonstrate an ability to evaluate theological positions, stances and practices and construct an independent position in relation to a broad range of issues.
C4	plan, conduct and reflect in the construction of a dissertation that addresses a theological or related topic.
Graduate Skills: the student will be able to:	
D1	utilise consistently their theological and biblical knowledge and understanding in their own personal, professional, academic or ministerial context.
D2	deal with complex theological issues within the contemporary world through a critical and coherent use of the methods and sources of theological knowledge and communicate conclusions in an appropriate way.
D3	evaluate and apply theological positions in a range of contemporary situations and other related fields.
D4	be self-directed in researching and evaluating issues relating to their own personal, professional, academic or ministerial context
D5	take responsibility for continuing to develop their own skills and knowledge and becoming independent graduate-level learners.

Curriculum Map for PG Certificate Theological Studies

Showing Programme Learning Outcomes against modules through which they are assessed.

Module Title:	Module Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
Christology Ancient and Modern	MT7603	X	X	X	X	X	X	X	X	X		X	X	X	X	X
(Core A) Sources & Methods in Theology (formerly Integrative Theology Core A)	MI7601	X			X	X	X		X			X	X	X	X	X
The Gospel of Mark	MI7005			X		X	X	X		X		X	X	X	X	X
The Holy Spirit in Luke-Acts and Paul	MI7007			X	X	X	X	X		X		X	X	X	X	X
Trinitarian Personhood	MI7201	X	X	X		X	X	X		X		X	X	X	X	X
Social Justice 1: Biblical Themes	MI7301			X		X	X	X	X	X		X	X	X	X	X
Social Justice 2: Current Issues	MI7303			X		X	X	X	X	X		X	X	X	X	X
Christian Worship	MI7801			X		X	X	X	X	X		X	X	X	X	X
Issues in Contemporary Christian Worship	MI7803			X		X	X	X	X	X		X	X	X	X	X
Contemporary Ecclesiology (not offered in 2025–2026)	MI7309			X		X	X	X	X	X		X	X	X	X	X

Curriculum Map for PG Diploma Theological Studies

Showing Programme Learning Outcomes against modules through which they are assessed.

Module Title:	Module Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
Sources and Methods in Theology	MI7601	X			X	X	X		X			X	X	X	X	X
Trinitarian Personhood	MI7201	X	X	X		X	X	X		X		X	X	X	X	X
Christology Ancient and Modern	MT7603	X	X	X	X	X	X	X	X	X		X	X	X	X	X
The Holy Spirit in Luke-Acts and Paul	MI7007			X	X	X	X	X		X		X	X	X	X	X
The Gospel of Mark	MI7005			X		X	X	X		X		X	X	X	X	X
Social Justice 1: Biblical Themes	MI7301			X		X	X	X	X	X		X	X	X	X	X
Social Justice 2: Current Issues	MI7303			X		X	X	X	X	X		X	X	X	X	X
Christian Worship	MI7801			X		X	X	X	X	X		X	X	X	X	X
Issues in Contemporary Christian Worship	MI7803			X		X	X	X	X	X		X	X	X	X	X
Contemporary Ecclesiology	MI7309			X		X	X	X	X	X		X	X	X	X	X

Curriculum Map for MA Theological Studies

Showing Programme Learning Outcomes against modules through which they are assessed.

Module Title:	Module Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
Sources and Methods in Theology	MI7601	X			X	X	X		X			X	X	X	X	X
Dissertation Research & Design	MT7400	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dissertation	MI7401	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Trinitarian Personhood	MI7201	X	X	X		X	X	X		X		X	X	X	X	X
Christology Ancient and Modern	MT603	X	X	X	X	X	X	X	X	X		X	X	X	X	X
The Holy Spirit in Luke-Acts and Paul	MI7007			X	X	X	X	X		X		X	X	X	X	X
The Gospel of Mark	MI7005			X		X	X	X		X		X	X	X	X	X
Social Justice 1: Biblical Themes	MI7301			X		X	X	X	X	X		X	X	X	X	X
Social Justice 2: Current Issues	MI7303			X		X	X	X	X	X		X	X	X	X	X
Christian Worship	MI7801			X		X	X	X	X	X		X	X	X	X	X
Issues in Contemporary Christian Worship	MI7803			X		X	X	X	X	X		X	X	X	X	X
Contemporary Ecclesiology	MI7309			X		X	X	X	X	X		X	X	X	X	X

