



University of Chester

Programme Specification BTh (Hons) Theology (Bachelor of Theology, KEDS) 2010 - 2011

Printed: 13/07/10 Version: 17/11/06 Ref: 3244

1. Final Award

BTh (Hons)

2. Programme Title

Theology (Bachelor of Theology, 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

- Certificate of Higher Education
- Diploma of Higher Education

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

13. Mode of Study

- Full-time
- Part-time

14. Forms of Study

- Distance

15. Normal length of study

3 years

16. Maximum length of Study

7 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 degree programme in the study of Christian Theology with focus in the core disciplines of Theology and Biblical Studies.

Levels 4 and 5 of the B.Th. programme aims to produce experienced exegetes mainly (but not exclusively) within the Evangelical tradition who know and understand the Bible comprehensively, are able to reflect theologically upon its contents and related issues, can communicate that knowledge and understanding effectively, and demonstrate an ability to think critically, analyse and evaluate and work independently. Studies at Levels 4 and 5 seek to provide a focused, challenging and in-depth study experience for the student by ensuring that each module relates back to the central theme of Biblical Hermeneutics.

Level 6 of the B.Th. moves beyond the biblical knowledge, understanding, skills and hermeneutical insight acquired at the Certificate and Diploma stages to encourage wider theological reflection, evaluation, analysis, and biblical praxis. As such, its principal focus is at the point where Biblical Studies and Theology intersect, thus retaining a strong biblical focus (albeit within a theological context), together with an emphasis on biblical praxis (that is, the Bible outworked theologically), ensuring structural integrity by means of continuity of purpose and content across all three academic levels.

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

The programme 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. It offers students the opportunity to engage in the study of Christian Theology through its core disciplines of Theology and Biblical Studies, with a strong focus on hermeneutics and exegesis in the first two years. A range of optional modules allows flexibility for students wishing to vary their studies or concentrate on particular aspects. At each level, a number of core modules are required in order to ensure that students engage in an informed basis in their studies.

Level 4 (Certificate in Higher Education in Biblical Hermeneutics and Exegesis)

At level 4, students are required to undertake 8 core modules totalling 80 credits. These are as follows:

- TH4601 Introduction to the Bible (10 credits)
- TH4602 Old Testament Survey (10 credits)
- TH4603 New Testament-Survey (10 credits)
- TH4604 The Synoptic Gospels (10 credits)
- TH4605 Biblical Exegesis: Theory and Methodology (10 credits)
- TH4606 Exegesis in Practice (10 credits)
- TH4607 History of Hermeneutics (10 credits)
- TH4608 Exegesis and Theology (10 credits)

Students may then choose two electives from the following list to complete the 120 credits required at level 4 (Certificate in Higher Education in Biblical Hermeneutics):

- TH4609 Exegesis and Bible Polemics (20 credits)
- TH4610 Exegesis and the Preacher (20 credits)
- TH4611 Introduction to New Testament Greek 1 (20 credits)
- TH4612 Introduction to New Testament Greek 2 (20 credits)
- TH4613 Introduction to Biblical Hebrew 1 (20 credits)
- TH4615 Lands of the Bible (a study trip to Israel) (20 credits)
- TH4616 Theology of Worship (20 credits)

Level 5 (Diploma in Higher Education in Biblical Hermeneutics and Exegesis)

At level 5, students are required to choose at least two 20 credit modules from the following list of Biblical Studies modules:

TH5601 Book of Deuteronomy (20 credits)
 TH5602 Interpreting 1 and 2 Samuel (20 credits)
 TH5603 Letter to the Hebrews (20 credits)
 TH5604 Applying 1 Corinthians in Church Ministry Today (20 credits)

The following core module is required for all students:
 TH5620 Experiential Learning in Christian Ministry (20 credits)

Further modules from the following list are then chosen to bring the total credits to the 120 required at level 5 (Diploma in Higher Education in Biblical Hermeneutics):

TH5605 The Church and Israel (20 credits)
 TH5606 Case Studies in Hermeneutics (20 credits)
 TH5611 Introduction to New Testament Greek 1 (20 credits)
 TH5612 Introduction to New Testament Greek 2 (20 credits)
 TH5613 Introduction to Biblical Hebrew 1 (20 credits)
 TH5615 Lands of the Bible (a study trip to Israel) (20 credits).

Level 6 (Bachelor of Theology, BTh)

At level 6, students complete three core modules and two electives to attain 120 credits for the Bachelor of Theology (BTh)

Core Modules

TH6601 Biblical Theology (20 credits).
 TH6602 The Bible, Culture and Historical Theology (20 credits)
 TH6620 Dissertation (40 credits)

Electives (students select any two)

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)
 TH6607 Intermediate Greek (20 credits)
 TH6608 Intermediate Hebrew (20 credits)

Code	Level	Name	Credit	Single Honours	Major	Minor	Equal
TH4601	4	Introduction to the Bible	10	Comp.	N/A	N/A	N/A
TH4602	4	Old Testament Survey	10	Comp.	N/A	N/A	N/A
TH4603	4	New Testament Survey	10	Comp.	N/A	N/A	N/A
TH4604	4	The Synoptic Gospels	10	Comp.	N/A	N/A	N/A
TH4605	4	Biblical Exegesis: Theory and Methodology	10	Comp.	N/A	N/A	N/A
TH4606	4	Exegesis in Practice	10	Comp.	N/A	N/A	N/A
TH4607	4	History of Hermeneutics	10	Comp.	N/A	N/A	N/A

