Programme Handbook

London School of Theology

Validated by Middlesex University, London, UK

PG Certificate, PG Diploma and MA Aspects and Implications of Biblical Interpretation

2020-21

Programme Leader: Julie Robb

Institutional Link Tutor: Kate Douglas

Middlesex Link Tutor: Delia Cortese

Student Name:

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Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your Programme of study and to direct you to other general information about studying at London School of Theology and information about Middlesex University who validate this programme of study.

The material in this handbook is as accurate as possible at the date of production. However, you will be informed of any major changes to the information in this handbook in a timely manner.

Your comments on any improvements to this handbook are welcome - please put them in writing (an email will suffice) with the name of the handbook to the Programme Leader, Julie Robb (julie.robb@lst.ac.uk)

Information in alternative formats

This handbook can be found online at: www.lstonline.ac.uk>MAAIBI

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact the Programme Leader, Julie Robb (julie.robb@lst.ac.uk).

We can supply sections from this publication as:
- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy on non-white paper
- printed copy with enlarged type

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

The University Regulations

As a student of Middlesex University you agree to abide by the Middlesex University Regulations when you enrol and therefore you should read this handbook in conjunction with those Regulations which are available online at; www.mdx.ac.uk/regulations.

WELCOME TO MA ASPECTS AND IMPLICATIONS OF BIBLICAL INTERPRETATION

INTRODUCTION TO LONDON SCHOOL OF THEOLOGY

The London School of Theology (LST), is one of the largest independent Christian Theological Colleges in Europe, and has been providing excellent quality theological education for over 70 years. For nearly 40 years, the School has delivered university-accredited undergraduate, postgraduate and research theological programmes as well as non-accredited short courses. Since 2005 our accredited programmes have been validated by Middlesex University.

LST is at the forefront of the delivery of academically robust Theological Education both nationally and internationally. Our diverse learning community, of approximately 350 students, is located on campus in Northwood. Our delivery of teaching and learning, reflected in the academic results and professional achievements of our students, is equal to the majority of university theology departments. Whilst maintaining our focus on the core undergraduate Theology degree, the School has successfully integrated this with other vocational disciplines through the provision of programmes in Theology and Counselling; Theology, Music and Worship; and Theology and Worship.

At Masters level our suite of postgraduate taught programmes (MA in Integrative Theology, MA Aspects and Implications of Biblical Interpretation, and MA Theological Education), provides progression routes for our undergraduate students as well as continuing the integration of academic theological study with the students' professional and vocational contexts.

LST also has an international reputation for providing excellent research supervision at three levels: MTh, MPhil and PhD. Since 2006 all of our MTh, MPhil and PhD are joint degrees with Middlesex University.

LST resources nearly 1,000 students worldwide through our Distance Learning Programmes designed to enable students to study for personal development as well as to gain formal validated undergraduate and postgraduate academic qualifications.

In addition, LST delivers vocationally focussed personal development, short courses and training designed to equip students for engagement in their ministry, professional and community contexts.

Graduates from LST have gone on to a wide variety of occupations. Many go on to professional Christian ministry in various forms, in churches and Christian organisations in the UK and internationally. A significant proportion of alumni are now to be found working in positions of senior leadership and management within the faith sector. A good number also move into higher education teaching in the UK and abroad, following further study either at LST (MA MTh MPhil PhD) or other universities. A significant number of graduates enter (or return to) a wide range of other careers finding that a BA Honours in Theology offers a good preparation for many kinds of working life and contribution to society.

The institution abides by the Middlesex Regulations except in the case of Academic Misconduct and Appeals where the School uses its own regulations (see below for more details). It is important to be aware of these and the websites to access if you wish to read these in more detail (again, further information is provided below).

Your feedback on the institution and this programme is important to ensure that the programme remains fit for purpose for you as a student and for the wider church as you utilise your learning in that framework. Feedback is provided through a variety of means, but predominantly through the Student Representative on this programme. Further information about feedback is provided later in this handbook.

If you wish for help or advice at any point, there are a variety of people to whom you can go for this. If it is a module-specific question, then the module-specific tutor should be approached in the first instance, followed by the Programme Leader (julie.robb@lst.ac.uk). In all other instances, the Programme Leader (julie.robb@lst.ac.uk) or Institutional Link Tutor (kate.douglas@lst.ac.uk) can be approached and these can direct you if there is a need to seek the advice of others.

Location of LST's campus

The main campus is located in Northwood. The site provides lecture and seminar rooms, student residential accommodation, dining room, library, student social & recreational centre, administrative and faculty offices, music practice rooms, Chapel and sports facilities. The Northwood campus provides the majority of the delivery of teaching and learning for all of our validated programmes.

London School of Theology

- ***Vision***
To be the leading theological college in Europe

- ***Mission:***
To train and envision students to:
- Revitalise the church through effective and inspirational Bible-centred leadership
- Be the next generation of theological leaders
- Enhance cross-cultural engagement and mission
- Impact secular life, including the public square

Core Values

Together, these four core values define what we mean when we say that LST is an *evangelical* institution.

- We are motivated by God's love, shown in the life and work of Jesus Christ

- The Bible is the main source of our belief and practice

Gospel | Bible

World | Church

- We engage globally as we share our faith and serve with compassion

We identify with the worldwide community of Christians
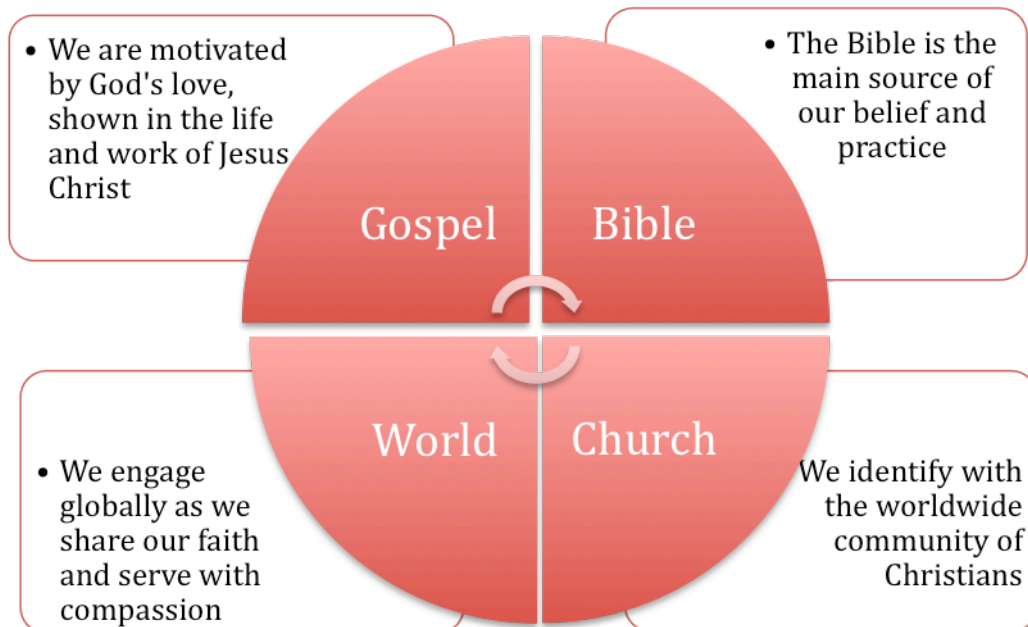
INTRODUCTION TO MIDDLESEX UNIVERSITY

Although you will enrol at and attend London School of Theology this programme is validated by Middlesex University and therefore you are a student of both. Within Middlesex University this programme is part of the School of Law.

Being a Middlesex student means, in brief, the following:

If you successfully complete the programme you will receive the Middlesex qualification of **MA Aspects and Implications of Biblical Interpretation**
While LST holds its own graduation ceremonies, you may attend the Middlesex graduation ceremony (http://unihub.mdx.ac.uk/your-middlesex/graduation)
You do not receive a Middlesex ID card.
You are not a member of the Middlesex University Students' Union.

This list is not exhaustive and therefore please contact Kate Douglas (kate.douglas@lst.ac.uk) if you have any questions about your entitlements as a Middlesex student.

The Middlesex University Regulations

This programme abides by Middlesex University Regulations which are available online at http://www.mdx.ac.uk/about-us/policies/university-regulations. Although it is not necessary to read the Regulations in their entirety you should know where you can find them and also be aware of the following key details.

Appeals
Please note that London School of Theology uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process is available from the Academic Secretary (kate.douglas@lst.ac.uk) or from the LST website (www.lstonline.ac.uk)

Academic Misconduct
Please note that London School of Theology uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the academic misconduct process is available from the Academic Secretary (lkate.douglas@lst.ac.uk) or from the LST website (www.lstonline.ac.uk)

The following are also important documents which relate to the academic relationship between London School of Theology and Middlesex University:

The Memorandum of Co-operation.

This is the formal agreement between Middlesex University and London School of Theology on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both London School of Theology and Middlesex University. In brief, these include: access to facilities at Middlesex University, Link Tutor attendance at Boards of Study, arrangements for

appeals and complaints etc. If you wish to view this document, then please contact Kate Douglas (kate.douglas@lst.ac.uk).

Quality Assurance Agency for Higher Education (QAA) UK Quality Code.

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. There is specific guidance on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. Quality Assurance Agency for Higher Education (QAA) UK Quality Code, Advice and Guidance: Partnerships.

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students. You can also learn more about Quality Assurance at: http://www.qaa.ac.uk/quality-code

Welcome from the Pro Vice-Chancellor and Executive Dean of the Faculty of Professional and Social Sciences, Middlesex University

I am delighted to welcome you to Middlesex University, the Faculty of Professional and Social Sciences and in particular to the School of Law.

Today our programmes are specifically designed to meet the needs of employers and the professions, but, more importantly, your needs as students. With this in mind, our programmes aim to develop your personal and professional knowledge, skills and competence in order to enable you to realise your full potential. Your programme will almost certainly include opportunities for practical application, and where appropriate recognised by the relevant professional bodies.

This programme handbook should be treated as our contract with you – keep it safely so that you can refer to it throughout your time studying with Middlesex. It contains an overview of the framework of your programme and the content of its modules. It also signposts key contacts and information that you will need to progress your studies and to get the most out of your time with us.

From our side we will endeavour to deliver the best experience we can so that you can build on your skills and knowledge and realise your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here. You are not expected to absorb everything in detail, but to be aware of the main resource documents and their contents.

I wish you well in your future studies and look forward to celebrating your success at your Graduation Ceremony.

Anna Kyprianou
Pro Vice-Chancellor and Executive Dean
Middlesex University
Faculty of Professional and Social Sciences
Middlesex University Business School
School of Health and Education
School of Law

Programme Leader's welcome

Welcome to London School of Theology and congratulations on choosing the Master's Degree in Aspects and Implications of Biblical Interpretation by Distance Education.

As programme leader it is my pleasure to welcome you to the MA Aspects and Implications of Biblical Interpretation. We hope that through this course you will develop as Christians through a broadening of your academic knowledge but also develop as Christian people called to live out your calling wherever you are located and in whatever sphere of service you are involved with. You will have the opportunity to develop specific areas of academic and personal interest through your dissertation research as well as discovering more of the riches of theological study through the compulsory and optional modules. It is hoped that through this study you will also take time to reflect upon your own ministry, your understanding of theology and your approach to Scripture. In all of this, you will be aided by an excellent team of tutors and, as programme leader, I am also available to offer support and advice, whether that is of an academic nature or of a more personal nature.

The heart of this course is the hermeneutics core module in which we will focus on the interpretation of biblical texts through the various tools and methodologies now available. The optional modules will allow these tools to be developed within specific areas of biblical analysis and application, culminating in the dissertation. In this important piece of work, you will be provided with the opportunity to apply these insights into a topic of your own choosing and in which you will be able to enhance your research skills through an integration of your academic, theological and personal learning. Support and assistance with this process will be given by supervisors who have some expertise in the area under investigation.

Studying by Distance Education has its own specific challenges as you seek to balance study, ministry and home life and we are acutely aware of that. Nevertheless, you have embarked on what we hope will be a life-changing and life-enhancing experience that will serve you and the wider Church as we face the challenges of the 21st century. Be assured of our prayers as you begin this process.

So, you are very welcome. We look forward to getting to know you and to share with you your unique learning experience as you progress through this programme.

Julie Robb (julie.robb@lst.ac.uk)
MA Aspects and Implications of Biblical Interpretation Programme Leader

Welcome to London School of Theology from the Principal

I am delighted to welcome you to London School of Theology, whether you are a new or a returning student. It is wonderful that you are studying with us.

This handbook provides you with all the key information that you need for your programme, its structure, overall aims and learning outcomes, as well as specific module descriptors. As such, it is essential for your reference as you engage with your studies and prepare for the semester and year ahead.

London School of Theology has a reputation for being a great place to study and grow as a disciple of Jesus Christ. I hope this is the case for you this year. I often say my experience of being a student many years ago (1982-1985) focused on four things and I hope these will be the same for you.

First, studying theology at LST is not simply a detached academic exercise. We hope to integrate your learning into an experience of Christian formation within the spiritual life of the School. Our devotional life is central not peripheral to our identity as an Evangelical Theological College. That is why we encourage you not only to study the Scriptures in class, but to read them in your personal devotional lives, with others in study groups and to listen to them expounded in Chapel. It is important that you grow in your personal knowledge of the Lord, through prayer, reflection and action, as well as academic study. Spiritual formation is holistic and lifelong.

Second, studying at LST is truly an academic exercise. In our educational mission we seek to attain the highest standards as we invite you to develop your knowledge and skills in theology and other disciplines such as music and counselling. While we are rigorous in the way we approach academic study we also accept that our students come from diverse educational backgrounds. Alongside our commitment to academic excellence is also a commitment to support you in your studies, so that you achieve the best possible outcome personally.

Third, LST is a community of scholars, staff and students, working and in some cases living together on campus. We are committed to building relationships and supporting each other in community, whether that community is on campus, online or hybrid. This is not always easy. From time to time there will be tensions and disagreements, but we are committed to the building up of our community in respectful, honest and loving relationships. It is likely that you will make lifelong friendships here because of the depth of community you experience.

Fourth, LST is place where people seek God's face in order to discern what it is that he is calling them to do in the future. For me, this meant being ordained in the Church of England. This ministry continues today in the local church and the diocese of London. Many of you will use this time to discern how the Lord is calling you into specific ministries. Maybe he is calling you into pastoral, missionary or charity work. Maybe he is calling you to start your own ministry, to be a visionary leader, crossing boundaries and advancing the work of the kingdom of God. Maybe he is calling you back into the secular workplace to witness to the gospel in the public square. May the Lord give you all the wisdom and insight needed for this task of discernment

Finally, please be assured of my prayers for you as you begin a new academic year and throughout the year. The School's motto is from Colossians 3.2: "Set your minds on things above". It reminds us that our fundamental identity is in Christ. He is the centre of our lives within the kingdom of God. He is the one who is seated at the right hand of the Father in heaven. Our lives, by means of the Holy Spirit, are united with him and his mission in the world. My prayer is that LST will help you understand your identity in Christ more than ever. Every blessing on your studies!

The Revd Professor Mark J. Cartledge, FRSA

Academic Calendar

MA AIBI Assessment Board	Thurs 19th November	11.00am
MA AIBI Board of Study	Thurs 19th November	1.30pm
MA AIBI Assessment Board	Thurs 20th May	11.00am
MA AIBI Board of Study	Thurs 20th May	1.30pm
Graduation	Sat 26thJune 2021(tbc)	11.00am

The School timetable and lists of important dates such as the Academic Calendar are published on the LST website where they can be viewed or downloaded. Simply click on the LST website (www.lstonline.ac.uk>General Information>Useful Documents>Key Documents)

PART 1: PROGRAMME DETAILS

Your Programme Team

Dr Julie Robb [Programme Leader] Office hours 7.30am-3.00pm (Wednesday only)

Phone: 01923 456164 E-mail: julie.robb@lst.ac.uk

Kate Douglas [Academic Secretary]

Phone: 01923 456324   E-mail: kate.douglas@lst.ac.uk

Academic Staff: Distance Education Tutors

The Distance Education tutors are assigned to particular modules, and will work with you for the duration of your study on that module only. Though not listed here, the onsite academic faculty of the School are involved in the maintenance of academic standards on the degree and oversight of the content of your study materials. A complete list of all LST faculty and contact details can be found under 'About Us' on the School website (www.lstonline.ac.uk)

Name	Subject Area	E-mail
Tim Carter	Holy Spirit & Spiritual Gifts	tim.carter@lst.ac.uk
Tony Hobbs	Hermeneutics	drtonyhobbs@btinternet.com
Peter Riddell	Qu'ranic and Post Quranic	peter_riddell@yahoo.com
Julie Robb	Theology of the Poor	julie.robb@lst.ac.uk
Deryck Sheriffs	Old Testament Theology	deryck.sheriffs@gmail.com

Administrative and Support Staff and Contact Details

Doreen Rosser, Programme Administrator, Open Learning (Office Hours: 9.00am-4.30pm, Mon-Thurs, 9.00am-12noon, Fri)
Phone: 01923 456230
Email: doreen.rosser@lst.ac.uk

Keith Lang, Librarian
Phone: 01923 456190
Email: keith.lang@lst.ac.uk

A complete list of all LST staff and contact details can be found under 'About Us' on the School website (www.lstonline.ac.uk)

Email

Email is an essential method of communication with the Programme Leader, tutors and Programme Administrator. Within the Distance Learning community, it is *the* method of communication with the Programme Leader, tutors and Programme Administrator. However, tutors do this work alongside their own ministries so it is only reasonable to allow them time in which to respond. Nevertheless, it is reasonable to expect a response to your email within 2 weeks and if you have not had such a response, then please contact the Programme Leader who will chase this for you, and check that the tutor has received the email (occasionally they go astray). The Programme Leader answers email on Wednesday (her usual day in the office) and will answer emails on that day. You will always be informed of when the Programme Leader is taking leave so that you are aware that there will be a delay and an 'out of office' response will be set up for the purposes of reminding you that she is on leave.

At the commencement of the programme, you will be issued with an LST email address in the form (firstname.lastname@student.lst.ac.uk). This is the email address that we will use to contact you for the duration of your time on the programme.

If you are in a situation where you might be placed in danger if it were discovered that you have Christian connections through such an address, then please contact the Programme Leader (julie.robb@lst.ac.uk).

Further Information:

For further information regarding LST's IT services, please go to our website (www.lstonline.ac.uk>General Information>Useful Documents>IT services).

Your contact and personal details

You should ensure that we are kept up to date of your contact details to ensure that all-important communication reaches you. ***Please email the Programme Administrator at doreen.rosser@lst.ac.uk*** when your personal and contact details change.

Data Protection and Privacy

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the General Data Protection Regulation (GDPR). We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so. Please note two such obligations, one regular and one in case of emergency:

LST is obliged to submit annual student data to the Higher Education Statistics Agency. For information regarding the submission of such data see https://www.hesa.ac.uk/collection-notices

Under Middlesex University Contingency Planning, if a situation arises in which LST is unable to support students through to completion of their award, LST will make available to Middlesex University student contact information, academic progress and assessment records.

YOUR PROGRAMME

Programme structure

As Christians we believe that the Bible is relevant today, but how does a text or texts written centuries ago and to cultures that, in many instances, are vastly different to our own actually have relevance today? The task of biblical interpretation is a key skill in making that happen and for that reason the core of this programme is hermeneutics, providing the foundation for the optional modules taken and for the dissertation.

One of the key themes that comes through most applications for this programme is the desire of applicants to 'improve' their skills in biblical interpretation whether that is for their own development or in order to help the church understand the biblical texts. It is frequently claimed that today's generation, in the Western world at least, is biblically illiterate, and the task of not simply making the message known but also to make that message relevant remains as urgent as it has ever been. Hence, this programme seeks to serve you, the student, and the wider church as it grapples with this challenge.

The USP of this programme is the flexibility that allows each student to develop their own study routine so as to fit their work/ministry schedule. In that flexibility, the student is self-paced and works to their own individually-set deadlines for the assessments in consultation with the Programme Leader.

To achieve the award of the MA Aspects and Implications of Biblical Interpretation, you are required to complete 180 credits which will normally take you three years to complete. The programme is divided into two parts. You begin with part 1 where you study 120 credits that should take two calendar years to complete. You then move on to part 2 where you study 60 credits, completed in one calendar year.

The fees for this programme are available on request from the Programme Administrator (doreen.rosser@lst.ac.uk).

There are no additional costs required for this programme although some students may wish to purchase a limited number of books from the reading lists given in the module narratives but this is not required and students vary widely in how much they do so. Hence, it is probably worth factoring in some additional finance into your plans for the programme to enable this to happen. **However, this is not required and many students do not purchase any books.**

POSTGRADUATE LOANS

A recent development concerning students on this programme is that students can now receive funding, in the sense of a loan, to undertake this programme of study. Previously, students studying on this programme were not eligible for such a loan as the programme was not a designated course with the appropriate funding agency.

However, as Programme Leader, I am pleased to be able to say that this situation has now changed and this programme has been designated a course for which funding can be received. However, IT MUST BE NOTED THAT THIS IS WITH THE CLEAR PROVISO THAT THIS IS A COURSE COMPLETED IN 3 CALENDAR YEARS (i.e. the course is now a designated 3 year programme). This does not mean that a student in receipt of such a loan is unable to take a period of 'interruption

of studies' (see below on p.45**),** but that the period of actual study does not exceed 3 calendar years.

For further information about this, please contact the Student Loan Company directly ([www.slc.co.uk/students-and-customers/contact-information-for-customers/student-finance-enquiries)](); Telephone 0300 100 0031（Monday to Friday, 8am to 6pm)
or contact Irena Allen (irena.allen@lst.ac.uk).

Programme planning

The first module that all students study is the Hermeneutics module. As you come towards the completion of this body of material, we will ask you what module you wish to study as your second module. You will be asked which module you would like to study as your third module by the Programme Leader as you prepare to submit your final assessment in your second module.