Appendix 2: Module Narratives

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

MI7601 Sources and Methods in Theology

Module Code: **MI7601**
Module Title: **Sources and Methods in Theology**
Level: **7**
Credit Points: **40 Credits**
Module Leader: **Julie Robb**
Module Restriction: **Non-compensatable**
Module Status: **Compulsory**

Aims
The module aims to introduce students to the sources and methods in theology so that students can begin to develop their own construction of a theological method that can be used in various ways throughout the programme. Furthermore, students will enter into dialogue with other theological methods and traditions in order to develop critical knowledge, skills and understanding that can inform their own developing method.

Learning Outcomes
On successful completion of this module, the student will be able to:
a. Identify and evaluate key characteristics of any hypothetical theological method.
b. Elucidate the possible roles of scripture, tradition, reason, experience and Church in community in fashioning theology.
c. Critically analyse and evaluate alternative theological sources, methods and traditions.
d. Critically justify the development of their own approach to the sources and methods of theology.
e. Engage critically with various strengths and weaknesses of other constructions of theological methods.

Syllabus:
Students will be introduced to the widely recognised sources of theology (Scripture, Tradition, Reason, Experience, Church in Community) so that they can develop their own understanding of theological method and the role these sources might play. More specifically, the module addresses issues in the task of theology such as the nature and authority of Scripture, the role of tradition, the function of reason including engagement with relevant aspects of philosophy for theology, the place of personal experience and the Church in community. Throughout the module and in assessments, students will be encouraged to recognise and account for their own assumptions and social location and how these impact the theological task. .

Learning, Teaching and Assessment strategy:
This module is delivered both by blended and by online education.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production.

These will include participation in activities such as seminars, group discussion, individual and group projects, library research, and written production. Blended students will also be able to engage with resources and activities on the VLE.

Online education will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

Assessment Scheme:
Formative
Submit 4 formative essays (400-600 words) for feedback.

Summative
One 4,000-word essay related to the critical articulation of the student's own construction of theological method [Module Learning Outcomes a, b, c and d [75%].

One 2,000-word critique of the theological method evidenced within a contemporary expression of Christian theology and thought [Module Learning Outcomes a, c and e [25%].

Assessment Weighting: Coursework: 100%.
Learning Materials: 'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MT7603 Christology Ancient and Modern

Module Code: **MT7603**
Module Title: **Christology Ancient and Modern**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Adam Morton**
Module Restrictions: **Compensatable**
Module Status: **Optional**

Aims
The module aims to explore historical and theological developments and varieties of Christology within and beyond the church. Further, it aims to develop skills in constructing a reasoned Christological position and to consider contemporary issues concerning this doctrine (notably, perspectival contexts, and creation science).

Learning Outcomes
a. On completion of this module, the successful student will be able to interrogate key historical developments in Christology, their reasoning, and their potential impacts on current positions;
b. critically assess the impact of context in developing personal and corporate Christologies;
c. relate Christology in a nuanced and articulate manner to such areas as trinitarianism, pneumatology, eschatology, ethnicity, gender, or creation science.

Syllabus
The module engages with topics including, but not necessarily limited to, such examples as:
Introduction: Scope, Issues, Methods
The Jesus of History and the Gospels
The Christology of the Apostle Paul
The Christologies of the Early Christian Centuries
Jesus and the Spirit—Trinitarian Considerations
Jesus and the Spirit—Spirit Christologies
Contemporary Perspectives—Eschatological Christology
Contemporary Perspectives—Feminist and African Christologies
Contemporary Perspectives—Non-Christian Christologies
Contemporary Perspectives—Christ and Creation

Learning, Teaching and Assessment strategy
This module is delivered both blended and online.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as seminars, group discussion, individual projects, library research, written production. Blended students will be able to engage with online resources and activities on LST's VLE.

Online education will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities and discussion forums.

Assessment Scheme
Formative:
Identification of the aspect of Christology for critical engagement within the summative assessment, including the development of plan and bibliography (500 words).

Summative:
Learning Outcomes a, b, and c.

1 x Essay (4,000 words) (learning outcomes a, b, c) critically engaging with Christological history, variety, contexts, and content, with reference to current scholarship and to the wider contexts in which it is produced.

