



University of Chester

Programme Specification Grad Dip Theology (Graduate Diploma, KEDS) 2010 - 2011

Printed: 01/10/10 Version: 26/03/10 Ref: 3258

1. Final Award

Grad Dip

2. Programme Title

Theology (Graduate Diploma, KEDS)

3. Awarding Institution / Body

University of Chester

4. Validating Institution

University of Chester

5. Programme Delivered By

King's Evangelical Divinity School,

6. Location of Delivery

King's Evangelical Divinity School, eCampus: Distance Education

7. Intermediate Awards

- Graduate Certificate

8. Frameworks

- Undergraduate Modular Programme

9. Programme Accredited By

University of Chester

10. Subject Benchmarking Group(s)

AUDTRS - Association of University Departments of TRS
[<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/theology.asp>]

11. UCAS Code

12. JACS Code

V610

13. Mode of Study

- Full-time
- Part-time

14. Forms of Study

- Distance

15. Normal length of study

1 year

16. Maximum length of Study

4 Years

17. Frequency of Intake/ starting month

Variable -

18. Criminal Records Bureau Check Required by Students

- No

19. Faculty

- Humanities

20. Date of Validation / Revalidation

- June 2010

21. Name of Subject / Programme Assessment Board

Theology and Religious Studies Subject Assessment Board

22. Subject Area(s)

Theology and Religious Studies

23. Educational Aims of the Programme

To offer a graduate diploma in the study of Christian Theology with focus in the core disciplines of Theology and Biblical Studies thereby enabling students from other disciplines to undertake bachelor level courses in another subject.

To serve as a basis for theological study upon which students may take further postgraduate courses in theology and religion

To enhance academic skills in various complementary methods of study including historical, systematic, linguistic, and hermeneutical thereby enabling students to recognise and understand nuanced viewpoints from various positions.

To enable students to enhance transferable skills in written communication with particular emphasis on developing, evaluating and documenting a coherent argument.

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

The Graduate Diploma is offered through King's Evangelical Divinity School. The entire programme is available to students working full-time or part-time and is delivered through online distance learning. The full-time programme is normally completed during the course of one academic year.

Students complete two core modules and four electives to attain 120 credits for the Graduate Diploma

Core Modules

TH6601 Biblical Theology (20 credits).

TH6602 The Bible, Culture and Historical Theology (20 credits)

Electives (students select any four)

TH6603 Theology of Romans (20 credits)

TH6604 Liberation Theologies and their Use of the Bible (20 credits)

TH6605 Christian Ethics and the Bible (20 credits)

TH6606 Evangelicals, the Bible and the Public Square (20 credits)

TH6619 Independent Study Project (20 credits)

Code	Level	Name	Credit	Single Honours	Major	Minor	Equal
TH6601	6	Biblical Theology	20	Comp.	N/A	N/A	N/A
TH6602	6	The Bible, Culture and Historical Theology	20	Comp.	N/A	N/A	N/A
TH6603	6	Theology of Romans	20	Optional	N/A	N/A	N/A
TH6604	6	Liberation Theologies and their Use of the Bible	20	Optional	N/A	N/A	N/A
TH6605	6	Christian Ethics and the Bible	20	Optional	N/A	N/A	N/A
TH6606	6	Evangelicals, the Bible and the Public Square	20	Optional	N/A	N/A	N/A

TH6619	6	Independent Study Project	20	Optional	N/A	N/A	N/A
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120 completed credits a student to achieve the award.

25. Subject Benchmark Statements

The Theology and Religious Studies Benchmark Statement published by the QAA in 2000 and revised for 2007 details the range of subject knowledge (TRS Benchmark 3.1), the qualities of mind (3.2), and generic skills acquired and developed in TRS degree programmes. These are listed below mapped, illustratively, against modules in the programme.

C1 TRS Benchmark - subject knowledge

(i) A broadly based core, together with the wider context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field. This implies not just the mastery of data but also the setting of these data within a theoretical framework which includes critical analysis and debate about how to understand and structure the raw data into a coherent whole. All modules.