When you come to the point of having only one module assignment left to submit, the Programme Leader will send you information about the dissertation that will guide you through the entire process from initial idea to submission of the completed dissertation.

Attendance requirements

The MA in Aspects and Implications of Biblical Interpretation is studied wholly by distance education. The programme is expected to take three calendar years to complete. As a distance education programme there are no attendance requirements for this programme of study. However, we do recommend that students aim to study for a minimum of 15 hours per week for 40 weeks per year. This is an average approach and the programme is designed so as to allow you to find the most appropriate way of completing the 600 required hours of study per calendar year. This recognises the need for times away from the study for rest and relaxation. Most of you will aim to study for a greater number of hours than this, but at that rate each module in Part 1 would take approximately 8 months to complete. Part 1 would therefore be completed in two calendar years, allowing a further year for you to complete Part 2, the writing of your dissertation.

For further guidance on Middlesex University's attendance requirements, can be found in Section C2 of the University Guide and Regulations at http://www.mdx.ac.uk/regulations.

Employability

Employability and your programme

It is probably self-evident that the career advisory needs of Distance Education students are different to those in full- or part-time study. For the majority of Distance Education students, this study is undertaken while remaining in a working environment and as such the intention is to remain in that environment once the study period is completed. However, a number of students may look to change their work, or enter new spheres of ministry at that point.

The School's Training Unit is available by appointment throughout your time as a student with LST. It is able to offer support and guidance to students as they seek to discover and take their next steps once their study period has finished. An information pack is available on matters such as CV writing, interview skills, and routes into ordained ministry.

The School receives information about a wide range of jobs in a variety of churches and Christian organisations. This information can be found on the Training Unit Jobs Board located on the LST website or by contacting the Training Unit Co-Ordinator (emily.smuts@lst.ac.uk).

London School of Theology is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice, as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge. The development of employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of this Programme, although this may not always be evident to you as they will not always be presented as such.

Programme Specification

Details of the Programme Specification for the MA Aspects and Implications of Biblical Interpretation can be found on the MA AIBI course page on the LST VLE where it can be viewed or downloaded. (www.lstonline.ac.uk>My-Courses>MA-AIBI-Introduction>Other-Useful-Documents)

Your Modules

Part 1: Module Information

In Part 1, you will study a total of 120 credits (40 compulsory credits and 80 optional credits) from the modules listed below. You will begin your studies with the 'core' compulsory module Hermeneutics MA7401. You will then choose two optional modules to complete part 1.

Module Title	Module Code	Credits	Status
Hermeneutics	MA7101	40	Compulsory
Old Testament Theology in Context	MA7103	40	Optional
Holy Spirit and Spiritual Gifts	MA7105	40	Optional
Theology of the Poor	MA7201	40	Optional
Qu'ranic and Post Qu'ranic Interpretation of Biblical Themes	MA7301	40	Optional

Hermeneutics: This core module provides the theoretical foundation for issues of biblical interpretation that will be addressed by the optional modules.

Old Testament Theology in Context: This module moves from ancient contexts to contemporary contexts. It is divided into two parts. The first (Part A) considers the metaphor of the celestial court and embraces the theology of creation affecting cosmic order and politics. The second (Part B) considers imagery relating to life and death and ranges across topics from eschatology to the realm of death.

Holy Spirit and Spiritual Gifts: Covering a wide range of topics, this module considers the different biblical witnesses to the the nature and work of the Holy Spirit, given that how their witness has been utilised by churches of widely varying traditions remains a matter of lively contemporary debate.

Theology of the Poor: Issues of injustice, poverty, inequality and the abuse of power are topics that Scripture addresses directly but they are also topics that are directly relevant to the contemporary world. This module seeks to address these issues through hermeneutical sensitivity in order that the Christian voice can speak with integrity and honesty into the contemporary world.

Qur'anic and Post Qur'anic Interpretation of Biblical Themes: One of the major challenges of the contemporary world and to that of the Christian voice is that posed by the world of Islam. One of the most distinctive responses to the Bible is that provided by Muhammad and Islam. This module considers the Muslim rereading of some biblical themes and provides the basis for a detailed study of the Qur'an on its own terms and in comparison with the parallel biblical material.

Part 2: Module Information

In Part 2 you will study a total of 60 credits. Your studies will comprise of the compulsory Dissertation module MA7401. Studying this module will take you one calendar year.

Module Title:	Module Code	Credits	Status
Dissertation	MA7401	60	Compulsory

Dissertation: This major piece of research is restricted only by the necessity for ensuring it coheres with the overall subject of biblical interpretation. The student identifies the topic they wish to consider, develops a proposal based upon that and researches and writes a dissertation of 15-20 000 words. This enables the student to further develop their interests and demonstrate the ability to research and write a coherent dissertation from introduction to conclusion. It provides the student with the opportunity to bring their learning throughout the programme into a focused piece of writing.

Further information about each of the modules in both Parts 1 and 2 can be found in the Module Narratives located in Appendix 2 of this Student Handbook.

As was indicated under 'Attendance Requirements' we recommend that students aim to study for a minimum of 15 hours per week for 40 weeks per year. This is an average approach and the programme is designed so as to allow you to find the most appropriate way of completing the 600 required hours of study per calendar year. This recognises the need for times away from the study for rest and relaxation. Most of you will aim to study for a greater number of hours than this, but at that rate each module in Part 1 would take approximately 8 months to complete. Part 1 would therefore be completed in two calendar years, allowing a further year for you to complete Part 2, the writing of your dissertation.

Your Programme Feedback

How you can feed back to us
As well as talking to your module leaders or programme leader about any issues, there are also other ways you can feed back and help enhance the quality your programme.

Board of Study
The Boards of Study are one of the main formal channels of communication between staff and students. This is a forum in which students (through the MA Aspects and Implications of Biblical

Interpretation Student Representative) and staff can constructively discuss areas of good practice as well as areas needing improvement with the collective aim of enhancing the student experience. Students and Staff can be assured that they will not be penalised for raising issues at a Board of Study. The Board also looks at student feedback results and reports from External Examiners. Minutes are made of the discussions and decisions taken and you can read these online on the LST website. Each Board of Study is a sub-committee of LST's Academic Board, and minutes of the Board of Study are considered regularly at the Academic Board.

The Board of Study for this Programme occurs twice a year (May and November) and your MA Aspects and Implications of Biblical Interpretation Student Representative will ask for programme feedback from you to report to staff at the meeting. You will also be given feedback from both Staff and the MA Aspects and Implications of Biblical Interpretation Student Representative on the outcomes of the feedback.

Dates of Board of Study meetings for 2020-21 are:

Thursday 19th November 2020
Thursday 20th May 2021

The membership of a Board of Study includes:

- Student representatives (for more information about being a student rep see below)
- Academic Dean
- Programme Leader
- Middlesex University Link Tutor
- London School of Theology Link Tutor
- Other academic staff involved in the delivery of the programme and/or modules
- Support services representatives

Minutes and actions from previous Boards of Study should be made available to you through MyUniHub. Further guidance on the Boards of Study can be found here: *https://unihub.mdx.ac.uk/your-middlesex/student-feedback/*

The **student representatives** are elected annually to ensure that the interests of students on the programme are adequately represented. They are also responsible for feeding back the outcomes of any meetings or events they attend. To find out who your student representative(s) is/are, or about how to become a class student representative, please contact the Programme Leader. There is one Student representative for the entire programme.

Being a student representative can be immensely rewarding, as much of the experience you gain can be linked to personal development and employability. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a student representative you get to put skills into action, such as communication, leadership, teamwork, problem solving, time management etc.

As well as attending Boards of Study, student representatives are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings that are organised on a more ad-hoc basis (*see the Student Body Constitution on the Role Description of Course-Group Representatives*).

Complaints
LST has official complaints procedures for academic and other matters. However, we always seek to first resolve any concerns raised informally: students are encouraged in the first instance to approach

the tutor concerned or the programme leader informally to express their concerns. Students may wish at this stage to consult their student representative; if the matter of concern affects the entire group of students, the student representative should normally first speak informally with the tutor concerned and only then take the matter up with the programme leader. See more fully the LST complaints procedures, available on the LST website.

The internal complaints and grievance procedures must be followed and have been fully exhausted before the Middlesex University "Complaints in relation to collaborative partner institutions" (http://mdx.ac.uk/regulations) may be followed.

How we consider your feedback

The feedback you give through your student representatives, through surveys and at Board of Study meetings plays an important part in reviewing this programme during and at the end of the academic year. Due to the nature of the programme (i.e. Distance Learning) it can be difficult to obtain feedback, although the Student Representative is always happy to receive this and to bring any issues raised to the Board of Study. Discussions are ongoing at Board of Study as to how we facilitate and maximise student feedback, but if you have any ideas your student representative and your programme leader would be pleased to receive them. One of the results of these discussions has been the writing, by the Programme Leader, of an FAQ document which details how the most common issues raised by students are dealt with and you may find it helpful to read through this as you commence the programme. This document will be sent in the 'Welcome to the MA' email sent from the Programme Leader at the commencement of your studies.

At the most recent Board of Study where Student Matters were raised (May 2020) the issue of Student interaction was raised, specifically how this might be encouraged. Discussion took place as to whether a mentoring scheme could be implemented for those students who wanted this. This discussion is ongoing, currently, to ensure that concerns over proper safeguards for the student, the mentor and the institution are met.

Informal feedback can be communicated to the Programme Leader particularly in regard to minor academic issues and early resolution of complaints. The Academic Secretary is also available to discuss such issues informally in order to seek an early resolution to these where possible.

How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however these terms are important to you and your programme.

Full details on how we do this can be found here: *http://unihub.mdx.ac.uk/support-&-wellbeing/ensuring-the-quality-of-your-programme*

The Student Protection Plan

One of the Middlesex University core values is 'We put students first'. We have a regulatory framework to support student continuation of study. **The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks,** arrangements for refund and compensation. Full details of the Student Protection Plan are available here:
mdx.ac.uk/about-us/our-policies/Student-protection-plan

PART 2: RESOURCES AND SUPPORT AVAILABLE

Location of LST's campus

The main campus is located in Northwood. The site provides lecture and seminar rooms, student residential accommodation, dining room, library, student social & recreational centre, administrative and faculty offices, music practice rooms, Chapel and sports facilities. The Northwood campus provides the majority of the delivery of teaching and learning for all of our validated programmes. However, this programme is delivered entirely by Distance Learning and there is no requirement for attending the campus in order to fulfil the requirements of this programme.

The Open Learning Department is located within its own office and it is from here that all information is sent out, emails answered and the Programme Administrator has her desk. The Programme Leader is located on Faculty Corridor. If you do attend the campus at any point during your studies, the Receptionist will be able to direct you either to the Open Learning Office which is also signposted within Reception or to the Programme Leader's office.

The Library

Under normal circumstances, for those of you who do live within travelling distance of College, as registered students of the College you are permitted to use the library during the hours of 9-5pm, Monday-Friday, signing in as a Visitor to College (for health and safety purposes). You are permitted to photocopy material (providing that you remain within copyright) on the purchase of a photocopying card from Reception, but you are not permitted to withdraw material.

However, we all recognise that, at the time of writing, circumstances cannot be described as normal. As a result, library access is currently restricted to students studying on-site and faculty (and limited numbers at any time within the library). As a result, if you should wish to visit the library, please contact the Programme Leader, in the first instance, who can check as to whether this might be possible.

The School Library is housed in the former chapel and holds about 50,000 volumes. It is known as one of the best specialist theological libraries in the UK. The Library receives over 200 periodical titles a year, and a number of these are also available electronically. The library is kept up to date through regular purchases, and the faculty provide recommendations for purchase as new books and journals appear. The Library provides seating for approximately 150 readers.

The Library offers access to a number of significant CD-ROM and other electronic resources such as Accordance and the Thesaurus Linguae Graece. The ATLA religion database will enable you to access more than 80,000 bibliographic citations covering all major theological journals and multi-author monographs published since 1949.

Keith Lang (keith.lang@lst.ac.uk) is the School librarian and he is based in the office on the ground floor of the Library.

Other major research libraries – the British library and SOAS in central London, the Bodleian in Oxford and Tyndale House in Cambridge — may be useful for those whose location permits use of these. We can provide a letter of reference to support your request to these, or any other, library. Please contact the programme administrator for further details.

For many students, however, location means that using the library is not possible, and that for some of our overseas students, in particular, there is limited or no access to libraries. It is for that reason that we provide photocopied extracts of essential reading, particularly if the book is out of print. There is a hire service for some of the books referred to in modules. Please contact the Programme Leader for further information.

Since January 2018, the extensive online library is now available to students on this programme. You will be sent information on how to access this at the commencement of the programme as a user name and password are required to access this.

It should be noted that although the online library is extensive, it does not hold all the holdings the physical library does. Furthermore, the librarian wishes to make clear that what is in the online library (books and journals) you can use, but if it is not there it will not be made available. Nevertheless, it will give you access to 4000 ebooks and 400+ online journal articles.

IT Facilities

The School's IT Department is available to answer queries relating to IT issues that pertain to the School (i.e. not to answer your general queries relating to the specifics of your computer). The Department can be contacted at the Helpdesk (student.ithelpdesk@lst.ac.uk)

Email is an essential method of communication with the Programme Leader, tutors and Programme Administrator. Within the Distance Learning community, it is *the* method of communication with the Programme Leader, tutors and Programme Administrator.

At commencement of your programme, you will be issued with an LST email address in the form firstname.lastname@student.lst.ac.uk and information as to how to set this up. It is this address that should be used in communication with the Programme Leader, Programme Administrator and tutors for the duration of your time on the programme. .

For further information about LST's IT facilities, please go www.lstonline.ac.uk and click on 'FAQ' at the top of any page, then IT.

The School's VLE can be accessed through www.lstonline.ac.uk.

STUDENT SUPPORT

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

Academic Support

Academic staff

Although students are responsible for their own academic and personal lives, there are aspects of personal and spiritual formation built into the programmes of the School. Additionally, there is a lot of help available for students, pertaining to educational and pastoral guidance.

Within the programme of study, individual tutors are assigned to each module and these are available to provide advice on the progress of the module, assignment choices and personal issues raised by the study. Additionally, the Programme Leader is available to provide support and advice on both educational and personal matters.

Studying by Distance Education is, by its very nature, a solitary task. For that reason, students are strongly encouraged to find someone with whom they can share and from whom they can receive support. This may be a personal friend, your minister or a work colleague. Additionally, the College has a Pastoral Support Team who would be happy to provide support should you wish. These can be contacted through the Pastoral Co-Ordinator, Alison Atkinson (Alison.atkinson@lst.ac.uk).

Further information for students of colleges associated with Middlesex University is available on their website, http://www.mdx.ac.uk.

Link Tutors

As stated on the front of this handbook the link tutor at London School of Theology for this programme is Kate Douglas, and the link tutor at Middlesex University is Dr Delia Cortese. Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend Board of Study meetings where they hear the views of students on the programme. However, you can contact either if you have a query or suggestion.

International Student Support

The cohort of students studying the MA in Aspects and Implications of Biblical Interpretation includes a significant minority for whom English is not their first language, and they bring a cultural diversity and breadth of experience which enriches the programme. The entry level of IELTS 7.0 means that those accepted for postgraduate study have sufficient English language proficiency to undertake their studies without being seriously disadvantaged in terms of English language skills.

Nevertheless, for such students, we encourage you to enlist the assistance of a native speaker proof-reader to comment on issues of punctuation and grammar in essays prior to submission (but such proof-readers are not allowed to help with the contents of the assignment). Such help must be declared on the Assignment Declaration Form which must accompany all submissions.

Disability Support Service

Students with disabilities are welcome at LST. If you have any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) and would like information about special educational provision, please contact the School. You are encouraged to make your situation known at the earliest opportunity to ensure due provision is made. Support can include, but is not restricted to: advice on course related study needs, arranging support such as note takers, personal assistants, liaison with tutors and funding authorities, arranging special provision for examinations and needs assessments for students applying for support through the Disabled Students Allowance. Confidentiality will be respected and relevant details will only be disclosed with your permission. Further information is available from the School's Disability Officer, Karen Minashi (Karen.minashi@lst.ac.uk).

This handbook is available in PDF format to aid students with visual impairments, allowing them to read it in modified sizes/forms on their computer screens.

Equipment needs

We would be happy to investigate equipment needs that may assist you with study, in liaison with professional advisers. We do not have funds specifically for this purpose, but would look into grants and awards that may be available.

For further details, contact the School.

Learning Support

Students with recognised learning difficulties should consult the School about support arrangements. The IT department provides support in using computers and can be contacted on extension 6333/6030 or by e-mail to: it@lst.ac.uk.

When writing assignments, it is acceptable to ask someone else to read the assignment over to help with English spelling, grammar and syntax (but not the contents of the assignment).

Continuing Study (Continuing Student Credit Transfer)

Students who have successfully completed modules equivalent to MA in a programme of studies at another college may be given permission to enter this programme by transferring the credit from these completed modules to the MA AIBI. These modules must be equivalent to our MA modules and demonstrate a link with the core of this programme i.e. Hermeneutics.

In order to do this, the student must make a formal application using the School's 'Accreditation of Prior Learning & Credit Transfer Policy'. This application will be considered by the APL Panel, taking note of the student's academic record, comments from their personal tutor and programme leader. The panel may require the student to be interviewed using the normal LST criteria prior to making a decision.

The exact details, of 'continuing credit transfer' are laid down in LST's 'Accreditation of Prior Learning & Credit Transfer Policy', which is available on the website (www.lstonline.ac.uk)For further information and advice about continuing your studies at LST using the credit transfer process please contact the Registrar (registrar@lst.ac.uk)

Students who have completed undergraduate degrees and wish to pursue a postgraduate degree must apply for this afresh.

Student Committee and Students' Unions

The student body at LST annually elects its own Student Committee from amongst the student body. The Student President, the Female Vice-President and the Male Vice-President liaise closely with and meet regularly during term time with the College Principal.

Students at LST who are on programmes validated by Middlesex University are NOT eligible to be members of Middlesex University Students' Union. The NUS extra card is available to all UK BASED students (not just as a result of Middlesex University Students' Union membership) and application for this is normally made direct to NUS. Students at London based institutions CAN get a TFL discount card if the institution registers with TFL. Most students at all institutions can apply for an ISIC or International Youth travel card.

NUS Extra Card

This is a student discount card which can be used at a very large number of retailers. Please see the NUS website for further details: http://www.nus.org.uk/en/NUS-Extra.

ISIC cards – full time students only

This, sadly, is not available to Distance Learning students.

Part 3: University Policies You Should Know

Programme Regulations

This handbook should be read in conjunction with the Middlesex University Regulations. This programme abides by these which are available online at http://www.mdx.ac.uk/about-us/policies/university-regulations. The School uses its own regulations for handling academic misconduct and student appeals. Therefore, Sections F and G of the Middlesex University Regulations do not apply to you. More information on the School's Regulations is available from the LST website (www.lstonline.ac.uk).

The School's Assessment Regulations for this programme can be found at the end of this handbook in Appendix 3.

For further information on the regulations or for any queries relating to these, please contact the Link Tutor, Kate Douglas (kate.douglas@lst.ac.uk).

Appeals

> Please note that London School of Theology uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process is available from the Academic Secretary (kate.douglas@lst.ac.uk) or from the LST website (www.lstonline.ac.uk)

Academic Misconduct
Please note that London School of Theology uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the academic misconduct process is available from the Academic Secretary (kate.douglas@lst.ac.uk) or from the LST website (www.lstonline.ac.uk)

Academic Misconduct

The London School of Theology is concerned to ensure that academic regulations are fully and fairly implemented, and will take action against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of assessment. One such example of academic misconduct is plagiarism.

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral), which is wholly, or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published, which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by LST and Middlesex University to be a serious offence. LST will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from campus learning resource centres. Academic misconduct also covers cheating in examinations.

If plagiarism is alleged, the procedure to be followed is set out in the 'Academic Misconduct Procedures' document found on www.lstonline.ac.uk under 'Staff & Students' > 'Downloads' These procedures closely follow Middlesex University regulations (sections F and G, available on the Middlesex University web site at: http://www.mdx.ac.uk/regulations). If you are involved in any action

under these regulations and do not understand the process involved, please contact the Link Tutor at LST or the Middlesex University Link Tutor.

Middlesex University helpfully suggests that the proper referencing of quotations is your defence against plagiarism - which is the unacknowledged use of someone else's material ('copying'). Plagiarism can result in severe penalties (at the very least failing a module, and possibly exclusion from LST and the University). At its worst, plagiarism is simple cheating, and we view it very seriously indeed.

The University offer the following advice to students……

Inappropriate use of secondary sources
While not consciously intending to plagiarise, students frequently penalise themselves severely by just rewriting, or paraphrasing secondary work in their essays: don't do this. Use secondary criticism as a starting point for your own ideas, not a substitute for them. If in doubt, quote the original words, with a full reference. Examples are given below:

Here is an extract from a critical essay on the poet Coleridge:

> *"This is not to say that all Coleridge's failures are really successes in disguise. By the standards of his greatest work most of his verse is of minor value either too much in the mode of what Harold Bloom called 'whooping' or else mere occasional verse poetastry. But many of even the least ambitious poems... are fresh and sharp and witty and within the shadow of the much anthologised pieces a reader can find poems which though lacking the stunning power to engage that Coleridge's best work commands exert a kindred fascination"*
>
> Eilenberg, Susan, 'A Moral Idiocy, an Imbecility of the Will, a Haunting, an Emptiness, a Posthumous State, a Writing Block', *The London Review of Books*, 19 June 1997, pp.9-11

Here is the extract plagiarised in an imaginary student's essay (with spelling and punctuation errors added!):

> *...But this is not to claim that all Coleridge's failures are really successes in disguise. By the standards of his greatest work most of his verse is of minor value mere occasional verse. However many of even the least ambitious poems' are sharp and witty and the reader can find poems which though lacking the stunning power to engage of Coleridge's best work exert a kindred fascination. One such poem is...*

Note that this is still plagiarism even if Susan Eilenberg's name appears in the essay's bibliography.