Assessment Weighting: Coursework: 100%
Learning Materials: 'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7005 The Gospel of Mark

Module Code: **MI7005**
Module Title: **The Gospel of Mark**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Julie Robb**
Module Restriction: **Compensatable**
Module Status: **Optional**

Aims
The module aims to enable students to appreciate and understand one Biblical text that forms the very foundation of Christian theology and theological method; extend students' skills in interpreting passages from this text and communicating their findings in a group environment; enable students to synthesise themes and trajectories across the primary text and beyond; and to encourage and enable students to apply both their critical skills in appraising arguments and theories relate to the Gospel of Mark and theological issues therein.

Learning Outcome
On completion of this module, the successful student will be able to:
a. Critically analyse a chosen section or theme of Mark's gospel in dialogue with the secondary literature published on that section or theme.
b. Synthesise and communicate theories about the meaning and application of Markan texts based on well-evaluated evidence from the Markan texts themselves.
c. Sympathetically appraise and analyse the theories of others.
d. Critically evaluate and defend their own theories and those of others.

Syllabus
This module will provide students the opportunity to investigate and enter into dialogue with key issues in the study of the Gospel of Mark, such as the Gospel's literary techniques, Christology, the use of the Old Testament and Jewish traditions, discipleship, purity and defilement and Mark's *Theologia Crucis* (theology of the Cross). The module will examine the interpretation of specific texts, in dialogue with scholarship, with the aim of developing students' knowledge and skills of analysing and critically evaluating their own theories and those of others. Throughout the module students will be encouraged to reflect on how their own presuppositions and approach to theology (their theological method) have contributed to their interpretation of this Gospel.

Learning, Teaching and Assessment strategy:
This module is delivered by both blended and online education.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as seminars, group discussion, individual projects, library research, written production. Blended students will be able to engage with resources and activities on the VLE.

Online education will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

Assessment Scheme:
Formative Assessment
An outline of the summative essay that demonstrates the approach to be taken in the essay.

Summative Assessment
An essay (4000 words) (all learning outcomes) on a Markan passage, theme, or theological emphasis which demonstrates mastery of the topic and the relevant scholarly literature and an awareness of the theological issues involved.

Assessment Weighting: 100%
Learning Materials: 'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7007 The Holy Spirit in Luke-Acts and Paul

Module Code: **MI7007**
Module Title: **The Holy Spirit in Luke-Acts and Paul**
Level: **7**
Credit Points: **20 Credits**
Owning Subjects: **New Testament Studies; Charismatic and Pentecostal Studies**
Module Leader: **Anne Dyer**
Module Restrictions: **Compensatable**
Module Status: **Optional**

Aims
The module aims to analyse and compare the contributions of Luke-Acts and Paul to the central issues of New Testament pneumatology and to enable students to relate relevant findings of the New Testament to understandings of the Spirit's work arising from different Christian traditions, communities, and experiences.

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

a. Differentiate accurately the pneumatology of the primary texts (Luke-Acts and Pauline epistles).
b. Analyse and evaluate competing theories in current pneumatological debates, relating these to the student's primary findings.
c. Critically analyse possible applications of the student's own findings, and the positions of published scholars, to relevant questions concerning experience, community, and tradition.

Syllabus:
After setting the context, particularly in terms of the Spirit in the Old Testament and in inter-testamental Judaism, the module will consider the being of the Spirit before going on to discuss various roles of the Spirit as presented in Luke-Acts and in Paul's letters (mainly Galatians, 1-2 Corinthians and Romans). These roles will include but not be limited to those relevant to encounter with God, suffering, mission, ethics, prophecy, worship, prayer, and so forth. Attention will be given to current New Testament interpretation and relevant ecclesial debates.

Learning, Teaching and Assessment strategy:

This module is delivered both by blended and by online education.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as seminars, group discussion, individual projects, library research, written production. On-campus students will be able to engage with resources and activities on the VLE.

Online education will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities and discussion forums.

Assessment Scheme
Formative:
Identification of the aspect of Lukan and Pauline pneumatology for critical engagement within the summative assessment, including the development of plan and bibliography (500 words).

Summative:
1 x Essay (4,000 words) (learning outcomes a,b,c) critically comparing Luke-Acts and Paul, with reference to current scholarship and to the wider contexts in which reading of these texts occurs.

