



University of Chester

University of Chester

Programme Specification
Theology and Christian Leadership BA (Hons) (Single Honours)
2021 - 2022

1. Final Award

Bachelor of Arts (Single Honours)

2. Programme Title

Theology and Christian Leadership

3. Internal Programme Title

Theology and Christian Leadership (Missio Dei)

4. Intermediate / Exit Awards

4a. Award	4b. Title
Certificate of Higher Education	
Diploma of Higher Education	

5. Awarding Institution / Body

University of Chester

6. Programme Delivered By

Missio Dei College

7. Location of Delivery

Missio Dei College and by Distance Learning

8. Framework

Undergraduate Modular Programme

9. Mode of Study

Full-time and Part-time

10. Forms of Study

Classroom / Laboratory, Distance,

11. Normal length of study

3 years full-time, 6 years part-time

12. Maximum length of study

7 Years

13. Frequency of intake / starting month

Annual - September

14. UCAS Code

15. JACS Code

V600

16. Disclosure and Barring Service (DBS) Check Required?

Yes

17. Faculty & Department

17a. Faculty

Arts and Humanities

17b. Department

Theology & Religious Studies

18. Subject Benchmarking Group

Theology and Religious Studies

19. Professional Recognition By (if applicable)

N/A

20. Name of Module Assessment Board (MAB)

Theology and Religious Studies

21. Date of Approval

Wednesday 7th July 2021

22. Educational Aims of the Programme

The aims of the programme are:

- To offer a degree with a focus on the core disciplines of theology and Christian leadership.
- To prepare students intellectually and practically for a variety of forms of vocational Christian ministry including the development of presentation and communication skills, understanding of ministry and mission in cross-cultural and intercultural contexts, and the ability to apply biblical and theological knowledge within a ministry and mission setting.
- To develop knowledge and understanding of concepts central to Christian theology with a particular emphasis on the Pentecostal and Evangelical traditions through the study of biblical, systematic and practical theology.
- Equip students with intellectual and practical skills for critical and methodologically informed engagement in Christian theology and its interaction with the Church, society and academy.
- To develop a range of transferable skills such as communication, formulating and evaluating a coherent argument, the appropriate use of data and evidence, the awareness of the implications of divergent views, the exercise of personal responsibility and decision-making, resolving problems and making decisions in contexts involving some complexity.
- To provide a learning environment in which student learning is supported and encouraged, which is sensitive to and caters for the abilities and needs of all learners, and which is dedicated to enhancing the students' engagement with theology and Christian leadership, and their confidence in the learning experience.
- To provide the academic basis for possible further study at postgraduate level.

23. Programme Outcomes

Knowledge and Understanding

Overall outcomes

Students graduating with an honours degree in Theology and Christian Leadership should be able to:

- Engage with and demonstrate critical understanding of the contents of the Bible and other related texts (where appropriate in its original languages), and demonstrate understanding of exegetical and interpretative approaches (e.g. TH4370, TH5375, TH6329, TH6326)
- Demonstrate critical knowledge and understanding of key concepts relating to the historical and theological development of Christianity and the Christian Church specifically within the Pentecostal movement (e.g. TH4375, TH5373, TH6328)
- Engage with and demonstrate critical understanding of political, social, cultural and ethical issues relating to Christian theology and its development, to leadership in a Christian ministry context including Church and Christian mission at home and abroad (e.g. TH4375, TH5386)
- Engage with and demonstrate an understanding of the central facets of Christian leadership, including personal ethics, the role of teams within a ministry context and an introduction to legislative and best-practice requirements within a UK charity context (e.g. TH4376, TH5387, TH6330)

Outcomes by level

Level 4: Students should be able to demonstrate knowledge of key concepts of the disciplines of the programme and an ability to evaluate and interpret them (e.g. TH4370, TH4374, TH4376)

Level 5: Students should be able to demonstrate knowledge and critical understanding of key principles of the subject and of how those principles have developed (e.g. TH5375, TH5383, TH5386)