Here is another imaginary student, this time avoiding plagiarism, but also avoiding original thought:

> *Eilenberg states that Coleridge's failures can not all be seen as really being successes. She says that his great work makes most of his poems of minor value. However she also says that some of the minor poems are witty and interesting. I agree with this. In another book, the critic Harold Bloom states that...*

Here the essay is just repeating and agreeing with someone else's opinion - without giving any evidence for this agreement. This kind of essay is boring to write and boring to read - and it won't get much credit.

The final imaginary student makes much better use of Eilenberg:

> *Susan Eilenberg, in a review essay on recent anthologies of Coleridge, makes an interesting claim about Coleridge's minor verse. She argues that some of the minor poems 'exert a kindred fascination' (p. 10) to the great poems, and implies that studying these minor poems can thus tell us things about how the major poems work. Although it is certainly true that studying the minor poems can throw light on the major ones, I think Eilenberg is quite wrong about the reason for this. The minor poems are minor because they are different and identifying the differences shows us what Coleridge does in his major work.*
>
> *The first difference I want to discuss is illustrated by the poem ...*

Research Ethics

An ethical approach to the undertaking of teaching, learning, assessments and research activities is of central importance to Middlesex University and to London School of Theology. Due consideration should be given to ethics in all aspects of your programme. Ethical process should be followed and/or ethical approval sought, before you carry out any work involving **human participants, human data, animals, materials or systems**. This applies to students at all levels of their degree.

Research ethics approval seek to ensure all work is designed and undertaken according to certain principles of ethical research. These include:

*1. Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community*

*2. Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved – i.e. human participants or animal subjects, colleagues, the environment and the wider community, as well as actual or potential risks to those directly or indirectly affected by the research.*

*3. **Informed consent** should be freely given by participants, or by a trained person when collecting or analysing human tissue (details on accessing and completing online training for gaining informed consent for HTA purposes can be found below in Section 8).*

*4. Respect for the **privacy, confidentiality and anonymity** of participants*

*5. Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate.*

*6. Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided.*

*7. Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from*

exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.

*8. Research should **not involve any illegal activity**, and researchers must comply with all relevant laws*

Data MUST NOT be collected without first obtaining ethics approval for your research. If you submit work that includes data gathered from or about people without ethical approval this may be treated as academic misconduct and could lead to a fail grade being awarded.

For further information on the London School of Theology's Ethics Policy, please see Appendix 4.

LEARNING, TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of this programme. Such active approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your assessment and learning.

Theology is a wide-ranging and complex discipline and in the MA Aspects and Implications of Biblical Interpretation we are seeking to enable you to develop mastery in one area of theology — biblical interpretation. This acknowledges both the historical development of Christian thought but also the context within which we live, and the necessity of constant engagement between the text, historical interpretation and the present day context. This may be an academic programme but we do not want to lose sight of Christianity as a living faith which requires living and expressing vocationally in a world of competing metanarratives.

This course will extend and stretch you, but at its completion you will be able to appreciate and criticise (where necessary) the Christian tradition within which you stand, be able to courteously, critically and empathetically engage with others who hold different world views or faith and be confident in the hermeneutical tools required for appropriate and relevant biblical interpretation

To this end we provide a variety of ways of learning:

Ways of Learning

Module Work Books Teaching is provided through written paper-based study material, divided into separate modules, each of which is further subdivided into units and individual lessons. Lessons too are subdivided into smaller sections, allowing students to work at their own pace and stop and start at convenient points. Students are also provided with photocopied extracts of essential reading to accompany the study guide. The Study Journal is an important feature of the learning process, and the activities interspersed throughout each module play a large part both in enabling the student to achieve the stated aims and learning outcomes, and in providing a means for assessing that on a personal level. Regular interaction with the tutor is encouraged in whatever form is most appropriate — e-mail, Skype and possibly face-to-face meetings.

Reading and private study In addition to the photocopied extracts supplied to you with the module documents, a key element in the study experience is to read widely utilising the Bibliography provided in the module work book. Although it would be possible to use only the workbooks and the extracts, this would seriously curtail your understanding of the topics being discussed, and seriously compromise your ability to provide a Master's level answer to the task set for assignment.

The **School's Online Library** can be accessed by students on this programme using the user name and password sent to you at the commencement of this programme.

The **School Website** offers you a number of resources, including recommendations of helpful web sites.

The Internet This useful tool provides a wide range of learning resources for the wise student. Conversely, for the naïve student it holds countless pitfalls. Working at a Master's level it is essential that you consider carefully the academic credentials of the author of the website you are using and, if in doubt, do not use it. Furthermore, at this level Wikipedia is absolutely *verboten*!

Tutors are important for the overall shape of your learning and personal development. Each module has a designated tutor who works with you for the duration of the module. Additionally, the programme leader is always available to give advice and to listen. However, working at the Master's level it is also recognised that we are seeking to develop the ability to independently assess and think through the issues involved so you might expect to contact your tutor less as you progress through the programme.

Supervisor In Part 2 of the programme in the writing of the dissertation, an approved supervisor will be appointed who has some knowledge of the field you wish to research and who can provide support and advice as you progress from the initial proposal stage to the writing up of the dissertation.

Studying at Masters level (7)

On the Programme Specification (www.lstonline.ac.uk>My-Courses>MA-AIBI-Introduction>Useful-Documents), you will find the aims and learning outcomes for this qualification. These give you a secure guide of what expectations are made of students working at level 7 (M level postgraduate) as opposed to undergraduate, and you would be wise to look at these from time to time. They provide a useful way of doing a self-evaluation exercise on your own written work. In addition, each module specifies aims, objectives and learning outcomes that you can use as a check list. Nevertheless, it is appropriate to re-emphasise some of the abilities that you will be expected to cultivate and display. The following list provides a general summary of what you should be aiming for.

Developing Independent Judgment and Thought
Your undergraduate degree equipped you with a range of skills and knowledge that you will be building on at M level. 'Good' undergraduate degrees are awarded if a student shows a higher than average ability in a number of academic skills. It is these that you should be seeking to develop.

You will have been used to collecting, summarising and evaluating information. Often, however, evaluations will have been provided for you. The various ways in which the analyses have been conducted should have given you a number of models which will form the basis for your study at level 7. From this, we will be looking for evidence of your own independent judgment and thought. Can you draw your own conclusions and defend them? Are you able to spot holes and (possibly) plug them? Can you synthesise in new ways, come to original conclusions, evaluate these and draw new, more rigorous conclusions?

Autonomy
Study at level 7 demands a far greater degree of autonomy than at undergraduate level, particularly when studying at a distance. While your tutor is there to touch base with, you will need to develop a relationship of independence rather than dependence, and an attitude of self-confidence rather than looking for support. Don't worry if these things are not in place right at the beginning of study—it often takes time for students to 'wean' themselves—but make autonomy a goal, nevertheless.

Initiative
Closely linked with the need for autonomy is the question of initiative. Once again, this is particularly pertinent for Distance Education students. There will be many occasions when you will need to work things out for yourself, take the extra step without reference to your tutor, or take a calculated risk. Initiative is closely linked to common sense and lateral thinking. Common sense means you will equip yourself with a range of resources such as a good dictionary, maybe a grammar and punctuation guide, find out where the various libraries are in your area and what sort of lending service they might be prepared to provide you with. These resources mean that you can act on your initiative and don't have to wait for someone to give you what you need or tell you how to proceed. One of the requirements for a research degree is creative and original thought. Initiative is one of the prerequisites for this sort of thought: thinking laterally, finding ways of surmounting a difficulty, approaching something from a new angle...

You read earlier that one of the fundamental reasons for the creation of this MA was the desire to find ways of applying biblical truths to real life with integrity and rigour. The course aims to equip you to do that, but will also expect you to do that. Wherever you are in the world, whatever your circumstances, think about how what you are learning applies to your life and situation. Often, it is in doing this that truly original thought begins.

Transferable Skills

Higher Education is putting an increasing emphasis on transferable skills. In other words, you are studying not simply in order to acquire information—you are not simply a container to be filled with knowledge—but you will also learn how to do a range of things that contribute to effective study. These are skills that can then be used in other situations and circumstances. Here is a list—by no means exhaustive—of the sort of transferable skills we expect you to be developing and refining.
  ❖ Fast, accurate typing
  ❖ Skim reading
  ❖ Defining key terms
  ❖ Detecting assumptions
  ❖ Organising your notes
  ❖ Planning your week
  ❖ Forming an argument
  ❖ Correct, consistent use of footnotes and formatting of citations
  ❖ Time estimation and management
  ❖ Searching the Web
  ❖ Proof-reading and editing
  ❖ Prioritisation of content and material
  ❖ Aiming for excellence and recognising weaknesses

You will see that the list includes practical as well as academic skills, cognitive and emotional as well as physical, mundane as well as complex. We recommend that you begin to create your own list of skills that you recognise as 'transferable' to other situations. You may well be surprised at how they apply to other areas of your life. Often, it is actually easier to get a sense of your progress by looking at these skills than it is through the official academic work, and so keeping an eye on these can be very motivating. You can use them in various ways also. Some students make them into

goals and work specifically at individual skills. Others use them as a means of self-evaluation. A few actually draw up their own list which they continually revise, ticking off those they feel they have accomplished and adding new ones that they hadn't previously been aware of. Whatever the case, these skills are an essential part of the study experience, and paying them due attention will not only enhance your study but also improve your performance.

The Study Experience

Modules, set textbooks, and extracts
When you enrol, we send you all you need to start studying except the set texts for the module. This is because a number of students may already have one of more of the set textbooks required for each module (there are usually two or three per module). Each module comes in two parts: the study book which introduces you to the topic to be covered in each lesson, and a set of photocopied extracts. Permission has been obtained from the publishers to reproduce these. The study book indicates which extracts are to be read at the relevant parts of the course.

Bibliography, recommended reading
A fuller bibliography is provided to accompany each module. We hope that you will be able to access at least some of the works indicated. The list is full, and many of the titles may well be out of print. However, distance education students often raid the personal libraries of local pastors or other friends (ex LST students?) and local libraries are often willing to order books that they don't keep in stock themselves. Reading widely is one of the pre-requisites of study at level 7. It can be difficult for distance education students to access enough material, so initiative is often called for. We can provide letters of introduction for you so that you can apply to use the libraries of your local Bible college, seminary or university theology department.

Module Handbook
Your course book is divided into Units and Lessons. Each Unit has between four and six lessons, and there are generally four or five Units in each module, or course. One suggestion that the course book also makes, however, is that you pace yourself through the lessons. The lessons often include extra reading, either from your Book of Extracts, or from your set text books. Some lessons are quite lengthy in themselves, without taking the extra reading into account. Don't overestimate, therefore, what you are likely to get through in one go. An average student would take eight months to work through a module. That means a Unit every three months or so. As you proceed, you will get a feel for how long it takes to do certain things and it will become easier to pace yourself. Another helpful tip is to consciously time how long it takes you to work through sections, particularly at the beginning. The lessons are subdivided into smaller chunks, and many students find it helpful to note in the margin how long it took them to work from one place to another. Try to be realistic about how much you can get through in the amount of time available. You might find it useful, for example, to flick through a few pages and decide where you want to get up to this particular time. If you succeed, with time on your hands, then you might want to increase the amount you aim for next time. If it was a struggle, either because you bit off too much, or because concentration began to wane, learn from that and plan accordingly in the future.

Leapfrogging is another useful technique. Concentrating on one thing for long periods of time is a skill you might need to work on, but if it comes hard, then you might find moving between different sorts of study activity can help. You don't have to do an Activity at the time you come to it if you think it is going to break your flow. Leave it until later. If you're getting bored with a long section, take a break from it and have a go at the Activity you left previously. If the text is boggling your mind but you're determined to carry on studying (instead of taking a break) then maybe the way one of the set textbooks explains things might smooth the waters.

The modules are presented in a way that we hope you will find user-friendly. However, never forget that they are not the master. You are. Make them work for you.

Notetaking
You will see that space has been left at the side of each page for you to jot notes down. The material is obviously for you to use as you want, so underline, highlight, and jot down comments as you wish. Practising the skill of identifying key words may help you in this. As you read a paragraph, aim to identify the central concept or idea and write that word or those words in the margin. This provides you with a working index when the time comes for you to look back in search of something.

Your Study Journal is another place to record notes, although these might be fuller reactions and questions than those that you put in the course material.

Aim at some point to organise your notes. Some people develop a system of colour-coding that means they can easily recognise what is factual information, what is a central concept, and other features of academic writing. Many people begin storing notes and quotes on a computer or on record cards for future reference.

Photocopying and copyright
It is now common practice for students to photocopy sections from books and articles rather than make notes from them. Similarly, those with access to the Internet are able to download academic articles. If you do make use of such facilities, we would urge you to pay particular attention to any copyright laws that apply. LST has been given permission by the respective publishers to reproduce all the extracts provided in your Book of Extracts. These are obviously for your use only, but in whatever way you want. Students are generally allowed to photocopy or reproduce a certain proportion of a publication, but please check with the relevant authorities about what restrictions apply.

Websites
Many academic resources are available on the Web, ranging from excerpts from books, to summaries, book reviews and critiques, to entire volumes of academic journals. Journal articles are not commonly made available on the Web until two or three years after publication, but this still serves as a useful resource for Distance Education students. The ATLA database, accessible through the school's Website can be of help in locating journal articles. The online library provides access to around 400 journals additionally.

A word of warning: If you intend to use material accessed through the Web in a substantial way for your assessed work, take care to verify the validity of what you are using. Many 'academic institutions' are putting large quantities of material on-line. It may look good, but don't take it at face value. Check up on where it comes from, whether it is a reputable source, how long it has been available in this form, and always read discerningly. You will begin to develop an instinct for what sites can be trusted, and should start composing a list of these. Be careful also about how you reference material accessed through the Web in your work. This is outlined for you in the Essay Guidelines which will be sent to you by the Programme Leader in the 'Welcome to the MA' Email you will receive in the weeks following commencement of the programme.

Quality assurance
We have done everything we can to ensure the material we send you is at a high standard in every respect. However, we would very much appreciate it if you could complete and return the Reaction Sheets provided at the end of the Course book which ask for feedback about a number of aspects. The best time to do this is when you send your assessments to the School for assessment. The Reaction Sheets show us where improvements could be made, and we endeavour to do this as rapidly as possible.

One of the difficulties with a paper-based Distance Education course such as this is keeping it up to

date. We anticipate that each module will have a shelf-life of between five and seven years. We urge you to use your initiative as far as possible. Given the exploding global communication of information, you may well find sources that your Course material does not refer to. Do not be afraid to use them. However, please make sure that you also evaluate them before use.

Time Management

One of the factors crucial to the success of your study, and part of the way in which you can oil the wheels is by developing the ability to manage time effectively. You have already thought a little about this when you prepared and sent your written interview. You may also have negotiated or be negotiating a Study Contract with your Tutor. However, you might find the following observations useful.

Plan your time
A basic idea of how you plan to structure your time is essential. By now, you should have worked out approximately how many hours you think you can reasonably spend each week and/or month on study. Here lies the first tip. Do you think of time in day-chunks, week-chunks, or month-chunks? Sorting out how you operate best will help you in your planning. It is common for English Language School teachers in some countries to sign contracts which stipulate a maximum number of teaching hours per month rather than an exact number per week. This means they may have one or two heavy weeks, but these will necessarily be compensated for by lighter weeks. Building a degree of flexibility in this way can be very helpful as it means you don't have to panic if one week you can do no study at all. A tip, however: it is much easier to build in flexibility if you think of time in larger chunks.

Coupled with this is the need to develop an ability to barter with yourself. If, then, a period of time in which you had anticipated studying is under threat, immediately start thinking where you can include it instead. Once again, thinking in larger time-chunks will help you do this, but develop the capacity to include study as an indispensable part of your life. You can relinquish it at this time, because you can fit it in at that time instead.

Most of these tips depend on your allowing yourself some space in your schedule and life. It's a bit like the puzzles where you have to move the smaller squares around in a bigger square frame so that the overall picture comes together. Were there not an empty space, none of the other small squares could be moved.

An equally practical piece of advice regarding planning and organising your time is to learn to estimate how long something will take you and to save it for a time slot of a similar length. If you have half an hour to spare, it is hardly worth starting study, even if this is your most pressing need. It will take you most of the half hour to settle into the material and collect your thoughts. Think laterally to see if there other, perhaps less urgent things that can be completed in that half hour. Write to your mother, for example, or file those papers. The payback will come when you have a subsequent time slot extended as a result of having written to your mother and done the filing. What would otherwise have been a barely adequate hour now becomes an hour and a half or two hours in which you can get some significant study done.

Roll with the punches
Another helpful skill to cultivate is that of 'rolling with the punches'. This links with the flexibility of time mentioned in the previous section. In other words, if something knocks you off schedule, find a way of working with and around it. However, this also includes a particular attitude. You need to believe that it can be worked around, and that the 'punch' can be softened if you work with it rather than resist and resent it. Learn to welcome the punches. They will come, but working with them can

be very satisfying. Another useful spin off is that adopting this sort of mind set and approach has a near relative in creative thinking—just the sort of thing LST would like to see in your coursework.

Prioritise, discriminate, sacrifice
Despite our advice that you should plan your time and roll with the punches, you are likely nevertheless to have to prioritise, discriminate and sacrifice. Once again, your written interview alerted you to these issues and attempted to encourage you to do some of the necessary ground work. Some of the sacrifices may involve actually replacing one of the existing small squares in your life with a square named 'study'. Take a tip from the experts also: little things creep in and take over very easily. It will be important to be vigilant and able to discriminate between the essential and immediate, essential but delayable, the desirable (again in relation to time) and the inessential.

Information gathering
People study in different ways. However, particularly if you are prone to leaving things to the last minute, one of the ways that might help you at least make sure you know what you are talking about is to start gathering information for your assessed titles earlier than you need to. While being totally essay-focused right from the start will result in a blinkered and restricted learning experience, it is also true that having a look at the assessed work and bearing it in mind as you work through the course, referring back to it from time to time, will help both focus your mind and begin the preparation process. In the early lessons, looking at essay titles will give you a feel for what some of the important aspects of a particular topic are. As you go on, you will find that you are able to relate new information to the same topic, even if it is not designed in this way in the course. If you are careful to make notes somewhere (or perhaps use your Study Journal) you will find that you have a wealth of information at your fingertips when you come to prepare and write an essay. Not only so, but you will be able to make an informed choice about which essay you can tackle the most effectively.

Stress and stress management
Stress is a feature in many people's lives. The reasons seem multitude. We are aware that embarking on a Distance Education course can raise levels of stress. Experience suggests this is often a result of time pressure, hence the section on time management above. Other causes of stress are more subtle. Guilt, expectations—either self- or externally-imposed—fatigue, worry and mood all contribute to stress levels. It is important to be able to identify when stress begins to affect you adversely, and also what is at the root of it. It would be unrealistic to suggest that stress can always be handled and controlled. However, sometimes we carry it unnecessarily, and at other times we don't take the necessary steps either to prevent it or reduce it. Much depends on your own self-awareness, and working towards a greater knowledge and understanding of yourself is a target you should set yourself. At the same time, there are a few recognised ways of reducing the effect stress might have on you. Exercise has an on-the-spot effect as well as an overall long-term benefit; planning yourself an odd 'treat' here and there works wonders; keep up a hobby that you can easily pick up and put down, and don't take action to obliterate all interests that you previously did in what is now study time. Above all, try to spot the warning signs and take action before it becomes imperative.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative,** and what follows sets out the differences between the two modes of assessment. It should also be noted that assessment requirements vary across modules. More detailed information can be found in Appendix 2: Module Narratives (p.56-77).

Formative assessment is designed to give you feedback on your performance and how it can be improved. As a result, you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to help students improve both their grades and their learning style.

Tutor Expectations and Formative Assessment. You will note that some modules incorporate elements of formative assessment. This will vary across the modules. Such assessment does not form part of your final mark for the module or programme, but is an important stage in the progress towards submitting work for summative assessment. Think of it as helping to 'form' your assessment. It is important that you note:

1. Only submit formative assessment as the module descriptor states very clearly in the assessment outline i.e. don't ask your tutor to assess, for example, 2000 words, when the module descriptor states formative assessment is 1000 words. The tutor will only read the number of words laid down in the module descriptor for that assessment.

2. Tutors are not allowed to formatively assess any work except that which is clearly stated in the assessment outline in the module narrative.

3. Formative assessment means that the work will receive a number of comments and observations from the tutor. The tutor will **not** give a specific mark but provide an indication of the range in which it might fall, or if the presentation suggests that it would be 'unlikely to pass'. However, this is **not** to be understood as a guarantee of the mark, given that you will need to complete the assignment to the required word limit and respond to the comments and observations made by the tutor.

4. Given that your tutor will make comments on your formative assessment it is to **your advantage** that you take note of, and act upon, any points raised by the tutor, whether these relate to the content or to the presentation.

5. At the summative stage of marking, the marker will mark the work that is submitted independently of any comments made at the formative stage of marking. Nevertheless, you can expect that, if the marker raised it as an issue at formative assessment and you have failed to act on that issue, it will remain an issue at summative marking and might, therefore, impact your summative mark. So, by way of emphasis, it is to **your advantage** that you take note of, and act upon, any points raised at formative marking.

Remember that formative assessment is there to help you but we are also looking to develop independence in study skills, thinking and writing. Formative assessment guides you in this process but does not take the place of it.

Summative assessment is designed to measure the extent to which you have achieved the learning outcomes of a module and therefore the grade you will be awarded. Learning outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of taking a module. Summative assessment should assess achievement of all learning outcomes in a secure, fair and

accurate manner and on this programme, this will mainly comprise of essays, but also include activities such as writing a book review or a recording of a presentation given by yourself.