Assessment Weighting: Coursework: 100%

Learning Materials: 'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7201 Trinitarian Personhood

Module Code: **MI7201**
Module Title: **Trinitarian Personhood**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Dan Lé**
Module Restriction: **Compensatable**
Module Status: **Optional**

Aims
The module aims to develop an understanding of both the historical and theological development of the doctrine of the Trinity in its Eastern and Western forms as well as contemporary issues concerning this doctrine and develop skills in constructing a specifically Trinitarian understanding of personhood in order to address contemporary issues surrounding human personhood.

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

a. Synthesise and articulate issues, contexts and challenges of contemporary personhood.
b. Critically evaluate various contemporary understandings of both God as Trinity and human personhood
c. Critically analyse and evaluate an area of Trinitarian Personhood and the theological sources and methods involved.

Syllabus
Students will engage in Trinitarian personhood through the lens of Scripture, experience, reason, community and tradition. Students will also critically engage in topics such as the doctrine of the Trinity in both its western and eastern forms, its historical and theological development, imago Dei, human personhood in its historical and theological development, monism-dualism debates, contemporary challenges re human personhood, possible Trinitarian personhood theological solutions.

Learning, Teaching and Assessment strategy:
This module will be delivered online, with the possibility of live synchronous seminars offered as enrichment activities. .

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

Online education will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

Assessment Scheme:
Formative
A 1,000-word learning journal related to the learning activities of the module. The journal can either be submitted in paper form or using the VLE blog function. It may be one continual narrative or a series of entries.

Summative
One 3,000-word essay related to discipline of Trinitarian personhood, engaging the methods and sources of theology that has informed it [Module Learning Outcomes a and b] [75%].

One 1,000-word essay engaging with a contemporary regarding human personhood evidenced in a piece of popular writing (such as a blog entry, magazine article, a piece of poetry, fiction, satire or humour) [Module Learning Outcomes *a, c*] [25%].

Assessment Weighting
Course work 100%

Learning Materials:
'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7301 Social Justice: Biblical Themes

Module Code: **MI7301**
Module Title: **Social Justice: Biblical Themes**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Timothy Lim**
Module Restriction: **Compensatable**
Module Status: **Optional**

Aims:
The module aims to

1. To provide students with a comprehensive engagement with relevant biblical themes of justice and social justice as understood in the Ancient Near East and Greco-Roman contexts.
2. To provide a critical engagement with a range of social justice issues that have occurred in Christian history.
3. To develop the student's critical understanding of the biblical and theological resources for addressing social justice issues.

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

a. Identify and apply a coherent critical approach to issues of social justice that is biblically and theologically informed.
b. Retrieve, analyse and constructively apply the resources available within the Christian tradition to issues of social justice.
c. Explain the distinguishing features of applying biblical social justice lenses to issues of social justice.
d. Critically analyse the biblical texts that have shaped the Christian approach to aspects of biblical social justice paradigms and/or approaches.

Syllabus:
This module will commence with orientating the student to the theories, principles and types of justice and social justice in a variety of contemporary approaches. In keeping with the priority afforded Scripture in an evangelical construction of theology, the student will engage the biblical conceptions of social justice, exploring the relationship between biblical hermeneutics, biblical Christian ethics and biblical social justice.

Topics to be addressed may include: dominant views of social justice in the Christian traditions and their presuppositions; the hermeneutical issues involved in the interpretation of Scripture in its ancient context(s) and ~~seeking relevance~~ application to ~~in~~ contemporary contexts; aspects of a just society in the Torah and Wisdom Literature in light of the Ancient Near Eastern, Mesopotamian and ancient Egyptian social contexts; social justice issues in the OT prophetic books; social justice as modelled by Jesus and the Church and Christians' role as agents of social justice to society as within a selection of NT letters.

The student will also consider the application of biblical social justice conceptions to a selection of contemporary social justice issues.

Learning, Teaching and Assessment Strategy:
The module will be delivered online, with the possibility of live synchronous seminars offered onsite as enrichment activities.

A total of 200 hours of study is required to complete the. module. You should expect to take 100 hours of the study material (about 10 hours per lesson) and 100 for wider reading and the assessments.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production. On-campus students will be able to engage with resources and activities on the VLE.