(iii) The reading, analysis and interpretation of texts, sometimes in the original languages, particularly texts that have been sacred to one or more practising communities. This study will often focus both on the historical context which generated the text(s) and on hermeneutical questions concerning its meaning and application for the appropriate community of believers in the present, or for other readers today. (Biblical Greek; Biblical Hebrew)

(iv) Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers or leaders through their extant work or subsequent influence. (The Bible, Culture and Historical Theology)

(v) The application of a variety of critical methods of study, often adapted from those of other disciplines in the humanities and social sciences, to the study of texts, practices, religious communities as social or cultural entities, or their diverse art forms. All modules.

(vi) The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers. (The Bible, Culture and Historical Theology)

(vii) Ethics, morality and values. All religions have certain expectations in these areas, and the student will include them in the study along with other aspects of the religion. (Liberation Theologies and their Use of the Bible ; Christian Ethics and Bible)

C2 TRS Benchmark – qualities of mind

(a) The ability to understand how people have thought and acted in contexts other than the student's own, how beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time. All modules.

(b) The ability to read and use texts both critically and empathetically, whilst addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language. (All modules)

(c) The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely, how beliefs, sacred texts and art forms have been shaped by society and politics. All modules.

(d) Sensitivity to the problems of religious language and experience, and to issues of multiple and conflicting interpretations of language and symbols, texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of Theology and Religious Studies. E.g. All modules

(e) Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices. (Liberation Theologies and their Use of the Bible ; Biblical Theology; Bible Culture and Historical Theology)

(f) Basic critical and analytical skills; a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation. All modules.

(g) The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems. All modules.

(h) The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different viewpoint. All modules.

C3 TRS Benchmark – generic skills

The Statement also lists these generic (transferable) skills acquired through the study of Theology and Religious Studies:

- independence of mind and initiative
- capacity for reflexive learning
- capacity to modify, suspend or otherwise change position when warranted
- ability to gather, evaluate and synthesise different types of information
- analytical ability and the capacity to formulate questions and solve problems
- presentation skills, both oral and written
- 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
- ability to attend closely to the meaning of written documents
- ability to read texts in a different language

At level 6 some of these are prerequisite for study and they are audited at induction. These skills are developed and are reflected in the assessment criteria.

The Statement also lists these as skills:

- 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
- teamwork skills
- ability to work with others

These are developed through the learning ethos of the department and specifically through formative learning methods such as assignment proposal development, dissertation research and essay writing. Self-discipline and self direction are particularly tested in the dissertation modules at level 5 and level 6.

26. On successful completion of the programme students will have achieved the following outcomes

Knowledge and Understanding

Students will be assessed on their ability to:

- demonstrate comprehension and critically analyse a range of themes, debates and methods of theology at the point where Biblical Studies and Theology intersect, together with related disciplines, notably the humanities and social sciences, and evaluate a range of critical scholarship associated with these disciplines;
- demonstrate a thorough, critical and nuanced understanding of important aspects of theology and biblical studies concerning key issues, concepts, methods and assumptions together with an ability to evaluate and synthesise these;
- demonstrate a capacity to identify and interpret differing concepts and cultural influences; and evaluate these with a recognition of their complexity;

Thinking or Cognitive Skills

Students will be assessed on their ability to:

- demonstrate awareness and critical assessment of theological and biblical contributions to debate in theology, for example, values, society, politics, ethics and apply suitable academic methods of study to research, consolidate and extend theological and biblical knowledge and understanding.
- discuss and demonstrate critical comprehension of the theology of the Bible and its articulation by different historical periods and in different social or geographical settings;
- evaluate and describe with accuracy, nuance and thoroughness important debates in written assignments;
- apply a number of complementary methods of study, such as, philosophical, historical, systematic, doctrinal, phenomenological, linguistic, hermeneutical, empirical, speculative, and social scientific; apply these methods to review, consolidate and extend their knowledge and understanding.