TH4608	4	Exegesis and Theology	10	Comp.	N/A	N/A	N/A
TH4609	4	Exegesis and Bible Polemics	20	Optional	N/A	N/A	N/A
TH4610	4	Exegesis and the Preacher	20	Optional	N/A	N/A	N/A
TH4611	4	Introduction to New Testament Greek 1	20	Optional	N/A	N/A	N/A
TH4612	4	Introduction to New Testament Greek 2	20	Optional	N/A	N/A	N/A
TH4613	4	Introduction to Biblical Hebrew 1	20	Optional	N/A	N/A	N/A
TH4615	4	Lands of the Bible	20	Optional	N/A	N/A	N/A
TH4616	4	Theology of Worship	20	Optional	N/A	N/A	N/A
TH5601	5	Book of Deuteronomy	20	Optional	N/A	N/A	N/A
TH5602	5	Interpreting 1 and 2 Samuel	20	Optional	N/A	N/A	N/A
TH5603	5	The Book of Hebrews	20	Optional	N/A	N/A	N/A
TH5604	5	Applying 1 Corinthians in Church Ministry	20	Optional	N/A	N/A	N/A
TH5605	5	The Church and Israel	20	Optional	N/A	N/A	N/A
TH5606	5	Case Studies in Hermeneutics	20	Optional	N/A	N/A	N/A
TH5611	5	Introduction to New Testament Greek 1	20	Optional	N/A	N/A	N/A
TH5612	5	Introduction to New Testament Greek 2	20	Optional	N/A	N/A	N/A
TH5613	5	Introduction to Biblical Hebrew 1	20	Optional	N/A	N/A	N/A
TH5615	5	Lands of the Bible	20	Optional	N/A	N/A	N/A
TH5620	5	Experiential Learning in Christian Ministry	20	Comp.	N/A	N/A	N/A
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

TH6620	6	Dissertation	40	Comp.	N/A	N/A	N/A
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Level 4 - 120 credits (Certificate of Higher Education)

Level 5 - 240 credits (120 @ Level 5 + 120 @ Level 4) (Diploma of Higher Education)

Level 6 - 360 credits (120 @ Level 6 + 120 @ Level 5 + 120 @ Level 4) (BTh Theology)

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. (Exegesis and Theology; Exegesis and the Preacher; 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. (History of Hermeneutics; Liberation Theologies and their Use of the Bible ; Biblical Exegesis: Theory)
- (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. (History of Hermeneutics)
- (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. (Exegesis and Polemics; 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. (Christian Ethics and Bible; Exegesis and Theology; Exegesis and the Preacher; Biblical Greek; biblical Hebrew;)

- (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.(Case Studies in Hermeneutics; 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

<p>Knowledge and Understanding</p>	<p>Students will be assessed on their ability to:</p> <p>(Level 4) demonstrate awareness and understanding of the main components of the level 4 part of the programme together with the capacity to interpret and describe them.</p> <p>(Level 5) demonstrate a capacity to identify and interpret differing theological and biblical concepts; and analyse and describe these with nuance and clarity;</p> <p>(Level 6) demonstrate detailed understanding of the subject and critical awareness of a range of themes, debates and methods of Theology and Biblical Studies, especially with related disciplines, notably hermeneutics, the humanities and social sciences.</p>
<p>Thinking or Cognitive Skills</p>	<p>Students will be assessed on their ability to:</p> <p>(Level 4) demonstrate comprehension of and intelligent engagement with the richness of Christian theology in its varied and central forms; demonstrate the use of appropriate methods in accordance with the individual modules being studied;</p> <p>(Level 5) discuss and demonstrate critical comprehension of the theology of the Bible and its articulation by interpreters in different historical periods and in different social or geographical settings;</p> <p>(Level 6) demonstrate an ability to evaluate critical scholarship in theological and biblical contributions to debate in the public arena about, for example, values, society, politics, and ethics.</p>
<p>Practical Skills</p>	<p>Some modules and some research projects are based on practice and evaluation of ministerial skills</p>
<p>Key Skills</p> <ul style="list-style-type: none"> • Communication • Application of Number • Information Literacy and Technology • Improving own learning and performance • Working with others • Problem solving 	<ul style="list-style-type: none"> * 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 oral and 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	<p>Students will be assessed on their ability to</p> <p>(Level 4) communicate in an appropriate academic context using precise and appropriate terms with full and accurate references, within a structured and coherent argument.</p> <p>(Level 5) develop a structured, objective argument, with appropriate use of sources together with evidence of engagement with differing viewpoints.</p> <p>(Level 6) engage critically in academic 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. Show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.</p>
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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 4, learning is predominantly tutor-designed and guided, and students are supported in developing individual initiative and collaborative enquiry within this framework, which provides groundwork in critical reflection, subject-specific methods, transferable study skills and skills of accurate communication.

At level 5, learning design remains largely tutor-guided with encouragement to work in collaboration with tutors and fellow-students, but with more opportunity for independent learning. There is opportunity for consolidation and development of appropriate study skills and for experiencing a wider range of appropriate methods of study, and opportunity to apply their learning and skills in fieldwork.

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

Students are inducted into different forms of assessment at level 4 in a range which responds to the different learning preferences of students, prepares them for the standard forms of graduate assessment.

Level 5 and 6 additionally offers some opportunities for creative and applied forms of assessment (as in the case of the Experiential Learning module at level 5 and the Dissertation at level 6).

At level 4, 5 or 6, formative exercises may be used, as is the case in studies in biblical languages. The underlying pattern is that level 4 10-credit modules are assessed in a number of smaller assignments (e.g. 2000 word essay) while level 5/6 modules tend to be assessed with assignments of 4000 words). 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 BTh programme must demonstrate the ability to undertake an undergraduate course of this nature successfully. This is usually understood to be two A levels plus three different GCSE passes at grade C or above, or equivalent alternatives for students under 21. Mature students (aged 21+) without these qualifications are considered on a case-by-case basis. 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