Level 6: Students should be able to demonstrate detailed knowledge and critical understanding of areas of theology and Christian leadership, with reference to advanced scholarship and with an appreciation of uncertainty and ambiguity (e.g. TH6327, TH6328, TH6329, TH6326)

Cognitive Skills

Overall outcomes

Students graduating with an honours degree in Theology and Christian Leadership should be able to:

- Demonstrate the appropriate use of a range of methods of study, including philosophical, historical, linguistic, hermeneutical, practical and pastoral, and the ability to evaluate different methodological approaches (e.g. TH4375, TH5388, TH6331)
- Demonstrate a capacity to apply knowledge and understanding of the subject to a variety of practical situations within church and mission contexts in a leadership capacity (e.g. TH4376, TH5387, TH6332)
- Present their own arguments whilst acknowledging and representing, fairly, the views of others (all modules)

Outcomes by level

Level 4: Students should be able to demonstrate the use of a range of appropriate methods for their studies (see above), and demonstrate the exercise of an open and questioning approach to familiar and new material (e.g. TH4375, TH4377)

Level 5: Students should be able to demonstrate development in their competence in a range of methods of study, to build arguments and to choose and to evaluate, critically, the appropriateness of, different approaches (e.g. TH5383, TH5388)

Level 6: Students should be able to apply a range of complementary methods of study, to review and evaluate methods, arguments and assumptions, critically, to consolidate and extend their knowledge and understanding

and to devise and sustain critical arguments using ideas and techniques at the forefront of the discipline (e.g. TH6332, TH6391, TH6326)

Practical and Professional Skills

Overall outcomes

Students graduating with an honours degree in Theology and Christian Leadership should be able to:

- Interpret biblical texts critically and with a well-developed knowledge and understanding of current scholarship in the area, and to apply that interpretation to contemporary church and mission contexts (e.g. TH4370, TH5375, TH6329, TH6326)
- Apply a well-developed knowledge and understanding of theological ideas to contemporary church leadership and mission contexts (e.g. TH4376, TH5386, TH6330)
- Present and communicate Christian teaching in a range of settings, including in a cross-cultural context (e.g. TH4375, TH5388, TH6391)
- Demonstrate a firm grasp of theory and its relation to praxis, with particular reference to leading a Christian organisation (e.g. TH4375, TH5383, TH6331, TH6332)
- Collect and use appropriate primary and secondary sources to set out and defend an argument (all modules)
- Undertake self-directed study and show independence of thought and critical awareness of their own outlook, commitment and prejudices, possibly in preparation for further study (e.g. TH4376, TH5386, TH6326, TH6329)
- use technology and computer skills to identify appropriate source material and data, support research, and enhance presentations (all modules)

Outcomes by level

Level 4: Students should be able to evaluate different approaches to solving problems related to the area of study and demonstrate transferable skills necessary for employment requiring the exercise of some personal responsibility (e.g. TH4375, TH4376)

Level 5: Students should be able to apply underlying concepts and principles outside the context in which they were first studied, including in an employment context and demonstrate qualities and generic skills necessary for employment requiring the exercise of personal responsibility and decision-making (e.g. TH5386, TH5387, TH5388)

Level 6: Students should be able to demonstrate an ability to resolve problems and make decisions in contexts involving some complexity and to exercise initiative and personal responsibility (e.g. TH6326, TH6330, TH6328)

Communication Skills

Overall outcomes

Students graduating with an honours degree in Theology and Christian Leadership should be able to:

- Communicate information, ideas, arguments, principles and theories, to an intended audience by a variety of means, including written and/or oral and visual (all modules).
- Develop and present the results of research accurately and reliably through coherent and structured argument (all modules).