Please see the module narratives later in this handbook for more information about the specific teaching, learning and assessment arrangements for your programme's individual modules.

Submission, receipt, marking and return of assessment

Preparation for your Assessment

The module narratives in Appendix 2 define the different assessments required for each module. In this section we want to draw your attention to some of the essential points you should bear in mind.

Essay Guidelines
LST considers the wherewithal of essay-writing so important that it produces a booklet entitled 'Essay Guidelines'. This will be sent to you by the Programme Leader as you commence the programme and you should read it FROM BEGINNING TO END. Updated editions of this can be downloaded from the School's Website. Not one word of it is redundant! Pay particular attention to this, since these aspects of essay writing and submission are the easiest to overlook, dismiss as trivial, and resent as they're time-consuming. They are also some of the quickest and easiest ways to impress or adversely influence (despite the best of intentions) a marker. This part of the Handbook does not deal with other essential aspects of essay writing such as content and structure, however, as these are provided in the Essay Guidelines. Please note that FOR DISTANCE LEARNING STUDENTS, ELECTRONIC SUBMISSION IS EXPECTED (see below).

Presentation
There are various aspects involved in presenting an essay. Particularly since the advent of the word-processor, emphasis has been put on its visual appearance. In part, this is due to aesthetics. There are much more practical reasons, also, however.
- ❖ Double spacing a typed document makes it much easier to read. It also allows space for the marker to write comments.
- ❖ In general, if you pay attention to the detail of presentation, you will also pay attention to the detail of content.
- ❖ Establishing and following a consistent style (publishers have a 'house' style) improves the quality of presentation. Think about capital letters for words such as 'Church' and 'biblical', and once you have decided on your policy, stick with it. Do the same for all other aspects of your presentation.

LST has a recommended house style for referencing which is clearly set out in the Essay Guidelines. We strongly recommend you to refer to it and use it. This means paying attention to the smallest detail, ranging from what you put in inverted commas and what you italicise, to how you refer to a work for the first and then for a second time, to where you put full stops and colons. It has been known for bibliographies to be returned to be re-formatted, and for essays to be returned for the references to be cleaned up. When you are studying at a distance, this prolongs the study period and may even risk missing an important deadline. Do not get caught out.

Writing Style
Just as we encourage you to develop a desire for detail and accuracy in presentation, so we encourage you to be critically aware of the way in which you express yourself in writing. Despite having longer word limits than you had at undergraduate level, the skills you acquired to write concisely, saying what you mean, in good English, still apply. We strongly recommend you equip yourself with three essential tools: a good dictionary, a good book on English grammar, style,

syntax, punctuation etc., and a good thesaurus. All three are indispensable when writing essays for assessment. There is no excuse whatsoever for poor spelling given the ready availability across platforms of a 'Spell Check' facility.

For those for whom English is not their first language, some concessions may be made regarding style. Your tutor may be prepared to help out a little with advice and comments, but don't harbour too great an expectation since the School feels it can reasonably assume your English is adequate for the task. Nor is it your tutor's job to correct English or proof read. In addition to this, we will require you to sign a declaration to say the work you submit for assessment is your own and to name the person/people who have given you any help with English. Be very careful, since even correction of grammar and spelling moves into the grey area of the requirement that the work be entirely your own.

Good style can be caught as well as taught. Aim to identify those writers whom you find express themselves well and examine what accounts for this. Look at length of sentence, use of punctuation, vocabulary, and anything else that crops up. Do the same for a writer with whom you struggle. Your struggles may very well not be due to your own lack of comprehension, but due to poor style or poor translation. Aim, of course, to model your own writing on those you consider good. Again, your tutor might be able to help and advise.

Preparation, submission and return of your essay

Much has already been said about how you might go about preparing an essay. Thinking well ahead, leaving yourself ample time, checking your deadline and allowing time for mishaps—all these are invaluable pieces of advice. Your tutor's role with your essay will be quite minimal, for the same reasons as outlined above. The intention is that through regular and significant interaction with him/her through your Study Journal you should have gained the necessary skills, and in many ways your essay is the occasion to demonstrate your ability to fly solo. Please do not expect too much from him/her, therefore, and don't interpret a gentle reminder that this is to be your own work as a personal rebuff.

Study Journal

One prominent feature of your study will be the compilation and use of a Study Journal. You will find a number of Activities interspersed throughout the text of each module. These Activities serve a number of purposes, ranging from a revision activity, to encouraging you to apply a particular issue or issues to your own situation, to working on a particular skill. We recommend that you work on the majority of the Activities, although since a further transferable skill is that of discrimination, you may decide that some are inappropriate and leave them aside. Your Study Journal is where you record your responses to the Activities. However, the concept of a Study Journal is much broader than simply a written response to tasks set, and we would like to encourage you to use it in the following ways, in addition to simply responding to Activities:

❖ A place to note down your own response to what you have studied, even if such a response has not been asked of you. This might simply mean writing down "unsolved" questions that have come to you as a result of your reading, disagreements that you might have with the writer, concrete application of your learning to a situation in your personal circumstances, and more. Try to be reasonably organised, noting the page number of the course material to which your notes relate and the Activity number: all will then make sense when you return to it at a later date.

❖ Questions that you would have loved to have asked in class. If the lecturer was speaking to you and you voiced a comment, write it down instead.

❖ An opportunity for you to go further. Courses obviously have to draw the line somewhere, otherwise they would never end. You will therefore no doubt find that some areas you would have loved to study in more depth. Use your Study Journal either to pursue that study (if you have time and resources), or at least to record what it was that you wanted to pursue and why.

❖ Freed from the responsibility of assessment, you will have the opportunity to explore ideas and issues that you find relevant to your particular situation.

We leave it to you what type of Journal you use: for some, just a simple notebook that can be bought cheaply from most stationers will be perfectly adequate. Others might prefer a small loose-leaf folder since this increases flexibility of use. Computers and word processing packages are another alternative.

The Study Journal will be your constant companion throughout your course. Please take your Study Journal seriously. While there are no hard and fast rules for how it should work, either in practice or in presentation, it is the place where you can develop and display many of the qualities necessary for work at level 7 without fear of negative repercussions in marking. At the same time, be reasonable in its use. Don't let it take over your study to the extent that you spend inordinate amounts of time on it. Making your Study Journal work for you is another part of the educational experience.

Assessment Feedback

Assessment feedback provides the opportunity for you to engage with feedback on your assessed work, to reflect on it, and to use this feedback as the basis for learning and to improve your work.

All forms of assessment are part of the learning process, whether this is given as comments from the tutor on work submitted as a draft, or formal assessment following final submission of that assignment. You will find further information in the University Regulations detailed under the Code of Assessment Practice. Arrangements for the provision of feedback shall include the minimum provision detailed in section M of the University Regulations and shall be included in the relevant Module Handbook.

Feedback on Assessed work will be offered in a variety of forms and all work will be marked and moderated in line with the University Regulations Code of Assessment Practice: '(Section M): http://www.mdx.ac.uk/__data/assets/pdf_file/0006/247632/Regulations_2015-16v10.pdf

All forms of assessment are part of the learning process.

Written assignments
You will receive written feedback on assignments, normally within 1 calendar month of submitting an assignment. Work for final assessment by the markers for each module should be submitted to the Programme Leader via e-mail. This should be submitted in both Word and pdf formats. You will receive a provisional mark for your assignment as the assignment will be second marked ('moderated'), scrutinised by the external examiner and presented at the assessment board. It is at that point that the mark becomes the 'official mark' for the assignment.

Dissertation assignment The dissertation must, however, be submitted additionally as hard copies, and two appropriately bound copies (see Study Requirements: Dissertation) must be sent to the Programme Leader by the deadline set (two dissertation deadline dates are set each year — March and September). For those of you living overseas the time taken for delivery must be taken into account when thinking about submitting your dissertation. The dissertations are not returned to you but remain the property of College and your supervisor so you may wish to think about a third copy for your records. Written feedback, including the mark received, on your dissertation will be given following the Assessment Board at which its mark is confirmed. You will not be given a provisional mark for your dissertation prior to the Assessment Board. This is because one of the important parts of the assessment process is for the External Examiner to moderate the marks given to all dissertations within a cohort of students. This cannot take place until the assessment board.

Marking, second marking and moderation

Assessed work is moderated by a second marker, who will scrutinise the first marking for consistency in comments and mark according to the marking criteria. Please note that this is not a re-marking of your essay. On-site students do not receive their written work until the process of first and second marking has occurred. However, to facilitate receiving feedback, you will normally receive feedback and the mark before the second marking has been carried out. It is important, therefore, to understand that the first mark you receive for your assignment *will be provisional* until the process of second marking has occurred. This may affect the mark (either up or down), but not necessarily so. Following second marking, all essays are sent to the external examiner for his/her scrutiny. Although the external examiners have access to the full set of scripts and will always see any scripts marked as Distinction or Fail, plus a sample of other scripts, especially those at borderlines, they will not necessarily look at all essays presented. However, the external examiners will see all dissertations. At the assessment board, held twice-yearly, the marks of these essays will be presented and following acceptance the student will receive an e-mail from the Programme Leader confirming the mark presented at the board for that particular assignment.

Remember: All marks are provisional until the relevant assessment board has confirmed them.

Assessment, Submission and Progression

The LST Common Spine Marking System (see below) explains the criteria for marks for the module assignments and the additional criteria for dissertations. The mark for each module is a weighted average of the marks of the different assignments (check the module descriptors for the weighting for each individual assignment) and the overall mark for Part 1 is an average of the three module marks. The final grading of the MA is a weighted average of the Part 1 mark and the dissertation.

Assessment Submission

Formative Assessments

These assessments are required assessments but are for the purpose of helping you as you 'form' the assessment. Feedback is given that you are encouraged to implement before submitting the assessment for marking. As required assessments, these are recorded on the database as having been submitted and the date at which you receive the feedback. Due to the office hours of the Programme Leader, these assessments can be sent directly to your tutor, *but the Programme Leader must be copied into the email* so that the assessment can be recorded as having been submitted. This allows feedback to be expedited and means you do not have to wait to receive it until the Programme Leader is present in the office.

Summative Assessments

These assessments are the assessments that are formally marked that, eventually having been through the entire marking process, are presented at the assessment board and become the recorded mark for that particular assessment. *These assessments should only be submitted to the Programme Leader.* This mimics the on-site students who never submit their assessments to the tutor but via Registry who record the submission and then distribute to the relevant marker. Please do not submit summative assessments directly to the tutor. Once marked, the tutor returns to the Programme Leader and these are returned to you on the Wednesday following receipt of these.

The Programme Leader will set deadlines for your summative assessments, individually agreed with each student. However, the dates given are usually set for the 1st of each month. This enables the Programme Leader to monitor what is submitted each month, and so preventing a stream of submissions through the month. The deadline is not solely for the student's benefit in order to ensure

smooth progress through the programme, but also for the benefit of the first markers of the assessments to enable the Programme Leader and the tutor to monitor their workload.

ELECTRONIC SUBMISSION IS REQUIRED FOR ALL ASSESSMENTS in both 'word' and pdf formats. Your work must have attached a completed Assessment Declaration Form. Copies of this are downloadable from the website and an electronic copy of this will be sent by the Programme Leader as you commence the programme.

Word limits

Word limits given for written assessments are the maximum that is permitted. They include footnotes, but not bibliography, title page or plan/contents list. Students must declare the word length of their assessment on the Assessment Declaration Sheet. Markers will not normally assess any work which is more than the required word limit. Note that an assignment which is significantly below the specified word limit is likely to gain a lower mark because it potentially misses important material which is relevant for the topic of the assignment.

Module Assessment:

In modules where there is more than one assessment element, in order to pass the module, you must pass **all** of the assessment elements. It is not possible for the mark of one element to be combined with the mark of another to give an 'average' mark, thus enabling you to pass the module.

Assessment Marking:

Following the internal first-marking of student's work, your assignments will be returned to you, along with developmental feedback, with a provisional mark. The mark is not 'confirmed' until the next Assessment Board, which concludes the formal marking process including the involvement of second markers and the External Examiners. It is only after this process has been completed that you are able to formally begin re-assessment in any failed module assessment elements.

Re-Assessment:

All students who fail an assessment element are given the opportunity to be re-assessed in that element on **one** further occasion. Students are only required to be re-assessed in the particular assessment element(s) that they have failed, and not in the whole of the module assessment. Re-assessed work is capped at 16, but this only applies to the re-assessed element and not to the module mark. Re-assessment requires you to attempt a new and different assessment task. This new assessment task, with a submission date and time, will be given to you by the programme leader once your 'fail' has been confirmed at the Exam Board. Students should not attempt reassessment until they are formally requested to do so by the relevant Assessment Board.

In the event of a grade of 19 or less being obtained for the reassessment in an individual assignment in a module you will probably be advised, in consultation with the Programme Leader, to enter a period of 'Interruption of Studies' in order to develop your Study Skills. These will be addressed through a module document in the usual Distance Learning manner. As a mark of 19 or less means that the module cannot be passed, regardless of any other marks in the module, it is suggested that as a way of measuring the progress in the Study Skills a further essay of 4000 words in that module would be submitted and marked in a formative manner. After completing the Study Skills module, and the formative assessment, you can resume your studies in the normal manner.

This course of action is recommended in order to help you progress through the MA AIBI programme successfully and reach an average mark at Part 1 that allows you to progress to Part 2 of the programme, the writing of the dissertation.

Ethical Research
If you are undertaking primary research as part of your Dissertation you will be required to adhere to the School's Research Ethics Code of Practice. (Included in this handbook). This means that before

beginning any research involving human participants you must submit a research proposal to the School's Ethics Committee. Primary research can only begin once formal approval has been granted. Your supervisor will provide support in this process.

Extenuating Circumstances
An 'extenuating circumstance' is defined as a serious or significant event and its consequences which may have significantly impaired the academic performance of a student in an assessment. For example, you may have had a bout of illness just before an assessment was due, or a bereavement during an examination period, or a car accident on the way to deliver an assessment (with the result you missed the deadline, and may incur a penalty), etc.

The University clarifies that such 'extenuating circumstances' should be verifiable through contact with a competent third party, and that such extenuating circumstances will not normally include failure to read the examination timetable accurately, 'pressure of work', etc. (the School might add: nor the 'common cold', claimed computer/printer-crash, 'dog-ate-my-homework', etc.).

What are the consequences of extenuating circumstances?
Extenuating circumstances are not designed to give you an unfair advantage over another student in your assessment; the aim is that all students are to be assessed on equal terms. All the work you submit for assessment is graded on its merits without the consideration of any extenuating circumstances known to the marker. Extenuating circumstances are not used by Assessment Boards to alter marks.

If your request for extenuating circumstances is approved, then this is indicated on the final mark sheet that is seen by the Assessment Board. They will then consider your extenuating circumstances in relation to whether you may progress to the next stage of your programme, in determining an award classification where your marks are borderline or there are conflicting classifications in the profiles of your grades, or when considering you for an aegrotat award.

Deferral of Assessment
In practical terms if you have your request for extenuating circumstances approved, then this allows you to defer the assessment associated with a particular module/module segment, and to take the assessment at a time when your extenuating circumstances will not be unduly influencing your performance. In practice this means that you are able to be assessed at another time in the future without incurring any penalty, although you still normally have to comply with the rules regarding the completion of all the work at one level before you are able to progress to the next level of your programme.

The 'deferred' assessment details, (i.e., new assessment dates, submission details) will be indicated on your 'approved' Extenuating Circumstances form. A copy of the form will be returned to you.

Non-Deferral of Assessment
However, if you choose to take the assessment within a module in which you have been granted extenuating circumstances, then you are required to meet the submission dates and times, your work is marked in the usual manner and you will be assigned a grade in the normal fashion. **This mark cannot be changed once ratified at the Assessment Board.** If you fail the module/module segment, then as in all other assessments you are allowed to be re-assessed, with your mark capped at 16. You are not permitted to be re-assessed just because you have extenuating circumstances. Extenuating circumstances allows for you to legitimately defer an assessment without penalty; it does not allow for you to be re-assessed unless you have failed first assessment.

Applying for extenuating circumstances
It is your responsibility to apply, if you wish, for extenuating circumstances. **Please remember that this formal process is LST's way of seeking to help you when legitimate circumstances beyond**

your control influence/affect your study. We will do all that we can in supporting you through the formal process. Remember, it is there to help you.

In cases where your performance in an assessment may have been affected negatively by illness or other valid extenuating circumstances, you should make a formal application for consideration of extenuating circumstances by completing the Extenuating Circumstances form.

To apply for Extenuating Circumstances you should follow the process outlined below:
Either download from the School's website (www.lstonline.ac.uk), or contact Doreen Rosser (doreen.rosser@lst.ac;uk), who will send an Extenuating Circumstances Form, which allows you to apply for extenuating circumstances.

Complete the Extenuating Circumstances Form
The form will ask you to explain whether your application for extenuating circumstances is to avoid penalties for late submission of an assessment, and/or whether you are seeking consideration of an extenuating circumstance in respect of the quality of your performance in the assessment.

The form will ask which module/module segment you are seeking 'extenuating circumstances' for.

You will also be required to indicate the time period for which the 'extenuating circumstances' apply. There must be a clear relationship between the period you have indicated and the evidence given in support of your claim. For example, a letter from a Doctor should indicate the time period in which your medical condition has effected, or will affect your studies.

You will also have to indicate the nature of the evidence that you are providing in support of your application. (e.g.,) by medical/counsellor's certificates, and/or by the names of witnesses, who could make a written statement on your behalf, etc.

When do I apply for Extenuating Circumstances?
It is to your advantage to apply for extenuating circumstances as soon as the 'circumstances' either actually or potentially have an effect on your learning. Students must normally submit their completed Extenuating Circumstances application form for consideration of extenuating circumstances to Doreen Rosser either, in the case of an essay, project, portfolio etc, by the given submission date and time, or for exams and tests, before the assessment begins. In exceptional circumstances, for example, being taken ill during an exam, it is possible to submit an application for extenuating circumstances after the event, but this must be done immediately following completion of the assessment.

Additionally, **all** applications for Extenuating Circumstances must be made at least 7 days before the relevant Assessment Board. Dates of the Assessment Board relevant to your Programme are indicated on the Academic Calendar to be found at the beginning of this handbook and on the School's website. **Applications for Extenuating Circumstances cannot be made retrospectively.** This means that you cannot apply for extenuating circumstances after the Assessment Board has confirmed your marks and made a decision about progression or awards.

Extenuating Circumstances and Extensions to submission deadlines
However, if the application for extenuating circumstances is solely concerned with a request for an extension to a submission deadline for an essay, project or portfolio, then the completed application for Extenuating Circumstances form must normally be received by the Programme Administrator (doreen.rosser@lst.ac.uk) at least 72 hours prior to the submission date and time.

Who considers requests for Extenuating Circumstances?
The nature of your extenuating circumstances remains confidential to Doreen Rosser, the Academic Secretary and the Chair of the relevant Assessment Board.

It is the Academic Secretary and the Chair of the Assessment Board who consider applications for extenuating circumstances. The Assessment Board is only informed of the general nature of the situation: serious medical condition, family circumstance, bereavement etc.

How long do extenuating circumstances last?
If approved, a granting of extenuating circumstances remains in place until the end of the assessment period in which it was approved. The academic year at LST is divided into three assessment periods; Semester 1 (October to January), Semester 2 (February to June) and Semester 3 (July to September). Semester 3 occurs during the summer. For level 7 students this is normally the time that you are working on your dissertation. Your approved extenuating circumstances **do not just continue** - it is your responsibility to **re-apply** to the Academic Registrar at the beginning of each assessment period.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex University award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all essay titles, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting the Programme Leader (julie.robb@lst.ac.uk).

You can read more about the role of External Examiners and quality assurance on the QAA website: http://www.qaa.ac.uk/qualitycode

'Interruption of Studies'

It is recognised that, particularly studying by Distance Education, 'life-events' such as illness, bereavement or a new child, can occur that interfere with the student's ability to commit to the required study. Of course, if this is for a few weeks only, then the time away from study is probably of little significance. However, there are times when these events can mean that the interruption to study can last several months. For these situations, there is the facility of going into 'Interruption of Studies. This is a documented and defined period away from study. Formally:

- ❖ You are not required to do any study;
- ❖ Your tutor will not expect to hear from you
- ❖ You may not submit work for assessment, or to contact the tutor

Usually this is granted in three-month blocks of time, up to a maximum of two years in Part 1 away from study and a potential further year in Part 2. In other words, the length of time for completion of the programme is still three years, plus the addition of the time spent in 'Interruption of Studies'.

The programme leader must be contacted if the student feels that 'Interruption of Studies' might be required, and discussion will take place as to the best way to proceed, and for 'Interruption of Studies' to be granted. The most important point about 'Interruption of Studies' is that it must be requested at the start of the period, not at the end. We appreciate that, in the middle of a family crisis, an e-mail or phone call to the College is at the bottom of your priorities, nevertheless, we do need to hear from you as soon as possible in order to ensure that problems with completion of the programme do not occur at a later date.

If this facility is granted, the University is informed with your start and finish dates given. At the end of the period we will contact you (although there is nothing to stop you contacting us) to establish whether or not the situation has resolved and you are ready to return to study or whether you

require an extension to your time on 'Interruption of Studies'. We will then inform the University of this and inform your tutor.

Students who interrupt their studies must be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy and practice on the programme of study that may have taken place during their absence. When the length of interruption of study is extensive, students must be aware of the maximum indicative length of a programme and the limit of time within which deferred assessment or re-assessment is available under Middlesex University's Regulations.

Extension to Deadlines

The other system designed to help you cope with deadlines is that of an extension to your deadline. For this to be granted, a request to the Programme Leader must be made by e-mail and a new deadline agreed and set. It is important to recognise that this time is not added to your completion deadline, unlike an 'Interruption of Studies' and that you need to ensure that you are not leaving yourself with an unrealistic time-frame at the end of your study.

