

University of Chester

Programme Specification
Theology and Christian Leadership CertHE
2023 - 2024

1. Final Award

Certificate of Higher Education

2. Programme Title

Theology and Christian Leadership

3. Internal Programme Title

Theology and Christian Leadership (Missio Dei)

4. Intermediate / Exit Awards

4a. Award

Church Universities` Certificate (Level 4)

4b. Title

Theology and Christian Leadership

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

1 year full-time, 3 years part-time

12. Maximum length of study

3 Years

13. Frequency of intake / starting month

Annual - September

14. UCAS Code

15. JACS and/or HECoS 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

Thursday 8th June 2023

22. Educational Aims of the Programme

The aims of the programme are:

- To offer a level 4 qualification 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 begin to develop knowledge and understanding of concepts central to Christian theology through the study of biblical, systematic and practical theology.
- Equip students with intellectual and practical skills for methodologically informed engagement in Christian theology and its interaction with the Church, society and academy.
- To begin to develop a range of transferable skills such as communication, formulating a coherent argument, the appropriate use of evidence, the awareness of divergent views, the exercise of personal responsibility, decision-making and problem-solving.
- 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 further study at undergraduate level.

23. Programme Outcomes

Knowledge and Understanding

Overall outcomes

Students graduating with a Certificate of Higher Education in Theology and Christian Leadership should be able to:

- Engage with and demonstrate understanding of the contents of the Bible and other related texts and demonstrate understanding of exegetical and interpretative approaches (e.g. TH4370, TH4374)
- Demonstrate 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. TH4374, TH4375)
- Engage with and demonstrate 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. TH43775, TH4376)
- 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, TH4377, TH4378)

Cognitive Skills

Overall outcomes

Students graduating with a Certificate of Higher Education 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, TH4377)
- Demonstrate a capacity to apply knowledge and understanding of the subject to a variety of practical situations within church and mission contexts (e.g. TH4375, TH4376)
- Present their own arguments whilst acknowledging and representing, fairly, the views of others (all modules)

Practical and Professional Skills

Overall outcomes

Students graduating with a Certificate of Higher Education in Theology and Christian Leadership should be able to:

- Interpret biblical texts and with knowledge and understanding of scholarship in the area, and to apply that interpretation to contemporary church and mission contexts (e.g. TH4370, TH4374)
- Apply knowledge and understanding of theological ideas to contemporary church leadership and mission contexts (e.g. TH4375, TH4378)
- Present and communicate Christian teaching in a range of settings, including in a cross-cultural context (e.g. TH4375 TH4376)
- Demonstrate a grasp of theory and its relation to praxis, with particular reference to leading a Christian organisation (e.g. TH4377)
- 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. TH4375, TH4376)

- Use technology and computer skills to identify appropriate source material and data, support research, and enhance presentations (all modules)

Communication Skills

Overall outcomes

Students graduating with a Certificate of Higher Education 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)

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

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

The following modules are compulsory:

- TH4370 Bible Survey
- TH4374 Introduction to Christian Doctrine
- TH4375 Introduction to Christian Worldview
- TH4376 Introduction to Christian Leadership
- TH4377 Foundations for Ministry: Team Formation and Dynamics

Students choose 20 credits from either:

- TH4379 Movement Leaders in Church History
- TH4380 Youth Ministry

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	N/A
TH4379	4	Movement Leaders in Church History	20	Optional
TH4380	4	Youth Ministry	20	Optional

24c. Credit Accumulation

Level 4 - 120 credits - Certificate of Higher Education

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 CertHE 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 CertHE 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 CertHE 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 and analytical 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 CertHE 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 CertHE 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 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 the CertHE aims to develop the following:

- 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.

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 and presentations.

28. Learning, Teaching and Assessment Methods

The CertHE 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 theological reflections.

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.

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, presentations and reflections assess students' ability to reflect upon their studies and practical experiences, ensuring that they are able to plan and prepare effectively for placements, perform tasks under direction and leadership, and to note personal observations in order to develop skills and knowledge. These assessments ensure that learning is applied to practical situations and that students are able to engage with both written sources and personal experiences.

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.

For the CertHE, 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.

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 CertHE 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

In the event of unforeseen circumstances which means that meeting in the classroom is not possible, lectures will take place online.

[Back](#) - to previous page [Close](#) - go to search page [Print](#) - launches the print options panel