Outcomes by level

Level 4: Students should be able to communicate accurately and demonstrate appropriate use of primary and secondary sources, with full and accurate references, within a structured and coherent argument (e.g. TH4370, TH4374, TH4378)

Level 5: Students should be able to formulate a coherent argument, with appropriate use of data and evidence, and with an awareness of the implications of divergent views (e.g. TH5375, TH5350, TH5383)

Level 6: Students should be able to develop projects and assignments which sustain and evaluate an argument, largely through independent enquiry, and which draw on a range of scholarly resources including research articles and primary sources (e.g. TH6326, TH6327, TH6330)

24. Programme Structure and Features; Levels, Modules, Credits and Awards

24a. Programme Structure and Features (levels, modules, credits, awards)

At Level 4:

All modules are compulsory

At Level 5:

Students choose 120 credits from TH5350–TH5388 (see below, 24b) subject to the following requirements:

The following modules are compulsory:

- TH5375 New Testament Studies
- TH5386 Ministerial Ethics
- TH5387 Organisational Management in Christian Leadership
- TH5388 Introduction to Missional Leadership

Students must then choose a further 40 credits from the remaining optional modules.

At level 6

The following modules are compulsory:

- TH6326 Dissertation
- TH6330 Continual Leadership Development

Students then choose ONE of the following 20 credit modules:

- TH6331 Ecclesiology and Church Planting
- TH6332 Ecclesiology and Ministry and the Marketplace

Students then choose a further 40 credits from the remaining optional modules.

Although knowledge of biblical languages is not required for TH6329 Exegetical Studies, students who have studied Greek or Hebrew will have the opportunity to use their language skills in exegetical assignments.

Students are advised that at level 6, the biblical languages are subject to barred combinations. Students are unable to take TH6333 Intermediate Biblical Hebrew alongside TH6384/TH6385: they must have taken TH5358/TH5359 at level 5 to be able to access this module. Similarly, students are unable to take TH6334 Intermediate New Testament Greek alongside TH6335/TH6336: they must have taken TH5384/TH5385 at level 5 to be able to access this module.

24b. Module Structure

Mod-Code	Level	Title	Credit	Single
TH4370	4	Bible Survey	20	Comp
TH4374	4	Introduction to Christian Doctrine	20	Comp
TH4375	4	Introduction to Christian Worldview	20	Comp
TH4376	4	Introduction to Christian Leadership	20	Comp
TH4377	4	Foundations for Ministry: Team Formation and Dynamics	20	Comp
TH4378	4	Introduction to Leading Christian Organisations	20	Comp
TH5350	5	Old Testament Studies	20	Optional
TH5358	5	Introductory Biblical Hebrew (1)	10	Optional
TH5359	5	Introductory Biblical Hebrew (2)	10	Optional
TH5373	5	Pentecostal and Charismatic Studies	20	Optional
TH5375	5	New Testament Studies (A)	20	Comp
TH5381	5	Independent Study Unit	10	Optional
TH5383	5	Christian Doctrine: Faith and Praxis	20	Optional
TH5384	5	Introductory New Testament Greek 1	10	Optional
TH5385	5	Introductory New Testament Greek 2	10	Optional
TH5386	5	Ministerial Ethics	20	Comp
TH5387	5	Organisational Management in Christian Leadership	20	Comp
TH5388	5	Introduction to Missional Leadership	20	Comp
TH6326	6	Dissertation	40	Comp
TH6327	6	New Testament Pneumatology	20	Optional
TH6328	6	Christian Apologetics	20	Optional
TH6329	6	Exegetical Studies	20	Optional
TH6330	6	Continual Leadership Development	20	Comp
TH6331	6	Ecclesiology and Church Planting	20	Optional
TH6332	6	Ecclesiology and Ministry in the Marketplace	20	Optional
TH6333	6	Intermediate Biblical Hebrew	20	Optional
TH6334	6	Intermediate New Testament Greek	20	Optional
TH6335	6	Introductory New Testament Greek 1	10	Optional
TH6336	6	Introductory New Testament Greek 2	10	Optional
TH6337	6	Christian Doctrine: Faith and Praxis	20	Optional
TH6345	6	Independent Study Unit	10	Optional
TH6376	6	Old Testament Studies	20	Optional
TH6384	6	Introductory Biblical Hebrew (1)	10	Optional
TH6385	6	Introductory Biblical Hebrew (2)	10	Optional
TH6391	6	Christian Missions	20	Optional
TH6395	6	Pentecostal and Charismatic Studies (A)	20	Optional