Distance / online education will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation

of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums. The tutor shall interact by way of discussion in VLE forums, video-conferencing (e.g., Zoom or MS Teams) and email exchange.

Assessment Scheme:
*Formative***:**
Choose a contemporary social justice issue and provide an Indicative Bibliography of relevant biblical and theological resources that may be helpful for addressing this issue. Please be sure to explain what your project is about, and proffer a tentative thesis statement for your project. (1000 words).

Summative:
Either *write a critical review of current social justice issue as it interacts with relevant biblical and theological social justice resources reflecting on how these resources extend beyond their original contexts. biblical hermeneutical methods used to engage with an issue of social justice* (all learning outcomes) (4000 words)
OR *write a critical assessment of the possibilities available from a selection of biblical and/or theological resources as they speak constructively into a contemporary issue of social justice (*all learning outcomes) (4000 words)

Assessment Weighting
Coursework: 100%.

Learning Materials
'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

Relevant Government and NGO websites e.g.
http://ec.europa.eu/employment_social/social_inclusion/index_en.htm
http://www.jrf.org.uk/knowledge/findings/socialpolicy/1979.asp
http://www.democraticdialogue.org/report2/report2.htm
http://www.centreforsocialjustice.org.uk/default.asp?pageRef=37
http://www.stopthetraffik.org
http://www.lausanne.org/

MI7303 Social Justice: Current Issues

Module Code: **MI7303**
Module Title: **Social Justice: Current Issues**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Timothy Lim**
Module Restrictions: **Compensatable**
Module Status: **Optional**

Aims:
The module aims to engage critically with world of social, intercultural, intersectional, and political issues through the lens of Christian Scripture, Christian tradition, Philosophy, Interdisciplinary studies, Experience, Culture and Community, to enter into critical dialogue with churches and agencies as they respond to the challenge of social justice in the world, to create policy and position statements in relation to issues of social justice.

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

a. Articulate a coherent critical approach to a range of world social justice issues.
b. Retrieve and critically evaluate the resources available within the Christian tradition, especially regarding the use of sources and methods for formulating constructive proposals.
c. Construct coherent proposals that respond to the issues and challenges of global justice addressed in the module.

Syllabus
Topics to be addressed may include the Christian in politics, faith at the interface with political decision-making, a critical analysis of church and para-church agencies devoted to issues of social justice, including the Anglican Church, the Roman Catholic Church, Christian Aid, Tear Fund, World Vision and The Jubilee Centre, and a critical engagement with policy statements and policy documents generated by such agencies. Current issues in social justice, such as liberty, egalitarianism, feminism, just war, racism, and justice, will be addressed.

Learning, Teaching and Assessment Strategy:

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production. Blended students will be able to engage with resources and activities on the VLE.

Online education will be provided through the LST Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.
Assessment Scheme:

Formative:
Identify one major contemporary issue of social justice with which the churches are currently concerned in contemporary society. Write a preliminary report on progress (1,000 words) [developmental].

Summative:
Either *write a critical assessment of recent progress in theological approaches to a contemporary issue of social justice* (learning outcomes a, b, c) (4000 words).

Or *Write a critical review of one major recent contribution to an area of social justice that is theologically informed* (learning outcomes a, b, c) (4000 words).

Assessment Weighting
Coursework: 100%.

Learning Materials
'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7801 Christian Worship

Module Code: **MI7801**
Module Title: **Christian Worship**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Sunil Chandy**
Module Restriction: **Compensatable**
Module Status: **Optional**

Aims
The module aims to enable students to develop an understanding of how Scripture and theology inform dimensions of Christian worship; extend students' understanding of the discipline of liturgical theology with specific reference to trends in the field and to deepen students' appreciation of Christian ritual and the ways in which it functions in the life of communities of believers.

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

a. Critically apply aspects of the theological sources and methods to the discipline of Christian worship.
b. Analyse and evaluate the dynamic interactions between worship, culture and theology within history, such as ancient, medieval, reformation, modern and post-modern eras of history.
c. Critically assess the meaning communicated by liturgical acts and symbols in various contexts.
d. Critically evaluate expressions of worship via theologies of worship while reflecting on aspects of the relationship between Christian worship and other Christian practices.

Syllabus
The module beings with a critical study of Christian worship, its essence and core elements. Students will engage in topics such as liturgical theology, Christian ritual and formation, cultural and theological influences of worship, role of congregational song in Christian formation, and the evolution of liturgy. Primary sources and case studies are examined in some detail enabling students to combine theological method and worship studies.