Extensions will usually be granted for one month, up to a maximum of four months (for a forty credit module). Once again, it is stressed that these months are NOT added to your completion target date, and that you will need to make up that time during the rest of your study.

Certificates

When you graduate your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. It will include the words "in collaboration with London School of Theology".

Your certificate will be sent to LST by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address we hold for you. It is therefore very important that you keep LST updated of your address details if they change at any point.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: http://www.mdx.ac.uk/regulations

Diploma supplement

All students are issued with a diploma supplement verified by Middlesex University which will state London School of Theology as the institution where you studied. Your diploma supplement will include the modules you have taken, grades achieved and state your qualification with the classification and title. Additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grades.

Progressing on your programme

In order to progress from one level of your programme to the next, you need to have successfully passed the relevant summative assessments at the level in question. Where a module has more than one assessment, every element of the assessments must be passed. This section indicates to you the criteria used in deciding what grade each piece of assessed work receives.

Progression to Part 2 of the programme (the dissertation) requires that all Part 1 modules have been passed and the Assessment board has given permission for the student to progress to Part 2.

A Post Graduate Certificate in Aspects and Implications of Biblical Interpretation may be awarded to a student who wishes to exit the MA Programme without completion of 120 credits (PG Dip) or Part 2 (Dissertation). In order to be eligible for the exit award of the Post Graduate Certificate Aspects and Implications of Biblical Interpretation a student must pass MA 7101 (Hermeneutics) and one other optional module (totalling 80 credits), including all the assessment elements.

A Post Graduate Diploma in Aspects and Implications of Biblical Interpretation may be awarded to a student who wishes to exit the MA Programme without completion of Part 2 (Dissertation). In order to be eligible for the exit award of the Post Graduate Diploma Aspects and Implications of Biblical Interpretation a student must pass all Part 1 modules, including all of the assessment elements totalling 120 credits.

The MA Aspects and Implications of Biblical Interpretation Marking System

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 in mind, and the 'Dissertation column *adds* further criteria, which are to be applied when marking research projects. The criteria are *cumulative*, so that what is required for a grade of, for example, 8 is assumed to be required also for any grade higher than that.

Description	Mark	Assessment Criteria	'Research Project' Additional Criteria
Distinction	1-4	In addition to satisfying the criteria for 5-8, work which shows some or all of: flair, stylish and lucid use of English, particular creativity or originality, markedly thorough coverage of issues or literature. As appropriate to the topic, critical engagement with the relevant theological literature, and reflexive exploration of the integration of the theoretical literature; showing evidence of independent thought or critical evaluation skills; demonstration of an excellent understanding of the literature's context and audience; awareness or exploration of the underlying or tacit assumptions in the literature; an excellent ability to articulate and reflect on one's own hermeneutical approach to the literature. It would be unreasonable to expect work of a higher standard at this level.	One or more of the following: especially stylish and flowing presentation and argument, strikingly clear introduction and/or conclusion; excellent use of chapter and section headings, etc., particularly clear use of abstract, title page and table of contents.
Merit	5-8	As appropriate to the topic, very good awareness of and interaction with relevant theoretical fields and methodologies; in particular, very good engagement with the relevant hermeneutical literature, showing very good evidence of critical evaluation of the literature; demonstration of a very good	An overall flow to the dissertation which is clearly and explicitly introduced at the beginning, both by setting the scene and explaining the task and chosen method, along with offering appropriate justification for the choice.

		understanding of how the literature may apply to the topic or issue; a very good ability to articulate and/or reflect on one's own hermeneutical approach.	Clear evidence of thoroughly carrying out the programme set out in the introduction and the conclusion.
		A clear progression of argument which provides an overall coherence to the assignment; engagement with alternative views which convincingly clarifies and substantiates the writer's argument.	Appropriate use of chapter and section headings and sub-headings to assist the reader in following the flow of the argument.
		Judicious use of the relevant primary sources; very good use of the appropriate standard reference tools.	A concluding section which draws the threads together clearly and enables the reader to see how the overall argument and thesis of the dissertation work.
		Engagement with the key relevant resources and scholars; reasoned, accurate and courteous presentation of and interaction with the full range of scholarly views; awareness of the contexts out of and into which the scholars speak. Use of clear standard written English, evident care in layout and spelling; use of headings, sub-headings and paragraphing which enhances the argument, judicious and accurate footnoting of sources; accurate bibliography presented in appropriate format	An abstract, which summarises the central thesis and argument of the dissertation clearly.

Pass	9-16	As appropriate to the topic, awareness of the relevant theoretical fields and methodologies; in particular, some engagement with the relevant hermeneutical literature. Some evidence of understanding of how the literature may apply to the topic or issue with some ability to critically evaluate. Some ability to articulate and/or reflect on one's own hermeneutical approach	Clear and well-presented title page with all the relevant information; table of contents which assists the reader to follow the structure of the dissertation.
		Clear logical argument or development, judiciously supported and illustrated by appropriate evidence; well-focused on the task; appropriate critical engagement with alternative perspectives and approaches; well-reasoned conclusions drawn from the discussion.	A clear structure to the overall argument including a competent introduction which sets the scene and explains the task and method, with some justification for the choice.
		A good grasp of relevant primary sources; competent use of the appropriate standard reference tools.	Evidence of carrying out the programme set out in the introduction in the body of the dissertation and/or the conclusion.
		Clear evidence of reading and broad appreciation of the subject' awareness of and good engagement with differing views and their arguments.	Use of chapter and section headings and sub-headings which support the structure of the dissertation.
		Well-crafted work in grammatical and readable English; clear layout and good spelling' almost entirely accurate and judicious citation of relevant sources and bibliography.	A reasoned conclusion which follows from the overall argument and thesis of the dissertation.
			An abstract which summarises the main thesis of the argument.

| Marginal fail: requiring re-assessment after which may be compensated | 17 | As appropriate to the topic, limited awareness of the relevant theoretical fields and methods; in particular, limited interaction with the relevant theological and hermeneutical literature. Limited range of material covered, lacking in critical evaluation or reflexivity and limited understanding of how the material may apply to the issue or topic. Limited ability to articulate and/or reflect on one's own hermeneutical approach.

Work showing evidence of structure, supported and illustrated by appropriate evidence; focused on the task; some critical engagement with alternative perspectives and approaches; conclusions follow from the discussion.

An adequate grasp of relevant primary sources; satisfactory use of the appropriate standard reference tools.

Evidence of reading and quite good appreciation of the subject; awareness of and engagement with differing views and their arguments.

Work in clear and mainly grammatical English; clear layout and mainly good spelling; mostly accurate and judicious citation of relevant sources and bibliography. | Title page and table of contents provide all the relevant information and are competently laid-out.

A structure to the overall argument, including an introduction, which leads the reader in to the main argument.

Evidence of partially carrying out the programme set out in the introduction in the body of the dissertation and/or the conclusion.

Use of chapter and section headings and sub-headings which are quite well related to the parts of the Dissertation they mark out.

A concluding section which summarises the burden of the Research Project clearly.

An abstract, which summarises the burden of the Dissertation clearly. |

| Fail requiring re-assessment | 18-19 | Work which shows significant deficiencies in one or more of these areas:

 A poor or inadequate understanding of many of the central issues in the literature of the relevant theoretical models and fields; lack of interaction with the relevant theological and educational literature, no exploration of the integration of the material and key literature omitted, misunderstanding of the key issues or themes or how the material applies in educational practice. Lacking in the ability to articulate and/or reflect on one's own hermenutical approach.

 Poor or confused structure; inadequate use of suitable evidence in support of points' defective focus on the task; conclusion shows some signs of being related to the discussion.

 A weak grasp of the primary sources and inadequate use of the standard reference tools.

 Little of not engagement with alternative views and approaches.

 Unclear or ungrammatical English with numerous spelling errors or poor citation of sources. | Signs of some attempt at organizing the dissertation. Including an introduction and/or concluding section.

 Signs of some attempt at carrying out some of the programme set out in the introduction somewhere in the rest of the Research Project.

 Some use of chapter headings.

 An abstract which identifies some issues in the Research Project.

 Title pages and table of contents providing some relevant information. |

| Serious fail requiring re-assessment | 20 | Unfocused work showing more than on of the following serious deficiencies: serious lack of interaction with the relevant theological and hermenutical literature, no exploration of the integration of the material and key literature omitted, serious misunderstanding of the key issues or themes or how the material applies to the issue or topic.

Serious inability to articulate one's own hermenutical approach; little or no apparent connection between discussion and conclusion; weak grasp on any of the central issues in the field; seriously misunderstanding primary or secondary sources; consistently disappointing standards of English grammar, spelling or layout; poor or inaccurate referencing of sources. | Serious weaknesses in more than one of the following: poor overall organization of the Dissertation absent, unclear or poor chapter headings; missing or deficient introduction and/or conclusion; unclear or missing abstract; incomplete or poorly presented title and contents page. |

If you have any questions about what your grades or status mean then you should contact the Academic Secretary (academic.secretary@lst.ac.uk).

Health, Safety and Welfare

Although the majority of students on this programme will not physically attend the College, the library is available for your use. It is important, therefore, that students realise that under the terms of the Health & Safety at Work, etc. Act 1974, whilst in the School buildings or grounds, students have a duty to take reasonable care for the health and safety of themselves and any other people who might be affected by their acts or omissions.

If you are present in College, please be aware of your environment and report any hazards (actual or potential) to the Maintenance Department, using the blue reporting slips that can be found outside the Maintenance Office. The School asks students neither recklessly nor wilfully to interfere with safety appliances and equipment.

Under the terms of the Health & Safety at Work, etc. Act 1974, the School also asks students to co-operate with LST staff in the performance of our responsibilities as employers.

A copy of our Health & Safety Policy is available on the School's website. Relating to Health & Safety, the School's Risk Assessment and Risk Management Policies are also available on the website

	Knowledge and understanding			Practical skills
A1	Hermeneutical theory and how this should be utilised in order to exegete and interpret biblical texts;		C1	Apply hermeneutical theories to the biblical texts and demonstrate how these can be used to understand the contemporary world in general and more specifically the student's own ministerial and professional context;
A2	The applications of contemporary methods of biblical interpretation, especially new literary and linguistic approaches, to the exegesis of texts;		C2	Write sustained discourse in a variety of styles that conveys insights derived from critically valid biblical interpretation based on the hermeneutical tools gained through study of the course;
A3	A range of core paradigms and trajectories which act as hermeneutical filters;		C3	Apply analytical and reflective skills in the construction of a coherent large scale piece of work within the dissertation; (full MA only)
A4	The challenges and practical issues arising from the idea of Scripture as a contextualised text;		C4	Appropriately apply skills gained to the discipline of life-long learning with contemporary global contexts and the student's own ministerial and professional context.
A5	The distinctive features of the student's own worldview and the interface between that and biblical interpretation;			
A6	The challenges, issues and benefits inherent in the creation of a contextualised theology.			
	Cognitive skills			
B1	Engage critically with biblical texts in order to develop understanding of their message in a historical-critical context;			
B2	Analyse, evaluate, compare and contrast hermeneutical methodologies that apply biblical and theological insights to issues within the contemporary world'			
B3	Engage critically with the historical and contemporary literature on biblical interpretation and integrate it with thought and practices in the student's own ministry and the wider work of the church;			
B4	Determine effective strategies for a critically aware utilisation of biblical texts and their application in a contextualised theology as it relates to the contemporary world';			
B5	Demonstrate that within their own ministerial and professional context the student possesses the skills to reflect theologically in a creative and independent manner.			

Programme Learning Outcomes

Programme Outcomes	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4
Highest Level	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

	by Level	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4
PART 1																
Hermeneutics	MA7101	x	x	x		x	x	x	x	x	x	x	x	x		X
Old Testament Theology in Context	MA7103		x		x		x	x	x	x	x		x	x		X
Holy Spirit and Spiritual Gifts	MA7105	x	x	x	x		x	x		x	x		x	x		X
Theology of the Poor	MA7201	x	x	x	x	x	x	x	x	x	x	x	x	x		X
Qu'ranic and Post Qu'ranic Interpretation of Biblical Themes	MA7301			x		x	x	x		x	x			x		X
PART 2																
Dissertation	MA7401	x	x		x	x		x		x		x	x		x	x

APPENDIX 2: MODULE NARRATIVES

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

The narratives were correct at the time this handbook went to print. Please contact the Programme Leader (julie.robb@lst.ac.uk) for further information.

A: Module Narratives – Part 1

Module Code: **MA7101**
Module Title: Hermeneutics
Level: 7
Credit Points: 40
Module Leader: Dr A. Perriman

Aims:

This module aims to
- stimulate and establish an analytical and well-informed approach to the complexities of the contemporary Western hermeneutic;
- establish fluency in the use of a wide range of current methods of biblical interpretation;
- significantly develop the hermeneutical skills necessary for the handling of a wide range of biblical materials;
- foster the development and articulation of independent hermeneutical judgment.

Learning Outcomes:

Knowledge: On completion of this module the successful student will be able to:
1. Demonstrate a thorough understanding and an insightful analysis of the controversial context in which the church currently interprets the Bible;
2. Challenge and critically evaluate the presuppositions and paradigms that control and distort interpretation of the Bibles

Skills: This module will call for the successful student to:
3. Critically assess two major hermeneutical methodologies in current use within the church.
4. Critically assess and appraise the usefulness of selected hermeneutical methodologies as tools for the contemporary reading of the Bible.
5. Recognise and critically evaluate the part that the reading community plays in the process of interpretation

Syllabus:

This core module provides the theoretical foundation for issues of biblical interpretation that will be addressed by the optional modules. It sets out from the premise that the Christian reading of the Bible as 'sacred scripture' is made problematic at a number of levels: it is at odds with the prevailing intellectual mood of Western secular culture; it is subject to considerable internal disagreement; and traditional assumptions about meaning and truth have been undermined by post-enlightenment epistemologies. The module responds to this state of affairs, first, by examining the basic epistemological and literary conditions for interpretation (theories of knowing, revelation and the Spirit, authors and readers, deconstruction). It then presents an analysis and critique of the diverse methodologies that comprise the study of biblical hermeneutics under four headings: scripture as a *viable* text (historical criticism, tradition, the nature of biblical language), scripture as a *whole* text (canonical criticism, relations of Old to New Testament), scripture as a *formative* text (text and theology, hermeneutics of doctrine, speech act theory, reader response), and scripture as a *public* text (the hermeneutical community, text and ideology, Bible and science).

Learning, Teaching and Assessment Strategy:

This module will need 400 hours of study to complete it. You should expect to take 180 for the study material (about 10 hours per lesson), 100 for wider reading and 120 for the assessments.

Teaching is provided through the provision of written, paper-based study material, divided into units and individual lessons. Students are also provided with photocopied extracts of essential reading to accompany the study guide. Activities are interspersed throughout the module and these play a major role both in enabling the student to achieve the stated aims and learning outcomes, and as a means of assessing this on a personal level. Tutor interaction is enabled, primarily through e-mail interaction, but may, subject to location, occur through telephone, Skype or face-face contact. Other student contact is envisaged through the creation of an on-line discussion forum.

Formative Assessment

In order to provide the greatest amount of support for students, there is notably more formative assessment in this module than others since it is the first module you will study. The summative assessment has been reduced to compensate for this.

1   Three Skype or alternative conversations with the tutor:
   a) Shortly after commencing the module; that is, normally within one month of receiving the module material or as soon as possible thereafter. This will discuss the challenges of writing essays at postgraduate level.
   b) Prior to submitting the first draft of assignment number 1 and
   c) Following feedback from the first draft of assignment 1 submitted to discuss any issues raised by that.

For those for whom a Skype-style conversation is problematic. It will be expected that email discussion will occur, covering the same issues (a)-(c).

2   submission of the first essay for initial feedback and assessment. This needs to be between 2,000 and 4,000 words in length, being either an initial draft or a completed version of the first essay you intend to submit for summative assessment (item 4).

3   submission of an initial outline of the argument and approach to the second essay, with bibliography.

Summative Assessment

4   An essay, 4,000 words (50%, learning outcomes 1 and 3).

5   A further essay, 4,000 words (50%, learning outcomes 2 and 4).

Permission to submit item 4 is dependent on submission of items 1 and 2; and for item 5, prior completion of item 3. This means that it is **not** essential that **all** the formative items be complete before any summative work can be submitted. The submission dates will fall four and eight months after you start the module.

Learning Materials:

Essential:

Extensive reader of photocopied articles and book extracts specified in the module materials.

Bartholomew, C., *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*, Grand Rapids: Baker, 2015.

Goldingay, J., *Models of Interpretation of Scripture,* Carlisle: Paternoster, 1995.

Holgate, D. & R. Starr, *SCM Studyguide: Biblical Hermeneutics*, London: SCM Press, 2006.

Porter, S.E. & B.M. Stovell, (eds.), *Biblical Hermeneutics: Five Views,* Downers Grove: IVP, 2012.

Thiselton, A.C., *Hermeneutics: An Introduction*, Grand Rapids: Eerdmans, 2009.

Trier, D.J., *Introducing Theological Interpretation of Scripture,* Grand Rapids: Baker, 2008.

Recommended:

Briggs, R.S., *The Virtuous Preacher*, Grand Rapids: Baker, 2010.

Childs, B.S., *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible,* Minneapolis: Fortress, 1992.

Davis, E.F. & R.B. Hays, (eds.) *The Art of Reading Scripture*, Grand Rapids, Eerdmans, 2003.

Fodor, J., *Christian Hermeneutics,* Oxford: Clarendon Press, 1995.

Green, J.B., (ed.), *Hearing the New Testament: Strategies for Interpretation,* Eerdmans: Grand Rapids, 1995, 2nd Edition, 2010.

Green, J.B. & M.M.B. Turner, (eds.), *Between Two Horizons,* Grand Rapids: Eerdmans, 2000.

Klein. W., C. Blomberg & R. Hubbard, *Introduction to Biblical Interpretation,* London: Word, 1993.

Mead, J.K., *Biblical Theology: Issues, Methods, and Themes*, Louisville: Westminster John Knox, 2007).

Morgan, R., *Biblical Interpretation,* Oxford: OUP, 1988.

Porter, S.E., & M.R. Malcolm, (eds.), *The Future of Biblical Interpretation: Responsible Plurality in Biblical Hermeneutics,* Downers Grove: IVP, 2013.

Porter, S.E., & M.R. Malcolm, (eds.), *Horizons in Hermeneutics: FS in Honor of A.C. Thiselton,* Grand Rapids: Eerdmans, 2013.

Tate, W.R., *Handbook for Biblical Interpretation: An Essential Guide to Methods, Terms and Concepts,* Grand Rapids: Baker, 2006, 2nd Edition, 2012*.

Thiselton, A.C., *The Hermeneutics of Doctrine,* Grand Rapids: Eerdmans, 2007.

Thiselton, A.C., *New Horizons in Hermeneutics,* London: Harper Collins, 1992.

Vanhoozer, K.J., *Is There a Meaning in this Text?*, Leicester: Apollos, 1998.

Vanhoozer, K.J., C.G. Bartholomew, D.J. Treier & N.T. Wright, (eds.), *Dictionary for Theological Interpretation of the Bible,* Grand Rapids: Baker, 2005.

Module Code: **MABI 7103**
Module Title: Old Testament Theology in Context
Level: 7
Credit Points: 40 in total; 20 for each of Part A and Part B
Module Leader: Dr D. Sheriffs

Aims:

This module aims to:

- assess the contextualised, culture-specific and transposable concepts of Old Testament thought in its Near Eastern context with attention to genre and the use of literary devices such as metaphor, symbolism and imagery;
- to equip students with hermenutically valid methods for communicating the Old Testament's idiom and imagery in the contemporary world;
- engender an appreciation for the relevance of the Old Testament's theological message to theindividual, the faith community and the wider multi-cultural society.

Learning Outcomes:

*Knowledge***:** On completion of this module the successful student will have:
1. gained a familiarity with the core metaphors and literary imagery used in the specific texts studied, so as to draw comparisons between biblical and Near Eastern theological concepts, as expressed predominantly in mythological texts and prayers.

Skills: This module will call for the successful student:
2. to synthesise a clear trajectory for key concepts—such as the Celestial Court and the Divine Pantheon Assembly—from their roots in the Ancient Near Eastern context of the Old Testament through to their New Testament resonances or developments;
3. to critically assess the nature of the gap between biblical idiom and contemporary understanding;
4. to evaluate suggestions offered for recontextualising biblical concepts and theology.

Syllabus:

The module moves from ancient contexts to contemporary contexts. Yahwistic faith emerged in the Ancient Near East as an alternative to polytheism both within Israel and surrounding it. In this original context, the Old Testmanet documents exhibit many parallels of language, idiom and genre with their Semitic counterparts. The degree of similarity and contrast between biblical and extra-biblical documents in imagery and concept needs a careful nuancing.

Christian readers of Old Testament texts are also concerned with the tradition of reading the Old Testament canonically from a New Covenant perspective.

Finally, there is the issue of how this Yahwistic faith may be communicated in contemporary cultures, cultures that may not readily grasp the concepts, imagery and message of the original setting.

Learning, Teaching and Assessment Strategy:

This module will need 400 hours of study to complete it. You should expect to take 180 for the study material (about 10 hours per lesson), 100 for wider reading and 120 for the assessments.

Teaching is provided through the provision of written, paper-based study material, divided into units and individual lessons. Students are also provided with photocopied extracts of essential reading to accompany the study guide. Activities are interspersed throughout the module and these play a major role both in enabling the student to achieve the stated aims and learning outcomes, and as a means of assessing this on a personal level. Tutor interaction is enabled, primarily through e-mail interaction, but may, subject to location, occur through telephone, Skype or face-face contact. Other student contact is envisaged through the creation of an on-line discussion forum.

Reflection: Each of the 18 Lessons comprising Parts A and B of this module have activities built in. These involve reflection on the issues that arise from the study of the specific texts set for the lesson. Candidates are required to address these in their Study Journal. This is to fulfil the objectives of each lesson and constitutes an important aspect of fulfilling the Aims of the module, along with covering the prescribed reading and writing the assessments.