24c. Credit Accumulation

Level 4 - 120 credits - Certificate of Higher Education
 Level 5 - 240 credits (120 @ Level5 + 120 @ Level 4) - Diploma of Higher Education
 Level 6 - 360 credits (120 @ Level6 + 120 @ Level5 + 120 @ Level 4) - BA (Hons)

24d. Details of any derogation from University Regulations (if applicable)

N/A

25. Professional Body Requirements (if applicable)

N/A

26. Admission Requirements

Students should display demonstrable potential to complete the course successfully.

Minimum entrance requirements for admission to the BA (Hons) programme are, normally, 2 A-levels or equivalent. Mature applicants (21+), who do not have formal qualifications, may be admitted to the programme if senior members of college faculty deem them able to complete the programme successfully. As part of this assessment applicants will normally be required to submit an essay on a theological subject.

Those seeking admission to the BA programme will be accepted subject to satisfactory references and ordinarily a satisfactory interview.

For students wishing to transfer credits into the scheme from other UK universities and recognised institutions, the rules followed will comply with the rules and processes for APCL and APEL of the University of Chester.

English language requirements:

All students must provide evidence of appropriate competency in written and spoken English. For students whose first language is not English, the normal requirement will be IELTS 6.0 (with no less than 5.5 in any band) or equivalent.

27. Subject Benchmark Statements

The Theology and Religious Studies (TRS) Subject Benchmark Statement, published by the QAA in 2000 and revised in 2007, 2014 and 2019, details the range of subject knowledge (3.1), the qualities of mind (3.2), and the generic skills (3.4) acquired and developed in TRS degree programmes.

The Subject Benchmark Statement notes the dynamic nature of the subject (1.1), and the need to stimulate curiosity and promote in-depth study in a critical and empathetic manner (1.3). The Statement also notes the complexity of the relationship between academic study and religious communities and the benefits understanding brings to the development of that relationship and both areas (1.12). These features in particular are foundational to the intention and aims of the BA in Theology and Christian Leadership. Modules are designed and structured to develop the student's observation and investigative ability, whilst also introducing them to descriptive, analytical and critical thinking about texts, theologies and doctrines and their relationship to their Christian ministry setting.

The Subject Benchmark Statement expects students to demonstrate engagement with one or more religions during a TRS degree programme. The BA in Theology and Christian Leadership focuses on the Christian faith, with a particular emphasis on the Pentecostal denominations within that faith. Elements of the course will consider other religions, with a particular emphasis on missional and community engagement. It also considers the relationship between religion and culture, and addresses contemporary questions, such as those concerning violence, sexuality and race. The programme encourages students to critically analyse a range of themes from a number of perspectives and to apply insights from other disciplines.

The programme engages students in the reading, analysis and interpretation of texts, including ancient documents and other primary and secondary sources. Students are taught to engage in a critical way with these texts and sources, and encouraged to consider their own viewpoint in light of this engagement. In keeping with the Statement, the programme encourages students to assess critically and with sensitivity the claims to certainty that arise within religious and theological traditions and to reflect critically on their own positions. Students apply and evaluate a number of methods of study in analysing material and are given opportunities to identify their own independent areas of enquiry.

The church placement aspects of the BA has a professional focus, preparing students for work within a religious vocation, with secondary aims to encourage students to develop reflective practice within a religious community and the wider context in which that community is situated. Students will develop empathetic engagement with both familiar and unfamiliar viewpoints throughout the course, and these key skills form an integral part of the degree programme.