Learning, Teaching and Assessment strategy
This module is delivered both by Blended and Online education.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.
Online education will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, discussion forums, and chats.

Assessment Scheme
Formative
A 1,000-word learning journal related to the learning activities of the module. The journal can either be submitted in paper form or using the VLE blog function. It may be one continual narrative or a series of entries.

Summative
One 4000-word essay critically engaging an aspect of Christian worship that is informed by the scriptural and theological perspectives [Module Learning Outcomes a, b, c and d] [100%]

Assessment Weighting
Course work: 100%

Learning Materials
'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7803 Issues in Contemporary Christian Worship

Module Code: **MI7803**
Module Title: **Issues in Contemporary Christian Worship**
Level: **7**
Credit Points: **20 Credits**
Module Leader: **Daniel Johnson**
Module Restrictions: **Compensatable**
Module Status: **Optional**

Aims
The module aims to enable students to apply critically their understanding of worship to the study of specific issues, both theoretical and practical, relating to worship in its contemporary context; analyse and appraise contemporary trends in worship and current debates in this field of study; and develop reflective skills that quip them to move between theory and practice in evaluating their experiences of corporate worship.

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

a. Analyse and evaluate key contemporary issues in the life of the worshipping church.
b. Synthesise skills in assessing and critiquing expressions of Christian worship in contemporary contexts that is informed by the sources and methods of theology.
c. Evaluate theologically his/her personal experiences of corporate worship in dialogue with reactions and responses to those experiences.

Syllabus
Topics may include:

- Participation in worship
- Technology and worship
- Worship industry and consumerism
- Worship, mission and social action
- Worship and contextualisation

These will be approached through the lenses of scripture, tradition, reason, experience and community, as appropriate. They will look at a variety of case studies as relevant to the topic, such as Mega church worship, Taizé, Liturgical worship, Pentecostal worship, Iona, Emerging worship etc.

Learning, Teaching and Assessment Strategy
Teaching sessions require prior student preparation such as required reading, attending designated services of worship, accessing material online etc. Material will be presented by the tutor, there will be examples to view or listen to, and students will also be required to lead and contribute to discussions.

The module will be delivered online, with **the possibility of live synchronous seminars offered onsite as enrichment activities** the possibility of on-campus delivery.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

Online education will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums.

Assessment Scheme
Formative:
Identify an issue to be addressed in the essay, begin preliminary reading and provide a 500-word essay outline.

Summative:
A 3,000-word essay on a particular issue in contemporary worship (learning outcomes a and b). This essay should demonstrate a critical engagement with the theological sources and methods involved in assessing a number of responses to the issue [75%].

A 1,000-word detailed critique of a service visited as part of the course (learning outcomes b and c). This should address issues covered in the module as they arise or fail to be addressed through the service in question [25%].

Assessment Weighting
Coursework: 100%

Learning Materials
'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MT7400 Dissertation Research and Design

Module code: **MT7400**
Module Title: **Dissertation Research and Design**
Level: **7**
Credit points: **20 Credits**
Module leader: **Julie Robb and Alistair McKitterick**
Module Restriction: **Non-compensatable**
Module Status: **Core**

Aims
This module aims to develop critical skills involved in the planning and writing of a dissertation in theological studies. More specifically, the module aims to develop skills of academic writing and research, including selecting appropriate literature, using appropriate style conventions and developing an argument. Finally, the module aims to develop skills for producing a dissertation proposal.

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

a. Evaluate methodology regarding the design of theological research.
b. Apply the skills learned in a piece of scholarly writing that employs critical analysis and appropriate academic writing conventions.
c. Conceive and design a dissertation proposal.

Syllabus
Students will engage with elements of academic research and writing, such as discovering a topic, developing a research question, a hypothesis and a thesis. The module explores various research methods with an emphasis on qualitative research but with some attention to quantitative research. The importance of recognising and accounting for one's own assumption and social location in theological research and writing will be addressed. Futhermore, students will develop knowledge and skills for selecting appropriate literature and employing the proper conventions of academic writing. The module will enable students to conceive and design a research proposal.

Learning, Teaching and Assessment Strategy
This module is delivered both by Blended and Online education.