Formative Assessment
1. The Formative submission of not more than 2,500 words for each of items 2 and 3 below will contain an outline of and approach to the topic chosen, with key bibliographical items appended that indicate the main scholars to engage with. Tutor feedback will be given to the candidate on this Formative submission and this feedback will need to be taken into account in the revised and final Summative submission of 5,000 words.

Summative Assessment
2. An essay of 4,000 words (50%, all learning outcomes) addressing a topic covered under Part A.
3. An essay of 4,000 words (50%, all learning outcomes) addressing a topic covered under Part B.

The Summative assessment of 4,000 words will be submitted by the due date set by the Programme Leader and must conform with the LST format and referencing system as set out in the *Essay Guidelines Booklet* sent to all students on commencement of the programme.

Part A 'Heaven and Earth' is organised around the core metaphor of the celestial council, embracing the theology of creation affecting cosmic order and politics. The topics are as follows: cherubim imagery, visual, visionary and literary; human beings, cosmos and the language of myth; cosmic order and the natural world; the natural world in praise poetry; mirror worlds—the celestial court at Ugarit, Babylon and Jerusalem; the apocalyptic kingdom as symbolic universe; land, territory, nation—grants, boundaries and empires; land as symbol; earthkeeping and ecology.

Part B 'Imagery of Life and Death' ranges from eschatology to the realm of death. The topics are as follows: Zion and Paradise; light and fire—sun symbolism and the imagery of fire; the power of words—blessing, curse and incantation; the meaning of

mortality—Gilgamesh and Qohelet; in perpetuity—the meaning of 'forever'; lamenting
the shadow of death; the realm of the dead and the demonic; woman as a symbol of life; issues of recontextualisation.

The module works theologically with concepts and imagery across biblical and Ancient Near Eastern texts so Semitic language competence will not be required across these varied textual fields. Instead, candidates are referred to a range of up to date scholarly translations and discussions in English by competent specialists in each language.

The *Old Testament Theology in Context* module as a whole will need 400 hours of study time.

Part A 'Heaven and Earth' and Part B 'Imagery of Life and Death' of the Old Testament module are of equal weighting, requiring 200 hours of study each to complete.
Either part may be taken individually.

For each Part (A and B), there is an assessment of 5000 words.

For each of Parts A and B you should expect to take 90 for the study material (about 5 hours per lesson), 50 for wider reading and 60 for the assessments.

Teaching is provided through the written material selected by and provided electronically from the module tutor. This material is divided into individual lessons, 9 Lessons for Part A and 9 for Part B.

A full-length **Introduction** to the module explains its rationale and lists its individual topics. The recommended foundational reading is made available electronically in the form of eBooks distributed freely with the module.

Learning Materials:

Foundational Reading: supplied electronically to all candidates.

D.C.T. Sheriffs, *"Mind the Gap"—How to Read a Text Carefully, with Gen 1 as worked example* (paper presented at the *Science & Faith Conference*, Johannesburg, 2015, revised 2017 with accompanying Powerpoint slides)

D.C.T. Sheriffs, *We Are the Clay: an Encounter with Old Testament Theology (eBook: Cape Town,* 2016).

Supplementary to Foundational Reading

Sheriffs, D.C.T., *The Friendship of the Lord: an Old Testament Spirituality,* Paternoster, 1996; rev.ed. as eBook: Cape Town, 2016.

Sheriffs, D.C.T., *How Long is Forever?: Our Human Need for Continuity—an Exploration,* eBook: Cape Town, 2015.

Lesson Reading

The Distance Learning Dept supplies an extensive reader of photocopied articles and book extracts specific to each lesson in the module.

Indicative of the Recommended Reading: as below.

Brueggemann, W., *Theology of the Old Testament: Testimony, Dispute, Advocacy,* Minneapolis: Fortress, 1997.

Chavalas M.W., & K.L. Younger Jr., (eds.), *Mesopotamia and the Bible: Comparative Explorations,* Grand Rapids: Baker Academic, 2002.

Dalley, S., *Myths from Mesopotamia,* Oxford: OUP, 2nd rev.ed., 2000.

Day, J., *God's Conflict with the Dragon and the Sea,* Cambridge: CUP, 1985.

Foster, B.R., *Before the Muses: An Anthology of Akkadian Literature, Vols. 1 & 2,* Bethesda: CDL, 3rd rev.ed., 2005.

George, A.R., *The Epic of Gilgamesh: a new translation*, London: Penguin, 1999.

Habel, N.C., *The Land is Mine: Six Biblical Land Ideologies,* Minneapolis: Fortress, 1995.

Handy, L.K., *Among the Host of Heaven: the Syro-Palestinian Pantheon as Bureaucracy,* Winona Lake: Eisenbrauns, 1994.

Hallo, W.W., (ed.), *The Bible in the Light of Cuneiform Literature: Scripture in Context III,* Lampeter: Edwin Mellen, 1990.

Hallo, W.W., (ed.), *The Context of Scripture: Canonical Compositions from the Biblical World*, Vol. 1, Leiden: Brill, 1997.

Hallo, W.W., (ed.), *The Context of Scripture: Monumental Inscriptions from the Biblical World*, Vol. 2, Leiden: Brill, 2000.

Johnston, P.S., *Shades of Sheol: Death and Afterlife in the Old Testament*, Leicester: Apollos, 2002.

Keel, O., *The Symbolism of the Biblical World,* ppbk. reprint, Winona Lake: Eisenbrauns, 2016.

Lambert, W.G., *Babylonian Creation Myths*, Winona Lake: Eisenbrauns, 2013.

Miller, P.D., *They Cried to the Lord: The Form and Theology of Biblical Prayer,* Minneapolis: Fortress, 1994.

Moo, J.A., and R.S.White, *Let Creation Rejoice: Biblical Hope and Ecological Crisis*, Downer's Grove: IVP Academic, 2014.

Mullen, E.T., *The Assembly of the Gods: The Divine Council in Canaanite and Early Hebrew Literature,* Chico: Scholars, 1980.

Ollenburger, B.C., *Zion, the City of the Great King,* Sheffield: JSOT Press, 1987.

Sparks, K.L., *Ancient Texts for the Study of the Hebrew Bible: A Guide to the Background Literature*, Peabody: Hendrickson Publishers, 2005.

Van der Toorn, K., *Sin and Sanction in Israel and Mesopotamia: A Comparative Study,* Maastricht: van Gorcum, 1985.

Tsumura, D.T., *Creation and Destruction: A Reappraisal of the* Chaoskampf *Theory in the Old Testament*, Winona Lake: Eisenbrauns, 2005.

Walton, J.H., *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*, Grand Rapids: Baker Academic, 2006.

Module Code: **MA7105**
Module Title: Holy Spirit and Spiritual Gifts
Level: 7
Credit Points: 40
Module Leader: Dr T. Carter

Aims:

This module aims to:
- foster an approach that is based on the critical investigation of the historical continuity and development of doctrine, and of theological coherence and divergence in biblical analysis, that underpin contemporary pneumatologies;
- engender an analytical and critically engaged approach to the major diverging paradigms of pneumatological analysis in the contemporary church;
- prepare students to be thoughtful practitioners in the midst of what is often a contentious and pastorally sensitive issue for many church members.

Learning Outcomes:

Knowledge: On completion of this module the successful student will be able to:
1. differentiate and summarise biblical pneumatologies advocated by a range of Old and New Testament authors;
2. organise and succinctly formulate the diversity of contemporary approaches to the doctrine of the Spirit;

Skills: This module will call for the successful student to:
3. Summarise, judge and evaluate the appropriation of both NT pneumatologies and patristic doctrine of the Spirit by contemporary authors;
4. Succinctly and coherently synthesise and critically evaluate current theories concerning Baptism in the Spirit or spiritual gifts in the church today, and to support or attack these views in the light of an analysis of analogous manifestations seen in the New Testament.

Syllabus:

The understanding of the different Biblical witnesses to the nature and work of the Holy Spirit and how their witness has been appropriated by the Churches in their disparate traditions, are both matters of lively contemporary debate. The module will cover topics such as:
- the pneumatology of selected NT writers, and developments in pneumatology towards the twenty-first century interpretations of the Spirit;
- the Spirit in the OT and early Judaism as the framework and background for the NT understanding of the Spirit;
- The work of the Spirit within the New Testament, through topics such as
    - Spirit, life, and 'sonship',
    - Spirit and ethics
    - Spirit and mission
    - Spirit and suffering
    - Spirit, praise, prayer and 'gifts'
    - Jesus and the Spirit in the Gospel Tradition primarily Luke
- The Patristic development of the doctrine of the Spirit and the Trinity, and its appropriation by contemporary scholars.

- The contrasting analysis of contemporary manifestations of the spiritual gifts, to include 'Baptism in the Spirit', with their apparent biblical parallels.

Learning, Teaching and Assessment Strategy:

This module will need 400 hours of study to complete it. You should expect to take 180 for the study material (about 10 hours per lesson), 100 for wider reading and 120 for the assessments.

Teaching is provided through the provision of written, paper-based study material, divided into units and individual lessons. Students are also provided with photocopied extracts of essential reading to accompany the study guide. Activities are interspersed throughout the module and these play a major role both in enabling the student to achieve the stated aims and learning outcomes, and as a means of assessing this on a personal level. Tutor interaction is enabled, primarily through e-mail interaction, but may, subject to location, occur through telephone, Skype or face-to-face contact. Other student contact is envisaged through the creation of an on-line discussion forum.

Formative Assessment
1   Outline of a booklet such as the Grove booklet series [item 2] on the topic relating to Pneumatology, to include a breakdown of sections and a short paragraph describing each (1000 words).

Summative Assessment
2   A portion of a booklet such as the Grove Booklet series, 2,500 words (35%, outcomes 1, 2)
3   A Book Review, 2,000 words, as specified in lesson 12 (25%, outcome 3).
4   An essay, 3,000 words (40%, outcome 4).

Most of the outcomes are evaluated by several different pieces of assessment to ensure that the breadth of topics contained within this module—the use of both NT and patristic pneumatologies by contemporary authors—can be covered.

While the relevant formative stages must be completed before the matching summative assessment can be submitted, items 2 to 4 may be submitted in any order. The submission dates will fall four, six and eight months after you start the module.

Learning Materials:

Essential

Extensive reader of photocopied articles and book extracts specified in the module materials.

Burge, G.M., *The Anointed Community: The Holy Spirit in the Johannine Community,* Grand Rapids: Eerdmans, 1987.

Fee, G.D., *God's Empowering Presence: The Holy Spirit in the Letters of Paul,* Peabody: Hendrickson, 1994.

Turner, M., *The Holy Spirit and Spiritual Gifts,* Carlisle: Paternoster, 1996.

Recommended

Atkinson, W.P., *Baptism in the Spirit: Luke-Acts and the Dunn Debate,* Eugene: Wipf and Stock. 2011.

Chan, S., *Pentecostal Theology and the Christian Spiritual Tradition,* Sheffield: Sheffield Academic Press, 2000.

Dunn, J.D.G., *Baptism in the Holy Spirit: A Re-examination of the New Testament Teaching of the Gift of the Spirit in Relation to Pentecostalism Today,* London: SCM Press, 1970.

Dunn, J.D.G. *Jesus and the Spirit,* London: SCM Press, 1975.

Greig, G.S., & K.N. Springer, (eds.), *The Kingdom and the Power*, Ventura: Regal, 1993.

Hovenden, G., *Speaking in Tongues: The NT Evidence in Context,* Sheffield: SAP. 2002.

Lederle, J.I., *Theology with Spirit: The Future of the Pentecostal & Charismatic Movements in the 21st Century*, Tulsa: Word and Spirit Press, 2010.

Levison, J.R., *Filled with the Spirit,* Grand Rapids: Eerdmans, 2009.

MacArthur Jr., J.F., *Charismatic Chaos*, Grand Rapids: Zondervan, 1992.

Menzies, R.P., *Empowered for Witness: The Spirit in Luke-Acts*, Sheffield: SAP, 1994.

Menzies, W.W., & R.P. Menzies, *Spirit and Power: Foundations of Pentecostal Experience,* Grand Rapids: Zondervan, 2000.

Mittelstadt, M.W., *The Spirit and Suffering in Luke-Acts,* London: T & T Clark, 2004.

Ruthven, J.M., *On the Cessation of the Charismata*, revised and expanded edition; Word & Spirit Monograph Series; Tulsa: Word & Spirit Press, 2011 (1993).

Smail, T., *The Giving Gift: The Holy Spirit in Person,* London: Hodder, 1998.

Thiselton, A.C.,*The Holy Spirit — in Biblical Teaching, Through the Centuries, and Today,* London: SPCK, 2013.

Turner, M., *Power from on High: The Spirit in Israel's Restoration and Witness in Luke-Acts*, Sheffield: SAP, 1996.

Warrington, K., & T.J. Burke, *A Biblical Theology of the Holy Spirit,* London: SPCK, 2014.

Wegner P.D., & P.G. Firth, *Presence, Power and Promise: the role of the spirit of God in the Old Testament,* Nottingham: Apollos, 2011.

Wenk, M., *Community-Forming Power*, Sheffield: SAP, 2000.

Module Code: **MA7201**
Module Title: Theology of the Poor
Level: 7
Credit Points: 40
Module Leader: Dr J Robb

Aims:

This module aims to:

- lead the student into a critical assessment of contemporary attempts to produce an adequate Christian commentary on the phenomenon of poverty and the associated experience of oppression;

- engage with the hermeneutical complexities of socio-political decision-making;

- foster and develop informed evaluation of the solutions proposed to contemporary socio-political problems;

- stimulate a student's passion and life-long engagement with issues of injustice, poverty, inequality, and the abuse of power.

Learning Outcomes:

Knowledge: On completion of this module, the successful student will be able to:
1. Articulate and analyse a wide range of issues relating to Christian socio-political involvement.

Skills: This module will call for the successful student to:
2. Engage with the hermeneutical complexity of using the Bible in socio-political decision-making
3. Differentiate and critically defend or attack a variety of Christian approaches to a selected socio-political issue.

Syllabus:

Though Liberation Theology may not be as prominent as it once was, the issues and problems that it sought to address continue to remain with us. Injustice, poverty, inequality and the abuse of power are topics that are not only directly addressed within the biblical text but have direct and relevant application into the contemporary world. Hermeneutical sensitivity and quality methodology are vital if Christian input into this field is to have a compelling voice in the world.

Topics studied include: Biblical attitudes to poverty and oppression: the socio-economic significance of the biblical words for poor; the connection between religious status and prosperity, especially in the Wisdom literature of the Old Testament; the Jubilee and the Kingdom of God and their reinterpretation through the Bible; the teaching of Jesus on wealth and poverty; Jesus attitude towards violence; the social matrix of the Jerusalem church and the Pauline churches; Paul's attitude to the State; Paul on slavery and submission; prophetic and apocalyptic denunciation. The use of the Bible in liberation theology, especially the treatment of the Exodus as a paradigm; the Bible and Marxism; faith in poverty: the Bible in an oppressed church; the State and power: Church-State confrontation.

Learning, Teaching and Assessment Strategy:

This module will need 400 hours of study to complete it. You should expect to take 180 for the study material (about 10 hours per lesson), 100 for wider reading and 120 for the assessments.

Teaching is provided through the provision of written, paper-based study material, divided into units and individual lessons. Students are also provided with photocopied extracts of essential reading to accompany the study guide. Activities are interspersed throughout the module and these play a major role both in enabling the student to achieve the stated aims and learning outcomes, and as a means of assessing this on a personal level. Tutor interaction is enabled, primarily through e-mail interaction, but may, subject to location, occur through telephone, Skype or face-face contact. Other student contact is envisaged through the creation of an on-line discussion forum.

Formative Assessment
1   submission of the book review for initial feedback and assessment. This needs to be a complete version (1,500 words) which can then be revised prior to resubmission for summative assessment (item 3).
2   submission of the topic, initial outline of the argument and approach to the audio presentation, with bibliography.

Summative Assessment
3   A book review 1,500 words (20%, outcome 1) of a standard suitable for publication in a professionally referred journal such as *Evangelical Quarterly*.
4   An audio presentation of 20 minutes duration (30%: outcomes 1 and 3), addressing an issue of current and contemporary relevance suitable for broadcast on a national radio station such as BBC 4;
5   an essay of 5,000 words (50%, outcomes 1 and 2).

Outcome 1 appears for all of these items as an indication that you will be required to tackle different issues with each piece of work.

While the relevant formative stages must be completed before the matching summative assessment can be submitted, items 3, 4 and 5 may be submitted in any order. The submission dates for the order printed above will be four, six and eight months after you start the module.

Learning Materials

Essential

Extensive reader of photocopied articles and book extracts specified in the module materials.

Grant, J.A., *Transforming the World*, Leicester: Apollos, 2009.

Webb, W.J., *Slaves, Women and Homosexuals,* Leicester: IVP, 2001.

Recommended

Adam, M., *Our Only Hope: More than We Can Ask or Imagine,* Eugene: Pickwick, 2013.

Atherton, J., *Christianity and the Market,* London: SPCK, 1992.

Bauckham, R.J., *The Bible in Politics: How to Read the Bible Politically,* London: SPCK, 1989; second edition 2010.

Bradley, A.R. & A.W. Lindsley (Eds), *For the Least of These: A Biblical Answer to Poverty,* Grand Rapids: Zondervan, 2014.

Cavanaugh, W., *Field Hospital: The Church's Engagement with a Wounded World,* Grand Rapids: Eerdmans, 2016.

Chester, T., *Good News to the Poor,* Leicester: IVP, 2004.

Dykstra, L.A., *Set Them Free: The Other Side of Exodus*, New York: Orbis Books, 2002.

Hay, D., *Economics Today: A Christian Critique,* Leicester: Apollos, 1989.

Katongole, E., *Born from Lament: The Theology and Politics of Hope in Africa,* Grand Rapids: Eerdmans, 2017.

Keller, C., M. Nausner, M. Rivera, (eds.), *Postcolonial Theologies: Divinity and Empire*, Chalice Press, 2004.

McLellan, D., *Political Christianity: A Reader*, London: SPCK, 2007.

O'Donovan, O., *The Ways of Judgment,* Grand Rapids: Eerdmans, 2005.

Ringe, S.H., *Jesus, Liberation and the Biblical Jubilee*, Philadelphia: Fortress, 1985).

Rowland, C., (ed.), *The Cambridge Companion to Liberation Theology,* Cambridge: CUP, 1999.

Rowland, C., & M. Corner, *Liberating Exegesis: The Challenge of Liberation Theology to Biblical Studies,* London: SPCK, 1990.

Volf, M., *Exclusion and Embrace*, Nashville: Abingdon Press, 1996.

Volf, M., *The End of Memory: Remembering Rightly in a Violent World,* Grand Rapids: Eerdmans, 2006.

Walzer, M., *Exodus and Revolution,* New York: Basic Books, 1985.

Wogaman, J.P., *Christian Perspective on Politics*, London: SCM Press, 1988.

Wright, N.T., *Jesus and the Victory of God*, Minneapolis: Fortress Press, 1996.

Yoder, J.H., *The Politics of Jesus,* Grand Rapids: Eerdmans, 1972, 1984.

Zimmerman, Y.C., *Other Dreams of Freedom: Religion, Sex and Human Trafficking* American Academy of Religion Series, New York: Oxford University Press, 2013.

Module Code: **MABI 7301**
Module Title: Qur'anic and Post Qur'anic Interpretation of Biblical Themes
Level: 7
Credit Points: 40
Module Leader: Prof P Riddell

Aims:
This module aims to:
- establish a wide-ranging and critically thorough understanding of the contribution of Qur'anic and post-Qur'anic writings to Islamic thought;
- inculcate the use of critical methodology and analytical tools in the interpretation of Qur'anic and post-Qur'anic writings;
- and thereby to foster an analytical approach to the significant Islamic writings both as documents in their historical context and of their reaction to the Bible.

Learning Outcomes:
Knowledge: On completion of this module, the successful student will be able to:
1. Demonstrate a thorough understanding and an insightful analysis of the Qur'an, the Hadith and relevant literature, as exegetical tools in interpreting themes common to the Bible and Islam.

Skills: This module will call for the successful student to:
2. Critically utilise and engage with significant commentaries on the Qur'an in undertaking the above task of interpretation.
3. Summarise, judge and evaluate both Islamic and Christian scholarly reactions to the primary texts in undertaking the above task of interpretation.
4. Identify and engage critically with a key area of overlap and discontinuity between Islamic literature and the Bible.

Syllabus:
Historically, one of the most distinctive responses to the Bible has been that provided by Muhammad and Islam. The Muslim rereading of the biblical themes from a post-biblical/Islamic perspective provides the basis for a detailed study of the Qur'an not just on its own terms but in comparison with parallel biblical material. Islamic documents, both Qur'anic and post-Qur'anic, also exhibit many parallels of language, idiom, genre and theme with their Semitic counterparts. The same hermeneutical tools used in the study of the biblical text are utilised here for the study of these major Islamic texts.

The Biblical *themes* in focus, and the angles of approach through Islamic writings, include the following: *Prophethood* (especially Muhammad in Mecca; Muhammad in Medina; Jesus); *Scripture and Revelation* (The Qur'an; Sunnah and Hadith); *Law and Works* (Shari'a, Fiqh, Pillars of Islam); *Faith and Doctrine* (Core Doctrines of Islam and associated debates); *Creation* (Allah in Sufi and non-Sufi perspectives, angels); *Eschatology* (Judgement, Sin, Intercession).

The Islamic writings that will provide windows into Muslim perspectives on the above themes will include the following: Qur'an; Hadith (primarily Sunni); biography of the Prophet (*Sira*); Fiqh/jurisprudential collections; works of Qur'anic exegesis in translation, both classical and modern; Stories of the Prophets (*Qisas al-anbiya'*); scholarly writings by leading Muslim thinkers down the ages.