All of the modules have been designed to develop certain generic key skills in keeping with the Benchmark Statement, in particular empathy and imaginative insight, with a tolerance of diverse positions, self-discipline, ability to attend to others and have respect for others' views, commitment to lifelong learning and ability to work with others. In addition to this various levels aim to develop the following:

- Level 4: Capacity for reflexive learning, ability to gather, evaluate and synthesise different types of information, IT skills, including word-processing, communicating by email and using the web, accessing information from electronic as well as non-electronic sources, writing skills, including accurate referencing and clarity of expression.
- Level 5: Independence of mind and initiative, capacity to modify, suspend or otherwise change position when warranted, presentation skills, both oral and written and ability to attend closely to the meaning of written documents.
- Level 6: Analytical ability and the capacity to formulate questions and solve problems and ability to read texts in a different language.

These are developed through the learning ethos of the department and specifically through formative learning methods such as class discussion, group seminar presentations, assignment proposal development, dissertation research and presentations. Self-discipline and self-direction are particularly tested/demonstrated with the Dissertation.

28. Learning, Teaching and Assessment Methods

The BA in Theology and Christian leadership involves a split between classroom-based modules and placement-based modules. These two types of module involve different delivery and assessment modes, which are explained below.

Each 20-credit classroom-based module will involve 40 contact hours, which includes 20 hours of lectures (delivered in a week-long intensive) and 20 hours of webinars spread across the year. There will be an expectation of 160 hours spent in independent study, which will be carried out by the student at their home/placement church and will include directed reading, online content and assignment work. Assessment for these modules will be primarily essay-based, although some modules will include presentations.

Each 20-credit placement-based module will involve 20 hours of lectures (delivered in a week-long intensive) and 80 hours of placement. These will be split evenly between church placement (normally on a Sunday, in line with traditional worship service times) and a specific ministry commitment (which could be in youth, children, worship, or other ministry in a church context), and will also include field work in the form of a mission trip. There will be an expectation of 100 hours spent in independent study, which will be carried out by the student at their home/placement church and will include directed reading, online content and assignment work. Assessment for these modules will include essays, presentations, portfolios and critical theological reflections.

The Dissertation (TH6326) has no formal teaching associated with it. Proposals are discussed individually with students, and once a title has been agreed, a tutor will be assigned who will normally meet with the student to give guidance in planning and structuring the dissertation. Continuing guidance and support will be available both by e-mail and in further one-to-one tutorials.

Students studying by distance learning will receive a Study Guide or textbook for each module taken and, where appropriate, additional notes. The material supplied will contain sufficient information to guide the student through the module, and will include self-assessment questions, and points for further reading and research. The Distance Learning students will also have access to the webinars. In addition to the Personal Tutor assigned to each student, Distance Learning students will also be assigned a Module Tutor, for each module taken. The Module Tutor will be available via e-mail or other online communication, to give guidance and ongoing support to students in areas specifically relating to the subject material of the module. The amount of time available will be substantially less than the on-campus lecture contact time (we anticipate around 4-5 hours); but that is made up for in that this is one-to-one interaction. We believe that this additional tutorial support will ensure greater parity with students studying on campus.

20-credit modules at Level 4 will be assessed on a 3000 word-equivalent basis. 20-credit modules at Levels 5 and 6 are assessed on a 4000 word-equivalent basis.

Written coursework and presentations assess students' subject knowledge, as well as their ability to conduct independent research, to identify, analyse and evaluate sources, and to present a coherent argument. This provides summative assessment of the students' ability to study a topic in some depth.

Portfolios and critical reflections assess students' ability to reflect upon their studies and practical experiences, ensuring that they are able to plan and prepare effectively for field work and placements, perform tasks under direction and leadership, and to critically note personal and external observations in order to develop skills and knowledge. These assessments ensure that learning is applied to practical situations, that critical thinking is extended beyond engaging with written sources and applied to empirical, tangible experiences as well.