Blended education will feature a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as lectures, seminars, group discussion, individual and group projects, library research, written production and possible visits to London art installations. Blended students will be able to engage with resources and activities on the VLE.

Online education will be provided through the LST VLE by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, discussion forums, and projects.

Assessment Scheme:
Formative
Participation in class presentations and other learning activities throughout the module with the opportunity for feedback from the tutor and student cohort.

Summative
One 2,000-word book review [Module Learning Outcomes a and b (50%)].
One 2,000-word dissertation proposal [Module Learning Outcomes c (50%)].

Assessment Weighting
Coursework: 100%
Learning Resources
'Live' Reading lists are to be found by pressing the Control key and clicking on the: Link to MATS Reading Lists on the VLE.

MI7401 Dissertation

Module code:	**MI7401**
Module Title:	**Dissertation**
Level:	**7**
Credit points:	**60 Credits**
Module leader:	**Julie Robb**
Prerequisites:	**MT7400 Dissertation Design and Research Skills** **MI7601 Sources and Methods in Theology** **60 credits of optional modules**
Module Restriction:	**Non-compensatable**
Module Status:	**Compulsory**

Aims

This module provides students the opportunity for intensive and detailed research-based study of their chosen topic within the context of theology or a related discipline and under the guidance of an appropriate supervisor. This module is the sequel to the Dissertation Research Skills and Design module in which research methods and design are examined and a dissertation proposal is developed.

Learning Outcomes

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

a. Examine, evaluate and synthesise the distinctive features, issues and problems of a particular topic in the context of theological studies, in relation to the student's own approach to theology and the location of that topic, where relevant to the current academic discussion.
b. Develop skills of independent academic research into a defined topic, critical analysis, comprehension and interpretation of theological arguments; ability to undertake a clearly defined area of academic research and discussion; ability to produce a sustained, coherent and appropriately presented written discourse (15,000 words) on a single topic.

Syllabus

Independent study, research, and writing supervised by an allocated supervisor with expertise in the relevant field(s).

Learning, Teaching and Assessment Strategy

As you develop your dissertation, your assigned research supervisor will support you in your research. It is however important to remember that one of the main aims of your learning in this module is the development of your ability to work as an independent learner. The completion of your dissertation is therefore your responsibility.

Supervision:

You and your supervisor will agree individual supervision through the research process from proposal to final submission of your research project. You and your supervisor will need to agree on a plan of action in terms of the supervisory sessions (how many sessions and what to submit for the session). Also, the geographical location of you and your supervisor will need to be taken into consideration. If it is not possible for you to meet 'face to face', then you will need to use Zoom or Skype (ideally) but in some cases the telephone and/or email. It is reasonable for you to expect in total about 10 hours of supervision time, which covers both reading your work and contact with you. Your supervisor will make suggestions as to the focus and direction of your dissertation, he or she will also consider with you the appropriateness of your research questions, literature review, methodology, methods, and analysis as well as commenting on your conclusions. They will look at selected chapters of your work and will also comment on your final draft. However, it is not their role or responsibility to 'proof-read' your work. It is vitally important that you agree a supervisory schedule with your supervisor so that you can take the greatest advantage of the support that they can give you. It is unreasonable to expect your supervisor to be able to respond positively to last minute demands for meetings or to be able to look at and comment on your work in a matter of days before it is due to be submitted.

Ethical Approval for Research Involving Human Participants

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

You must not embark on any form of research involving human participants without first receiving formal Ethical Approval from the LST Ethics Committee. Applications for Ethical Approval, including all relevant supporting documents, should be sent to the ASDAS (asdas@lst.ac.uk). The LST Ethics Committee considers applications for Ethical Approval three times a year.

Because the Ethics Committee may require that you amend your application prior to granting formal Ethical Approval, you are strongly advised to submit applications in the term proceeding the date you plan to commence your research.

Assessment Scheme
Summative:

Dissertation [Module Learning Outcomes: *a, b*] [100%]. The completion of a dissertation in the context of theological studies which, using a review of appropriate literature, justifies the research question, choice of methodology, and if appropriate, methods, data collection, and analysis as well as consideration of ethical issues [max. 15,000 words, excluding bibliography].

Assessment Weighting
Coursework: 100%

Learning Resources

Student-defined as agreed with the supervisor.