A knowledge of Arabic is not a requirement for this course. However, those candidates with Arabic language skills will be encouraged to use these skills in the various exegetical tasks.

Learning, Teaching and Assessment Strategy:

This module will need 400 hours of study to complete it. You should expect to take 180 for the study material (about 10 hours per lesson), 100 for wider reading and 120 for the assessments.

Teaching is provided through the provision of written, paper-based study material, divided into units and individual lessons. Each topic is studied both as studied as written material and as a further lesson of guiding reading through selected texts. Students are also provided with photocopied extracts of essential reading to accompany the study guide. Activities are interspersed throughout the module and these play a major role both in enabling the student to achieve the stated aims and learning outcomes, and as a means of assessing this on a personal level. Tutor interaction is enabled, primarily through e-mail interaction, but may, subject to location, occur through telephone, Skype or face-face contact. Other student contact is envisaged through the creation of an on-line discussion forum.

Formative Assessment

1   submission of details of the passage chosen, an initial outline of and approach to the exegetical project, with bibliography.

Summative Assessment

2   Read the entire contents of the Qur'an in the translation of M.A.S. Haleem, according to Theodor Nöldeke's chronological ordering of the suras in four groups. At the end of each group write personal reflections of 500 words each. (25%, outcome 1).

> - First Meccan (48 suras): 96, 74, 111, 106, 108, 104, 107, 102, 105, 92, 90, 94, 93, 97, 86, 91, 80, 68, 87, 95, 103, 85, 73, 101, 99, 82, 81, 53, 84, 100, 79, 77, 78, 88, 89, 75, 83, 69, 51, 52, 56, 70, 55, 112, 109, 113, 114, 1
> - Second Meccan (21 suras): 54, 37, 71, 76, 44, 50, 20, 26, 15, 19, 38, 36, 43, 72, 67, 23, 21, 25, 17, 27, 18
> - Third Meccan (21 suras): 32, 41, 45, 16, 30, 11, 14, 12, 40, 28, 39, 29, 31, 42, 10, 34, 35, 7, 46, 6, 13
> - Medinan (24 suras): 2, 98, 64, 62, 8, 47, 3, 61, 57, 4, 65, 59, 33, 63, 24, 58, 22, 48, 66, 60, 110, 49, 9, 5

3   An exegetical project, 2,000 words (25%, outcome 2), of a short passage from the Qur'an.

4   An essay, 4,000 words (50%, outcomes 3 and 4).

The formative stage of the exegetical project must be completed before the matching summative assessment can be submitted. Items 2, 3 and 4 should be submitted in the above order. The submission dates will fall four, six and eight months after you start the module.

Learning Materials:
Essential

Extensive reader of photocopied articles and book extracts specified in the module materials.

Recommended

Abū Zayd, Nasr, *Rethinking the Qur'ān: Toward a Humanistic Hermeneutics*, Utrecht: Humanistics University Press, 2004.

Adang, C., *Muslim Writers on Judaism and the Hebrew Bible*, Leiden: Brill, 1996.

Akhtar, Shabbir. *The Quran and the Secular Mind: A Philosophy of Islam*, Abingdon: Routledge, 2008.

Al-A'zamī, Muhammad Mustafā, *Studies in Hadith Methodology and Literature*, Selangor: Islamic Book Trust, 2002
        https://www.abc.se/home/m9783/ir/d2/shla_e.pdf

Al-A'zamī, Muhammad Mustafā, *The History of the Qur'ānic Text: From Revelation to Compilation* Leicester: UK Islamic Academy, 2003.

Bannister, A., *An Oral-Formulaic Study of the Qur'an*, New York: Lexington Books, 2014, (Kindle available)

Berg, H., *The Development of Exegesis in Early Islam*, Richmond 2000.

Boullata, Issa J., (ed.), *Literary Structures of Religious Meaning in the Qur'an*, London 2000.

Calder, Norman et al., (eds.), *Classical Islam: A Sourcebook of Religious Literature*, London: Routledge, 2003.

Ceylan, Yasin. *Theology and Tafsir in the Major Works of Fakhr al-Din al-Razi*, Kuala Lumpur: International Institute of Islamic Thought, 1996.

Cragg, K., *Readings in the Qur'an*, San Francisco: Collins, 1988.

Denffer, A. von, *Ulum al-Qur'an*, Leicester, U.K.: Islamic Foundation, c1994.

Durie, M.J., *Qurʾānic theology and biblical reflexes in the Qurʾān*, Th.D diss., Melbourne School of Theology, 2016.

Firestone, R., *Journey in Holy Lands: The Evolution of the Abraham-Ishmael Legend in Islamic Exegesis*. Albany, 1990.

Gatje, H., *The Qur'an and its Exegesis*, Rockport, Maine: Oneworld Publications, c1996.

Goddard, H., *Muslim Perceptions of Christianity*, London 1996

Guillaume, A., *The Life of Muhammad — A Translation of Ishaq's Sirat Rasul Allah*, Karachi: Oxford University Press, 1955

Kamali, Mohammad Hashim., *A Textbook of Hadith Studies : Authenticity, Compilation, Classification and Criticism of Hadith*, Leicester: The Islamic Foundation, 2009

Kidwai, M., *Meaning and Message of the Traditions*, 4 vols. Lucknow 1980.

Lamrabet, A., *Women in the Qur'an: An Emancipatory Reading*, Markfield, UK: Kube Publishing Ltd, 2016

Leaman, O., *The Qur'an: A Philosophical Guide*, London & NY: Bloomsbury, 2016.

Lüling, Günter, *A Challenge to Islam for Reformation* Delhi: Motilal Banarsidass, 2003.

Luxenberg, Christoph, *The Syro-Aramaic Reading of the Koran: A Contribution to the Decoding of the Language of the Koran* New York: Prometheus, 2009.

Marshall, David, *God, Muhammad and the Unbelievers: A Qur'anic Study* Richmond: Curzon, 1999.

Mattson, Ingrid, *The Story of the Qur'an: Its Place In Muslim Life* Oxford: Blackwell, 2008.

McAulliffe, J., *Qur'anic Christians: an analysis of classical and modern exegesis,* Cambridge; New York: Cambridge University Press, 1991.

McAulliffe, J., *The Cambridge Companion to the Qur'ān*, Cambridge, UK; New York : Cambridge University Press, 2006.

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B: Module Narrative – Part 2

Module Code: **MA7401**
Module Title: Dissertation
Level: 7
Credit Points: 60
Module Leader: Dr J Robb

Aims

This module aims to:
- consolidate, enhance and refine the research skills learnt at Bachelor's level study ready for either the pursuit of a research qualification or publication;
- foster the self-discipline and resource management skills necessary for successful completion of long-term projects;
- stimulate and inculcate a life-long concern for thorough investigation and analysis of challenging issues that arise in Christian ministry.

Learning Outcomes

Knowledge: On completion of this module, the successful student will be able to:
1. Distinguish and summarise the distinctive features, issues and problems of a selected topic within the field of Biblical Interpretation, and explain the location of that topic in relation to current academic discussion;

Skills: This module will call for the successful student to:
2. Identify and utilise the appropriate hermeneutical tools and methodology to address and critique the issues and problems of the selected topic;.
3. Organise large-scale discussion and critical evaluation of both broad issues and the detailed investigation of particular points in order to generate a convincing overall case;
4. Formulate, argue for and defend the validity and insight of their own critical judgement in theological investigation and biblical interpretation.

Syllabus

Restricted only by the confines of the overall subject of Biblical Interpretation, the student identifies for themselves the particular topic they wish to study for this module. After initial approval of this topic has been granted by the module leader, a suitable supervisor is identified and assigned. Student and supervisor then collaborate closely at all stages of the study to ensure that appropriate and relevant reading (printed or electronic) has been incorporated and taken into consideration. An indicative Bibliography will be presented as part of the dissertation proposal.

Learning, Teaching and Assessment Strategy:

This module will need 600 hours of study to complete it. You should expect to take 60 for the initial reading and preparation of the dissertation proposal, 300 for general reading and study, and 240 for the writing of the assessment.

The module handbook provides students with guidance on issues such as; preparing a dissertation proposal, reading for research, developing research skills etc. For students who wish to undertake 'primary research' then an additional study manual is made available.

There are three clear stages of preparation and approval for the dissertation.

1) Initial discussions with the Programme leader. Once the student has selected their topic, an approved supervisor will be identified and approached by the Programme Leader.

2) Dissertation Proposal. A formal dissertation proposal form must be completed prior to the commencement of the dissertation. The student will provide their supervisor with drafts until it reaches a standard suitable for wider consideration. This process should be seen as part of the learning process itself. This form, signed by the Supervisor, must be submitted for approval by the Course Board. The approved proposal will then be forwarded to the appropriate external examiner for comment.

3) Ethical Considerations If your dissertation is to include any primary research involving human participants, then you **must not commence** any research until your proposal has been approved by LST's Research Committee.

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

7   Submission of a draft chapter (of up to 5,000 words length) for comment;
8   Submission of a different draft chapter (of up to 5,000 words length) for comment;
9   Submission of a third draft chapter (of up to 5,000 words length) for comment;

Summative Assessment
10   A dissertation, 15,000–20,000 words, along with an abstract of 300 words.

In addition to the electronic copy, two appropriately bound paper copies of the dissertation are to be submitted.

Learning Materials

Student defined as agreed with the supervisor.

Appendix 3: LST Assessment Regulations
Regulations – MA Aspects & Implications of Biblical Interpretation Programme

1. General

1.1. The regulations of these programmes are governed by Middlesex University's regulations and are to be interpreted in the context of those regulations. [References in square brackets are to Middlesex University regulations.]

1.2. Students on the MA Aspects and Implications of Biblical Interpretation study the programme wholly by Distance Education. It is normally expected that students will complete Part 1 in two calendar years, and Part 2 in a further calendar year. Part 1 in these regulations refers to Core and Optional modules; Part 2 refers to the Dissertation.

2. Assessment of work

2.1. The MA Aspects & Implications of Biblical Interpretation uses the LST MA Aspects & Implications of Biblical Interpretation M Level Marking System [see section above]

2.2. Assessed work is first-marked, normally by the faculty member who set the assessment task(s). The marks are then internally moderated by a second marker drawn from the faculty, who will look at all Fails and a sample of other scripts, (in total, the second marker will inspect at least 10% of scripts for each assessment). The work is then externally moderated by the External Examiners who will look at all Fails and a sample of other scripts.

2.3. Assessed work submitted after the set deadline without valid extenuating circumstances will result in an NS being given for Non-Submission; this scores a non-compensatable fail grade of 20. Such a failure has the opportunity being recovered by one re-assessment. Re-assessment can only occur after the mark has been confirmed by the Board of Examiners.

2.4. Where an assessment task has a word limit, this is a maximum; it includes footnotes, but not bibliography, title page, abstract or plan. Students must declare the word count in writing at the end of such assessment tasks. Work beyond the word limit will not be assessed and therefore may affect the assessment outcome.

2.5. In Part one of the programme the final module mark will graded according to the MA Aspects & Implications of Biblical Interpretation Marking Criteria. However, in order to pass a module, students must obtain a pass in all the individual assessment elements.

2.6. When a module is failed, the student is permitted one re-assessment, for each assessment element.

2.7. Possible academic misconduct is dealt with using the LST Academic Misconduct Procedure. (see § 9 below)

3. MA Board of Examiners

3.1. External examiners are appointed with expertise spread across the range of sub-specialities within the MA Aspects & Implications of Biblical Interpretation, to serve for a period normally not longer than four years. They have access to all assessed work and shall approve all essay questions as well as dissertation titles.

3.2. The Board of Examiners for the MA Aspects & Implications of Biblical Interpretation consists of all faculty members engaged in teaching or marking on the programme, together with the Middlesex University Link Tutor, Principal, Vice-Principal, Programme Leader, Academic Secretary, and the External Examiners. If necessary, the Board may proceed with only one of the External Examiners present. The Principal or Vice-Principal normally chairs the Board of Examiners.

3.3. The function of a Board of Examiners is to recommend:

3.3.1. whether a student may proceed to the next stage of the programme (including the requirement where necessary of the repeat of one or more assessment tasks)

3.3.2. the final award of the MA degree, including the class of degree to be awarded; (Pass, Merit, Distinction)

3.3.3. the exit award of the Post Graduate Diploma or Post Graduate Certificate Aspects & Implications of Biblical Interpretation

3.4. In implementing the following regulations, the Board of Examiners has discretion to make allowance for a student's overall standard of achievement where one or more of the following applies:

3.4.1. it is agreed that strict interpretation of a particular assessment regulation would cause serious injustice to the student;

3.4.2. the student is just below a borderline;

3.4.3. evidence of valid extenuating circumstances has been presented to the Board.

4.   Part 1 Assessment

4.1. In order to proceed to Part 2 (Dissertation) a student must pass all Part 1 modules, including all of the assessment elements (totalling 120 credits), except that marginal fails (grade 17) (after re-assessment) in modules may be compensated. [E10]

4.2. The Board of Examiners may require students who have not met the requirements to proceed to Part 2 [E2.3]:

4.2.1. to withdraw from the programme;

4.2.2. to re-sit modules (including any modules with marginal fails);

4.2.3. to substitute another module(s) for the failed module(s), if the module is compensatable;

4.2.4. in exceptional circumstances, to repeat the whole of Part 1 (once only).

4.3. A student may be permitted to be re-assessed in failures. Only one re-assessment shall be permitted for each assessment element. Following the Board of Examiners where the mark is confirmed, the re-assessment due date and time shall be decided by the Module Tutor concerned in consultation with the programme leader and notified to the student concerned by the Programme Leader. The student's transcript will show that the mark was achieved on re-assessment. All re-sit assessments in Part 1 shall be due in time for consideration at the relevant MA Board of Examiners' meeting. Re-assessment elements will be capped at grade 16.

4.4. In cases of illness or other valid extenuating circumstances affecting a student's performance, the Board of Examiners has discretion to modify the foregoing requirements. [D, E11]

4.5. The MA Board of Examiners meets normally in November and May and immediately informs each student, in writing, of the Board's decision on their candidature in the light of §§ 4.1—4 above.

5.   Award of Post Graduate Certificate

5.1   A Post Graduate Certificate Aspects and Implications of Biblical Interpretation may be awarded to a student who wishes to exit the MA Programme without completion of 120 credits (PG Dip) or Part 2 (Dissertation).

5.2   In order to be eligible for the exit award of the Post Graduate Certificate Aspects and Implications of Biblical Interpretation a student must pass MA 7101 (Hermeneutics) and one other optional module (totalling 80 credits), including all the assessment elements, except that marginal fails (grade 17), after re-assessment may be compensated.

5.3   In order to be eligible for the Middlesex University exit award of Post Graduate Certificate a student must pass two optional modules (i.e. excluding MA 7101 Hermeneutics) (totalling 80 credits), except that marginal fails (grade 17), after reassessment may be compensated.

6.   Award of Post Graduate Diploma

6.1. A Post Graduate Diploma Aspects & Implications of Biblical Interpretation may be awarded to a student who wishes to exit the MA Programme without completion of Part 2 (dissertation)

6.2. In order to be eligible for the exit award of the Post Graduate Diploma Aspects & Implications of Biblical Interpretation a student must pass all Part 1 modules, including all of the assessment elements (totalling 120 credits), except that marginal fails (grade

17) (after re-submission) may be compensated. [E10]

6.3. A student may be permitted to be re-assessed in failures. Only one re-assessment shall be permitted for each assessment element. Following the Board of Examiners where the mark is confirmed, the resubmission due date and time shall be decided by the Module Tutor concerned in consultation with the programme leader and notified to the student concerned by the Programme Leader. The student's transcript will show that the mark was achieved on re-assessment. All re-sit assessments in Part 1 shall be due in time for consideration at the relevant MA Board of Examiners' meeting. Re-assessment elements will be capped at grade 16.

6.4. The awards of Post Graduate Certificate and Post Graduate Diploma in Aspects & Implications of Biblical Interpretation do not carry a degree classification.

6.5. In cases of illness or other valid extenuating circumstances affecting a student's performance, the Board of Examiners has discretion to modify the foregoing requirements. [D, E11]

7. Dissertation: (Part 2)

7.1. The pass mark for a Dissertation is grade 16 or above

7.2. A student is permitted one re-assessment of a failed Dissertation.

7.3. A Dissertation, which is re-assessed, will be capped at grade 16. The student's transcript will show that the mark was achieved on re-assessment.

7.4. The Dissertation MA 7401 is not compensatable.

7.5. Following the Board of Examiners where the mark is confirmed, the resubmission due date and time shall be decided by the Supervisor concerned in consultation with the programme leader and notified to the student concerned by the Programme Leader. All Dissertation reassessments shall be due in time for consideration at the following MA Board of Examiners' meeting.

7.6. In the case of a reassessed Dissertation the Chair of the MA Board of Examiners may require a student to submit to an oral (viva voce) examination, prior to the meeting of the Board of Examiners, on the subject of their Dissertation as part of the reassessment process. Normally an external examiner and an internal marker of the Dissertation will conduct the viva.

8. Award of the MA

8.1. In order to be eligible for the award of the MA in Aspects & Implications of Biblical Interpretation a student must achieve a pass in all modules, including all the assessment elements, taken during Parts 1 and 2 of the programme (totalling 180 credits), except that marginal Fails (grade 17) after re-assessment in Part 1 modules, may be compensated. [E10]

8.2. The MA in Aspects & Implications of Biblical Interpretation is classified [E4.6] as Pass, Merit and Distinction based on the profile of grades at level 7, and the grade of the dissertation. A minimum of 60 graded credit points from a dissertation is required for classification.

8.3. Award of the MA
   8.3.1. In order to be eligible for the award of the MA a student must reach the pass mark of 16 in all modules, including all the assessment elements, taken during Parts 1 and 2 of the programme (totalling 180 credits), except that marks of 17 (after re-assessment) in Part 1 modules may be compensated if the student's weighted average for Part 1 is at least 16. [E10]

8.4. The MA is normally classified pass, merit or distinction based on the profile of Part 1 and Part 2 module grades and the grade of the Dissertation.

8.4.1. Requirements for Distinction
    8.4.1.1.   The Dissertation must gain a distinction, (1-4)
    8.4.1.2.   and 50% or more of the remaining credit must be at distinction level or above, (1-4)
    8.4.1.3.   and no more than 25% of total credit must be lower than merit level.

8.4.2. Borderline Distinction
    8.4.2.1.   The Dissertation must gain a distinction, (1-4)
    8.4.2.2.   and 50% or more of the remaining credit must be at merit level (5-8) or above,
    8.4.2.3.   and no more than 25% of the total credit is at pass level. (9-16)
    8.4.2.4.   In this case the Assessment Board has discretion to classify the degree on the basis of the Dissertation alone.

8.4.3. . Requirements for a Merit
    8.4.3.1.   The Dissertation must gain a merit or above, (1-8)
    8.4.3.2.   and 50% or more of the remaining credit must be at merit level or above, (1-8)
    8.4.3.3.   and no more than 25% of total credit must be lower than a pass.

8.4.4. Borderline Merit
    8.4.4.1.   The Dissertation gains a merit, (5-8) or above and
    8.4.4.2.   50% of the remaining credit gains a mark of 9-12.
    8.4.4.3.   and no more than 25% of the total credit gains a mark of 13-20
    8.4.4.4.   In this case the Board of Examiners has discretion to classify the degree on the basis of the Dissertation alone.

9. **Academic and Ethical Misconduct**
In all cases of academic or ethical misconduct, the London School of Theology uses its own regulations for handling such cases. The London School of Theology is concerned to ensure that Academic regulations are fully and fairly implemented, and will take action against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of assessment. One such example of academic misconduct is plagiarism.

9.1.   Initial Reporting. If a marker or exam invigilator suspects a case of academic misconduct (e.g. plagiarism), the matter should be reported initially to the Academic Secretary, with any substantiating evidence.

9.2.   Initial Investigation
    9.2.1. If the Academic Secretary agrees there is a prima facie case to answer, the marker and Programme Leader (or another member of faculty if the Programme Leader is also the marker) should arrange to meet the student to discuss the alleged case.
    9.2.2. All evidence should be presented at this meeting, at which the student may also provide mitigating reasons for the alleged misconduct.
    9.2.3. The student has the option to bring along a companion or witness to this meeting.

9.3.   Formal Allegation
    9.3.1. Following the meeting, the Academic Secretary shall write to the student giving details of the allegation, requiring that the student respond within fourteen days in one of the following ways:
        9.3.1.1.   accepting the allegation (with mitigating circumstances);
        9.3.1.2.   accepting the allegation (without mitigating circumstances);
        9.3.1.3.   denying the allegation.

9.4.   Academic Misconduct Panel
    9.4.1. If the student accepts the allegation of academic misconduct, the Academic Misconduct Panel (made up of the Vice-Principal, the Academic Secretary, the

Programme Leader, and one further member of faculty) will decide on a penalty in line with the regulations.

9.4.1.1. The strength of the penalty will reflect the seriousness of the misconduct (e.g., the extent and type of misconduct, what level the offence occurs in, whether it is the first offence, and whether it includes documented mitigating circumstances).

9.4.1.2. The minimum penalty imposed shall normally exceed that which would follow if the student had merely failed the assessment; i.e. the penalty would normally be more than a resubmission and a capping of the marks at the appropriate level. (MA Grade 16)

9.4.1.3. The penalty imposed, depending on the nature of the offence, may include, but is not limited to: the resubmission of the assessment with the mark capped and an additional piece of work; a fail grade and the requirement to retake (and pay for) the module involved, including attendance and assessment criteria, with the mark capped; a fail in up to 60 credit points, with the requirement to retake the whole term, semester or year, with attendance, and resit the assessments when normally offered, possibly with a maximum mark of 16; expulsion from the School and the University.

9.4.1.4. The student is informed of the outcome in writing, a copy of which is placed on their file and their transcript is marked (p) against the relevant module.