Tutors will be encouraged to use formative assessment methods throughout the programme via classroom observation, interaction, presentation, placement observations and feedback in order to allow feedback for students outside of and in advance of summative assessments. In the case of students studying by Distance Learning, it is through regular e-mail and other online exchanges. Because the feedback from assessments contains more general and generic comments, as well as module specific comments, this, too, provides formative information for students.

At Level 4, learning is predominantly guided by tutors, and students are expected to offer a more descriptive response in assignments, demonstrating understanding of issues and sources, subject-specific methods, reflection and presentation of accurate information in a coherent argument.

At Level 5 there is more scope for independent research and study. There is also the expectation of a greater level of critical engagement with the subject and sources, with opportunity to demonstrate a wider range of methods of study. Assignments are generally longer, giving greater scope to develop structured arguments.

At Level 6 students develop a greater responsibility for their own learning, and are expected to demonstrate a still greater level of critical analysis and evaluation. Assignments for modules at this level may include longer components (3000 words) giving more scope to develop a sustained argument.

29. Careers and Employability

Following the acquisition of this award, students will be equipped to follow a number of related career pathways. It is anticipated that many students will enter a religious profession, but the programme will equip students to take other career paths including teaching, charity, advice, youth or social work.

Through this programme students develop the abilities to:

- Conduct independent research, including gathering and organising data from relevant sources
- Analyse the views of others and present an argument to support their own view
- Communicate ideas effectively by written and verbal means
- Organise their own workload towards the meeting of deadlines
- Show critical self-awareness and open-mindedness towards other cultures and viewpoints

Successful students will be able to apply the methods and techniques that they have learned to review, extend and apply their knowledge, and to carry out projects; evaluate arguments, abstract concepts and data and to frame appropriate questions to achieve a solution to a problem; communicate information and ideas to both specialist and non-specialist audiences. The placement aspect of the programme will also improve employability prospects by providing students with opportunities to practically outwork these skills and gain insight into the operation and challenges of an organisation.

Students will also have qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility, including self-discipline and time-management
- Decision-making in complex and unpredictable contexts
- The learning ability needed to undertake appropriate training of a professional or equivalent nature

30. Equality

A number of modules on this programme offer opportunities for addressing questions of gender, sexuality, age, disability, race and religious identity, whether in the context of biblical backgrounds or contemporary cultural and church contexts.

The BA in Theology and Christian leadership programme conforms to the University of Chester's policies and priorities regarding admissions, widening access and participation, equal opportunities and AP(E)L; and it offers individual academic support to all its students.

31. Additional Information

The programme is enriched by the opportunity to take part in 5-10 day-long Missions Trips, usually in a cross-cultural context, as an assessed part of level 4 and 5. These give students the opportunity to experience and engage with individuals and groups from a range of different religious and social backgrounds. This helps to develop reflective skills and an awareness of, and sensitivity to, other cultures.

Covid-19 Statement:

Missio Dei is taking steps to mitigate the disruption caused by the Covid-19 pandemic, whilst ensuring an excellent academic experience for all of our students. Although it appears at the time of writing that the situation in the UK is being brought under control, we recognise that the pandemic is far from over globally. During the 2021-22 academic year, it is our intention to deliver all lectures in a physical classroom setting. However, we recognise that there may be some students who are unable to attend face-to-face lectures due to health conditions, travel restrictions or other circumstances.

In order to prepare for this, and to ensure all of our students are catered for effectively and offered a high-quality learning environment, we will ensure that all lectures are recorded and placed on Moodle, along with any powerpoint/presentation files, within 48 hours of the lecture being completed. This will ensure that all students will have access to the same level of teaching and contact, and students unable to physically attend the site will be in no way disadvantaged.

In addition to this, there will be weekly webinars and devotional worship sessions delivered online to ensure continued contact with students throughout the year, and provide opportunities for continued learning and development as well as pastoral care and support.

Should the Covid situation change, and further restrictions be brought in by the UK government, we will ensure that communication with students is swift and clear.

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