Practical Skills

Some modules and some research projects are based on practice and evaluation of ministerial skills

Key Skills

- * communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented;
- * communicate information, ideas, principles and theories and develop an argument effectively by appropriate visual means, and relate materials to an intended audience;
- * identify, gather and analyse primary data and source material, whether through textual studies or fieldwork;
- * attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- * engage with empathy, integrity and critical reflection with the convictions and behaviours of others;
- * undertake independent/self-directed study/learning (including time management) and reflect on one's strengths and weaknesses as a learner;
- * make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations;
- * use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations;

Transferable Professional Skills

Students will be assessed on their ability to

- communicate in an appropriate academic context using precise and appropriate terms with full and accurate references, within a structured and coherent argument.
- develop a structured, objective argument, with appropriate use of sources together with evidence of differing viewpoints.
- engage critically in academic projects and assignments which sustain and evaluate an argument, large independent enquiry, and which draw on a range of scholarly resources including research articles and sources. Show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.

27. Learning and Teaching Methods

A range of learning and teaching methods are used within the context of distance learning / online eCampus (sometimes called "blended learning"). Learning and teaching are thus structured in the following ways:

- Distance learning (or open learning) in which students are supplied with recorded lectures, audio interviews, written study notes, guided reading, and other suitable material. This material is provided online via the eCampus but where necessary can also be provided through post. The learning is supported by individual contact with tutors by e-mail, eCampus interaction, and where appropriate, telephone and/or face-to-face meetings. Students are also encouraged (but not required) to partake in educational conferences
- Occasional conferences which are organised in order to give students the experience of a wider range of scholarship and the possibility of participating in academic discussion and debate with a wider peer group.
- Supervision of dissertations involving regular contact with a supervisor by e-mail, telephone, face-to-face, or by post.
- Research seminars which are organised where appropriate to give students working on dissertations the experience of presenting and discussing their research in a peer environment.
- Tutorials as appropriate for students embarking on the dissertation phase of the programme.

At level 6, students develop a greater responsibility for their own learning, both independent and collaborative. There is encouragement to articulate personal engagement and response in the context of respect for views of others; and with appreciation of complexity, ambiguity and uncertainty.

28. Assessment Strategy and Methods

As a graduate diploma, the expectation is that students would have gained an undergraduate degree in another academic discipline and will therefore be familiar with standard patterns of graduate assessment. The modules are, typically, assessed in a 4,000 word essay. However, assessment methods are chosen for fitness of purpose with the modular learning outcomes and so some may vary from this prevailing pattern.

29. Graduate Characteristics

A wide range of careers are pursued by people who have studied at King's. These typically include Christian pastoral ministry and related paths within the church but also encompasses a wide range of nonreligious careers. The program is also suitable for students intending to proceed to Masters level studies / doctoral research or further academic study.

The skills developed in this programme include include:

- Cultural understanding

- Open-mindedness - less likely to judge others and more likely to listen
- Researching and interviewing skills through fieldwork
- Confidence in own abilities
- Academic, intellectual and social development
- IT skills
- Writing skills
- Presentation
- Organising own workload and meeting deadlines
- Working independently

30. Admissions Requirements

Students applying for the Graduate Diploma programme must already have obtained at least a 2.2 or equivalent in an honours degree in any subject. An IELTS score of 7.0 is required where English is not the applicant's first language.

The school recognises the place of prior learning (APL) and prior experiential learning (APEL) in the recruitment of students to this programme.

All candidates must complete an application form and satisfy KEDS' entrance requirements. All candidates must supply an appropriate reference and may be interviewed by the Programme Leader or nominated substitute.

31. Equality and Diversity

It is the policy of King's Evangelical Divinity School to recognise and encourage the variety of contributions that are made by all who work and study at the college. King's does not turn down applications on confessional grounds, accepting students from a variety of religious and nonreligious backgrounds. The school complies with existing equality legislation, aiming to provide equality of opportunity for all prospective students.

32. Additional Information