9.4.2. If the student denies the allegation of plagiarism, and the explanation is not accepted by those investigating the case, the Academic Secretary will convene a panel of investigation, which the student will be required to attend.

9.4.2.1. The student may bring a companion or witness to this meeting.
9.4.2.2. After the evidence has been heard, the panel will consider its decision in private.
9.4.2.3. If the allegation is upheld, the panel will decide on an appropriate penalty (as indicated in section 9.4.1 above).
9.4.2.4. The student is informed of the outcome in writing, a copy of which is placed on their file.

9.5. Right of Appeal
9.5.1. The student has the right of appeal to the Academic Board against the decision of the Academic Misconduct Panel to impose a penalty. Such an appeal will be made through the established LST appeal procedures.

9.6. Reporting of Academic Misconduct
9.6.1. In all upheld cases of academic misconduct, the results of the process, including the student's name, will be reported by the Academic Secretary to the Academic Board. Middlesex University are informed through the Annual Monitoring Review in which the student remains anonymous.

9.7. Unsustained Allegation of Academic Misconduct
9.7.1. If allegations of academic misconduct are not sustained, the student's work is marked as normal, and all record of the alleged infringement is removed from the student's records and the case is not reported to either the Academic Board or the University.

10. Appeals
10.1 The London School of Theology has its own regulations for handling student appeals (available on the LST website). Middlesex University Regulations for Academic Misconduct and Appeals do apply to this programme of study. However, students may appeal to Middlesex University only after exhausting LST's own appeal procedures (which are available on the LST website). Middlesex University's appeal regulations are set out in the Middlesex University Guide and Regulations Sections F and G at

http://www.mdx.ac.uk/regulations. (The Terminology may not be familiar in all cases as it refers to Middlesex University staff and Committees). If a student is involved in any action under these regulations and does not understand the process involved, s/he may contact the LST Academic Secretary or the Middlesex University Link Tutor.

10.2   Any student who wishes to appeal against the results or decisions determined by the MA Board of Examiners or the Academic Board (Academic Misconduct Panel) must address the appeal in writing to the Academic Secretary, stating clearly the grounds on which the appeal is made (see § 8.2 below and the LST procedure for appeals against assessment). All such appeals must reach the Academic Secretary not later than seven days after the publication of the relevant results or decisions. Appellants shall not have degrees or diplomas conferred upon them while their appeal is under review.

10.3   Possible grounds for appeal listed in Middlesex University's regulation G2 are as follows:

10.3.1. that a student's performance in an assessment suffered through illness or other factors which the student was unable or for valid reasons unwilling to inform the Board of Examiners through the extenuating circumstances procedures before it reached its decision.

10.3.2. that there has been an administrative error in the management of the assessment.

10.3.3. that the assessment was not run in accordance with the programme of study regulations.

10.3.4. that the Board of Examiners has failed to consider material circumstances, relating to the delivery of a module, which have adversely affected a student's performance in assessment. This ground will only be deemed acceptable if:

10.3.4.1. the circumstances have been the subject of a Student Complaints and Grievance procedure, and

10.3.4.2. the case of the complaint has been upheld, and

10.3.4.3. steps have not been taken to mitigate the effects of the circumstances.

10.3.5. an appeal against a penalty imposed for academic misconduct on grounds listed in the Academic Misconduct regulations.

10.3.6. that some other irregularity occurred.

10.3.7. A student may not appeal on the grounds of the academic judgment of the examiners. [For other reasons an appeal may be rejected, see G3.]

10.4. The London School of Theology has its own regulations for handling appeals (available from the LST website). Middlesex University Regulations for Academic Misconduct and Appeals do apply to this programme of study, but students may appeal to Middlesex University only after exhausting LST's own appeal procedures (which are available on the LST website). Middlesex University's appeal regulations are set out in the Middlesex University Guide and Regulations Sections F and G at http://www.mdx.ac.uk/regulations/ (The terminology may not be familiar in all cases as it refers to Middlesex University staff and Committees.) If a student is involved in any action under these regulations and does not understand the process involved, s/he may contact the LST Academic Secretary or the Middlesex University Link Tutor.

Appendix 4: Research Ethics Policy & Code of Practice
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Research involving Human Participants
LST Code of Practice

1. Introduction

1.1. The integrity of any research depends not only on its academic rigour, but also on its ethical adequacy.

1.2. Ethical issues are many and varied, and may be quite complex particularly where primary research involving human participants is undertaken.

1.3. All research of this nature carried out by students and staff at the London School of Theology should therefore 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).

> 1.3.1
> Please note that members of professional organisations such as the British Association for Counselling and psychotherapy or Association of Christian Counsellors are usually required to also adhere to the relevant Ethical Framework.

1.4. A consideration of potential risks and benefits needs to be weighed up by researchers. The research process can be potentially intrusive and provoke anxiety in participants, or worse, involve psychological risk.

1.5. It is important to think through carefully the likely impact on participants of any data collection methods. Certain groups are particularly vulnerable and may succumb to pressure, for example young people, children or people with learning disability. Some participants are unable to give informed consent and are therefore less able to protect themselves, for example, people with dementia. However, research activities may be so unobtrusive that individual consent is not warranted, such as in the case of some community-based studies.

1.6. The School's Research Ethics Committee has the responsibility to ensure that all student and staff research complies with this Code of Practice, and their explicit written approval must be obtained <u>before</u> any participants are approached and research is commenced.

1.7. Whilst some guidance may be offered as to how to carry out good research (e.g., research that is methodologically rigorous), the purpose of the Research Ethics Committee is to ensure that research is carried out in an ethical manner.

2. Ethical Concerns

2.1. No research should cause harm, and preferably it should benefit participants

2.1.1. A judgement needs to be made as to whether a particular intervention is likely to affect the well-being of participants and any potential risks to participants which might arise in the course of the research should be identified.

2.1.2. Research Procedures should be justified, explaining why alternative approaches

involving less risk cannot be used.

2.1.3. The potential benefits of the research to participants and/or society must be clearly stated.

2.1.4. Any cultural, religious, gender or other differences in a research population should be sensitively and appropriately handled by researchers at all stages.

2.2. Potential participants normally have the right to receive clearly communicated information from the researcher in advance

2.2.1. Under normal circumstances, research procedures should be explained on an information sheet written in simple language that is easily comprehensible by the potential research participant.

2.2.2. The information sheet should set out information such as: the purpose of the investigation; the procedures; the risks; the benefits, or absence of them, to the individual or to others in the future or to society; a statement that individuals may decline to participate and also will be free to withdraw at any time without giving a reason - including retrospectively; information concerning confidentiality and the limits of such confidentiality; and an invitation to ask questions. Although participants have the right to withdraw their consent retrospectively, participants should be made aware that the withdrawal of their contribution to the research may not be practical after the research project has been written up.

2.2.3. The information sheet should also provide contact details so that participants may report any procedures that seem to violate their welfare to the relevant person.

2.2.4. Participants should be given plenty of time to study the information sheet, and consult relevant parties.

2.2.5. The information sheet and the consent form (see Appendix E) should form part of the application for to the Ethics Committee for approval.

2.3. Participants should be free from coercion of any kind and should not be pressured to participate in a study

2.3.1. Inducements, such as special services or financial payments (other than reimbursement for travel expenses or in some cases time), and the creation of inappropriate motivation should be avoided.

2.3.2. Risks involved in participation should be acceptable to participants, even in the absence of inducement.

2.3.3. Reimbursement of participants' expenses, for example for journeys, is not payment in the sense of reward, and can be provided.

2.3.4. Participants must be free to withdraw from the study at any time.

2.4. Participants in a research study have the right to give their informed consent before participating

2.4.1. Participants should understand the purpose and nature of the study, what participation in the study requires, and what benefits are intended to result from the study (see section 2.6 for special guidance on vulnerable participants)

2.4.2. Voluntary informed consent, in writing, should usually be obtained from any participant who is able to give such consent **(see Appendix E).**

2.4.3. It is the researcher's responsibility to seek ongoing consent during the course of a study, particularly if the research process changes.

2.4.4. Consent may be implied by the completion and return of social survey questionnaires, removing the need for written consent. However, under normal circumstances, written consent from participants should be sought.

2.4.5. Individual consent may be unnecessary for some research activities, such as community research, which may be quite unobtrusive, for example studies involving observation of public behaviour.

2.5. Where third parties are affected by the research, informal consent should be obtained

2.5.1. When third parties, for example parents, teachers, youth workers, church leaders are directly involved in the care, or education of the potential participants, consent should also be obtained from them.

2.5.2. Informed consent should involve sharing of information about the project.

2.5.3. If the proposed research is likely to interfere with the care being provided by a third party, it is necessary that they be fully informed and give written consent to participate.

2.5.4. In certain situations, the affiliation of participants to particular organisations or special groups such as educational institutions, business organisations, or hospitals, may necessitate the granting of permission by such groups to conduct the research project and any relevant policies or guidelines should be followed.

2.6. The consent of vulnerable participants or their representatives' assent should be actively sought by researchers

2.6.1. If the involvement of children, which in legal terms is any individual under the age of 18 years old, in a research study is justified, then parents or other legal guardians have the right to be informed and to give their assent for inclusion of the child in the study.

2.6.2. To the extent that it is feasible, which will vary with age, the willing consent of participants who are children should also be sought. Children over age 16 may be assessed as being capable of giving informed consent, but this will vary depending on the nature of research and special guidance may need to be sought.

2.6.3. In cases where people are unable to comprehend the implications of research, for example people with dementia, assent to participate will have to come from a representative, such as a legal guardian or immediate relative.

2.6.4. Witnessed consent is required for vulnerable participants who have intellectual or cultural difficulties in speech or understanding, but who are deemed capable of giving consent.

2.6.5. The quality of the consent of participants who are in a potentially dependent relationship with the researcher (e.g. Church leader, youth group, cell group etc.) requires careful consideration, as willingness to volunteer may be unduly influenced by the expectation of advantageous benefits.

2.7. Honesty should be central to the relationship between researcher, participant and institutional representatives.

2.7.1. The deception of participants must be avoided.

2.7.2. The use of one-way mirrors for observation in any investigation must be clearly justified.

2.8. Participants' confidentiality and anonymity should be maintained

2.8.1. Researchers should take precautions to protect confidentiality of participants and data.

2.8.2. The identity of the participant, or any information which may identify the participant, may not be revealed without the participant's specific prior consent in writing.

2.8.3. Researchers and other collaborators should deal with all data obtained through their project in such a manner as not to compromise the personal dignity of the participant or to infringe upon the participant's right to privacy.

2.8.4. All information obtained in the course of a research project should be considered privileged information and should under no circumstances be publicly disclosed in a fashion that would identify any individual or organisation.

2.8.5. When personal identifiers are used in a study, researchers should explain why this is necessary and how confidentiality would be protected.

2.8.6. Procedures for protecting the confidentiality of participants should be followed and include:

2.8.6.1. securing individual confidentiality statements from all research personnel;

2.8.6.2. coding data with numbers instead of names to protect the identity of participants;

2.8.6.3. using codes for identification of participants when transcribing audiotapes, and destroying the tapes once the dissertation or research has been examined satisfactorily by the Exam Board;

2.8.6.4. storing data with any identifying information in a locked file to which only one or two relevant persons have access;

2.8.6.5. using pseudonyms for participants, agencies and geographical settings in the publishing of reports;

2.8.6.6. disposing of information that can reveal the identity of participants or places carefully (e.g. burning or shredding rather than disposal in wastebasket;

2.9. The collection and storage of research data by researchers must comply with the General Data Protection Regulation (GDPR)

2.9.1. Researchers should be aware of the risks to anonymity, privacy and confidentiality posed by all kinds of personal information storage and processing, including computer and paper files, e-mail records, audio and videotapes, or any other information that directly identifies an individual.

2.9.2. Participants must be informed of the kinds of personal information, which will be collected, what will be done with it, and to whom it will be disclosed. 'Consent to process' may need to be obtained where information collected from individuals is to be used later for research purposes.

2.9.3. Measures to prevent accidental breaches of confidentiality should be taken and in cases where confidentiality is threatened, relevant records should be destroyed.

2.9.4. Provisions for data security at the end of a project must be made.

2.10. Researchers have a duty to disseminate their research findings to all appropriate parties.

2.11. Participants and relevant stakeholders should be offered access to a summary of the research findings.

2.12. Reports to the public should be clear and understandable, and accurately reflect the significance of the study.

Ethical Approval for Research Involving Human Participants

You must not, under any circumstances, 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 Academic Secretary, Kate Douglas (kate.douglas@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.

Research involving Human Participants

Student Name: To be completed.

Research Project Title: To be completed.

Programme of Study: To be completed.

Contact email address: To be completed.

Research / Dissertation / Project Supervisor's Name: To be completed.

Research / Dissertation / Project Supervisor's Contact email: To be completed.

Date of Submission of Application: To be completed.

Anticipated start date for research project: To be completed.

Declaration:

I confirm that I have read and agree to abide by the LST Code of Practice & Policy relating to Research involving human participants.

Name: To be completed.

Date: To be completed.

Signature:

Before completing this application you should have read the LST Code of Practice & Policy relating to research involving human participants. This document will help you complete this your application.

1   **Introduction:** Please give a short introduction to your research proposal.

2   **Ethical Concerns:** Please demonstrate the ways in which your research will comply with the following elements of our code of practice.
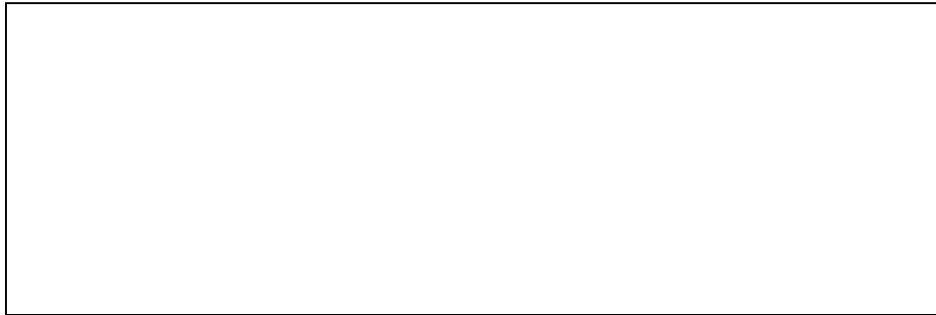
    2.1   No research should cause harm, and preferably it should benefit participants.

    2.2   **Potential participants normally have the right to receive clearly communicated information from the researcher in advance.**

        Please attach to your application a copy of the 'Information Sheet' that will be given to participants. (see the appendix within the Code of Practice for further information / an example).

2.3   **Participants should be free from coercion of any kind and should not be pressured to participate in a study** [Who will your participants be?]

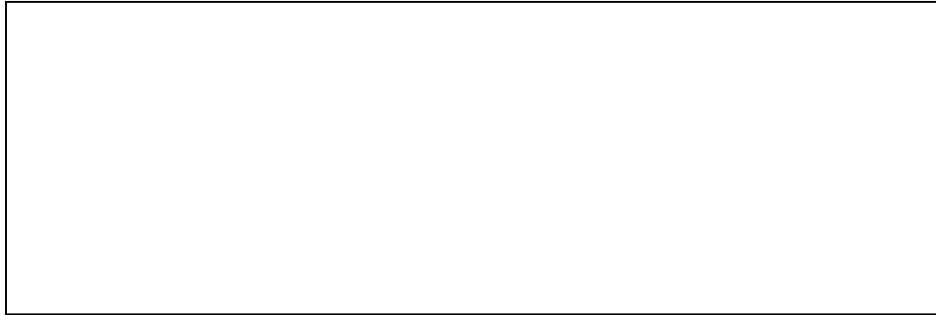2.4   **Participants in the research study will have the right to give their informed consent before participating** [How will this be done? Where relevant please attach a consent form / letter of consent to your application. See appendix in the Code of Practice for an example / information]]

2.5   **Where third parties are affected by the research, informal consent should be obtained.** [If relevant how will this be obtained?]

2.6 **The consent of vulnerable participants or their representatives' assent should be actively sought by researchers** [If relevant how will this be achieved?]
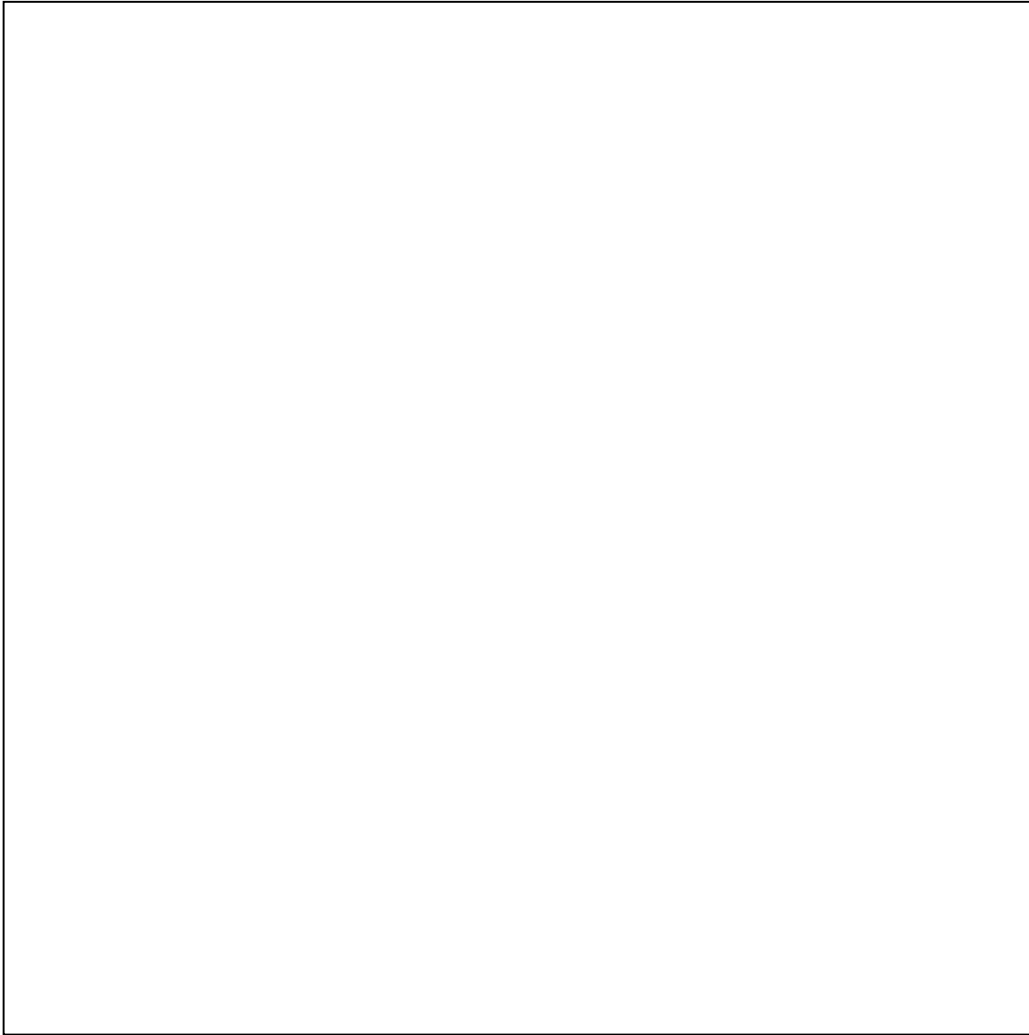
2.7 **Participants' confidentiality and anonymity should be maintained** [How will this be achieved? How will data be stored?]

2.8 How will you disseminate your research findings/summary to all appropriate parties?

3 Please give us any other information that you believe will help us in assessing your application.

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Ensure that you have;

1. **Included any other relevant documentation information sheet, letter of consent, consent form, with your application.**

2. **Completed all the information and signed the declaration on page 1.**

Research Information Sheet and Consent Form Guidelines
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LONDON SCHOOL OF THEOLOGY
GUIDELINES FOR
PARTICIPANT INFORMATION SHEET & CONSENT FORM

Potential participants in your research should be given sufficient information to allow them to decide whether or not they want to take part. The following headings should be used as a guide to giving information and obtaining informed consent. The information you give should be written in clear language that is easily understood with the use of non-technical terms. Include the following information:

Information Sheet

Study Title:

Sub-Title:

You are being invited to take part in a research study. In order to help you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. For any further information or questions about my research, please do not hesitate to contact me on: **To be completed.**

Take time to decide whether or not you wish to take part and thank you for your time and consideration.

The purpose of the study is to ……………

All information and data obtained from the interviews will be kept confidential. Any identifying details will be altered or omitted from the dissertation, and the original recordings and any transcripts of the interviews will be kept securely. The research project and any research data will only be read by myself and the examiners, and any data will be destroyed once the project has been marked and approved by the Exam Board.

If you require further information or have any questions or comments about the research. Please contact my first supervisor: **To be completed.** on: **To be completed.**

Thank you for considering taking part.

Yours Sincerely,

Consent Form

Participant identification code:

Title of Project:

Name of Researcher:

Name of Supervisor:

Please read and sign:

(Additional information may be included as applicable, e.g., 'I agree to the interview being audio-recorded)

I confirm that I have read and understand the information sheet on the above study and have had the opportunity to ask questions. I understand that participation is voluntary and that I am free to withdraw at any time prior to the research project being written up, without giving a reason.

I agree to take part in the study

_____

Name of participant Date Signature

_____

Researcher Date Signature

EXAMPLE OF LETTER OF CONSENT

Letter of Consent

Dear Sir or Madam

Thank you for considering taking part in this research process. I am currently a student at London School of Theology studying for **To be completed**.

My thesis is on **To be completed**.

You have the right to withdraw your consent at any time, including after you have taken part. If you have any questions about this research or the research process, please do not hesitate to contact me on **To be completed** or my project supervisor – **To be completed** on **To be completed.**

Yours sincerely,

The material in this handbook is as accurate as possible at the date of production.