



# University of Chester

## University of Chester

Programme Specification  
Theology BTh (Hons) (Single Honours)  
2022 - 2023

### 1. Final Award

Bachelor of Theology (Single Honours)

### 2. Programme Title

Theology

### 3. Internal Programme Title

Theology (KEDS)

### 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

King's Evangelical Divinity School

### 7. Location of Delivery

King's Evangelical Divinity School eCampus: Distance Education

### 8. Framework

Undergraduate Modular Programme

**9. Mode of Study**

Full-time and Part-time

**10. Forms of Study**

Distance,

**11. Normal length of study**

4 years part-time

**12. Maximum length of study**

7 Years

**13. Frequency of intake / starting month**

Variable - Variable

**14. UCAS Code**

N/A

**15. JACS and/or HECOS Code**

V610

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

No

**17. Faculty & Department**

17a. Faculty

Arts and Humanities

17b. Department

Theology &amp; 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**Saturday 2<sup>nd</sup> March 2019**22. 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.

**23. Programme Outcomes****Knowledge and Understanding**

At the end of each level, students will be able to:

**Level 4:** demonstrate an understanding and knowledge of key concepts in Biblical Studies and Theology with particular emphasis on hermeneutics and exegesis. Students are encouraged to read widely, critically evaluate a range of positions and evaluate and interpret them. (TH4609, TH4611, TH4613, TH4614, TH4617, TH4618, TH4619, TH4620, TH4621)

**Level 5:** demonstrate a further ability to use accumulated knowledge and understanding to recognise and relate to broader areas of theological study. Students will have the opportunity to evaluate and interact with key ideas in a range of theological modules. Demonstrate detailed, advanced knowledge and understanding of subject modules, with an ability to recognise and synthesise arguments in advanced scholarship. (TH5601, TH5602, TH5603, TH5604, TH5605, TH5607, TH5608, TH5609, TH5612, TH5614, TH5615)

**Level 6:** demonstrate comprehension and critically analyse a range of themes, debates and methods of theology, especially at the point where Biblical Studies and Theology intersect, together with related disciplines, notably hermeneutics, 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 interpret them. Demonstrate a capacity to identify and interpret differing concepts and cultural influences; and evaluate and interpret these with a recognition of their complexity. (TH6601, TH6602, TH6603, TH6605, TH6606, TH6608, TH6610, TH6611, TH6613, TH6620, TH6621)

**Cognitive Skills**

At the end of each level, students will be able to:

**Level 4:** demonstrate the use of appropriate academic methods for their studies, guided by carefully chosen core modules and assessments. Develop an demonstrate an open and questioning approach to familiar and new material and an ability to evaluate alternative positions (TH4601, TH4602, TH4603, TH4604, TH4605, TH4606, TH4607, TH4608, TH4609, TH4610, TH4611, TH4612, TH4613, TH4615, TH4616).

**Level 5:** develop skills in complementary methods of study such as, but not limited to, philosophical,

historical, systematic, dogmatic, phenomenological, empirical and social scientific. Demonstrate the ability to evaluate and use the appropriateness of different methods (TH5601, TH5602, TH5603, TH5604, TH5605, TH5607, TH5608, TH5609, TH5611, TH5612, TH5613, TH5620).

**Level 6:** demonstrate awareness and critical assessment of theological and biblical contributions to debate in the public arena about, for example, values, society, politics, ethics and apply suitable academic methods of study to review, consolidate and extend theological and biblical knowledge and understanding. 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; evaluate and describe with accuracy, nuanced and thoroughness important debates in written assignments. Apply a number of complementary methods of study to review, consolidate and extend their knowledge and understanding (TH6601, TH6602, TH6603, TH6608, TH6610, TH6611, TH6613, TH6620).

### Practical and Professional Skills

At the end of each level, students will be able to:

- **Level 4:** Demonstrate the ability to read, research and understand differences between academically suitable research and unpublished sources. The ability to write and present in a concise and coherent manner. (TH4601, TH4602, TH4603, TH4604, TH4605, TH4606, TH4607, TH4608, TH4609, TH4610, TH4611, TH4612, TH4613, TH4615, TH4616, TH4622)
- **Level 5:** Demonstrate qualities and generic skills necessary for distance education including independent and self-directed study. (TH5601, TH5602, TH5603, TH5604, TH5605, TH5607, TH5608, TH5609, TH5612, TH5614, TH5615)
- **Level 6:** Communicate in an appropriate academic context using precise and appropriate terms with full and accurate references, within a structured and coherent argument. Demonstrate advanced abilities to organise personal independent study projects. (TH6601, TH6602, TH6603, TH6605, TH6606, TH6608, TH6610, TH6611, TH6613, TH6620, TH6621)

### Communication Skills

At the end of each level, students will be able to:

- **Level 4:** Use appropriate analytical methods to formulate questions and solve problems. To discuss and debate issues of theological and academic concern in an academic environment (incl. formative assessments on the eCampus form and the experiential learning module). (TH4601, TH4602, TH4603, TH4604, TH4605, TH4606, TH4607, TH4608, TH4609, TH4610, TH4611, TH4612, TH4613, TH4615, TH4616, TH4622)
- **Level 5:** Produce consistent standards in independent pieces of short and extended writing suitable for academic study. Communicate accurately and with criticality and balance. To obtain, understand, and use primary and secondary sources. Develop a structured, objective argument, with appropriate use of sources together with evidence of engagement with differing viewpoints. (TH5601, TH5602, TH5603, TH5604, TH5605, TH5607, TH5608, TH5609, TH5612, TH5614, TH5615)
- **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. (TH6601, TH6602, TH6603, TH6605, TH6606, TH6608, TH6610, TH6611, TH6613, TH6620, TH6621)

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

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

The programme is offered through King's Evangelical Divinity School. The entire programme is available to students working part-time (typically 4 years) 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. Core modules are mandatory and required in order to ensure that students engage in an informed basis in their studies. Electives are non-mandatory which students may choose according to their interests.

#### Level 4 (Certificate in Higher Education in Theology (120 credits total))

At level 4, students are required to undertake FOUR core modules totalling 80 credits:

TH4617 Introduction to the Bible and its Interpretation (20 credits)

TH4618 Survey of the Bible (20 credits)  
 TH4619 Biblical Exegesis: Theory and Practice (20 credits)  
 TH4620 History of Hermeneutics (20 credits)

Students then choose TWO electives from the following list to complete the 120 credits required:

TH4621 Synoptic Gospels (20 credits)  
 TH4609 Exegesis and Bible Polemics (20 credits)  
 TH4611 Introduction to New Testament Greek 1 (20 credits)  
 TH4613 Introduction to Biblical Hebrew 1 (20 credits)  
 TH4615 Lands of the Bible (20 credits)  
 TH4622 The Bible and Christian Ministry (20 credits)

### Level 5 (Diploma in Higher Education in Theology) (120 credits total)

At level 5, students choose any SIX of the following modules to complete the 120 credits required (Diploma in Higher Education in Theology).

TH5601 Book of Deuteronomy (20 credits)  
 TH5602 Interpreting 1 and 2 Samuel (20 credits)  
 TH5603 Book of Hebrews (20 credits)  
 TH5604 Applying 1 Corinthians in Church Ministry Today (20 credits)  
 TH5605 The Church and Israel (20 credits)  
 TH5607 Introduction to Philosophy and Apologetics (20 credits)  
 TH5608 Contemporary Evangelicalism (20 credits)  
 TH5609 Introduction to Discourse Analysis (20 credits)  
 TH5612 Introduction to New Testament Greek 2 (20 credits)  
 TH5614 Introduction to Biblical Hebrew 2 (20 credits)  
 TH5615 Lands of the Bible (20 credits)

### Level 6 (Bachelor of Theology, BTh) (120 credits total)

At level 6, students complete the following core module:

TH6601 Biblical Theology (20 credits)

Students then select any THREE of the following electives:

TH6602 The Bible, Culture and Historical Theology (20 credits)  
 TH6603 Theology of Romans (20 credits)  
 TH6605 Christian Ethics and the Bible (20 credits)  
 TH6606 Evangelicals, the Bible and the Public Square (20 credits)  
 TH6608 The New Testament Use of The Old Testament (20 credits)  
 TH6610 Controversies in Systematic Theology (20 credits)  
 TH6611 Thought and Expressions of the Messianic Jewish Movement (20 credits)  
 TH6613 European Christians, Zionism, and The Modern State of Israel (20 credits)  
 TH6621 Studies in the Minor Prophets (20 credits)

Finally, the following module is required for all students to complete the 120 credits required:

TH6620 Dissertation (40 credits)

## 24b. Module Structure

Mod-Code	Level	Title	Credit	Single
TH4609	4	Exegesis and Bible Polemics	20	Optional
TH4611	4	Introduction to New Testament Greek 1	20	Optional
TH4613	4	Introduction to Biblical Hebrew 1	20	Optional
TH4615	4	Lands of the Bible	20	Optional
TH4617	4	Introduction to the Bible and its Interpretation	20	Comp
TH4618	4	Survey of the Bible	20	Comp
TH4619	4	Biblical Exegesis Theory and Practice	20	Comp
TH4620	4	History of Hermeneutics	20	Comp
TH4621	4	Synoptic Gospels	20	Optional
TH4622	4	The Bible and Christian Ministry	20	Optional
TH5601	5	Book of Deuteronomy	20	Optional
TH5602	5	Interpreting 1 and 2 Samuel	20	Optional
TH5603	5	Book of Hebrews	20	Optional

TH5604	5	Applying 1 Corinthians in Church Ministry Today	20	Optional
TH5605	5	The Church and Israel	20	Optional
TH5607	5	Introduction to Philosophy and Apologetics	20	Optional
TH5608	5	Contemporary Evangelicalism	20	Optional
TH5609	5	Introduction to Discourse Analysis	20	Optional
TH5612	5	Introduction to New Testament Greek 2	20	Optional
TH5614	5	Introduction to Biblical Hebrew 2	20	Optional
TH5615	5	Lands of the Bible	20	Optional
TH6601	6	Biblical Theology	20	Comp
TH6602	6	The Bible, Culture and Historical Theology	20	Optional
TH6603	6	Theology of Romans	20	Optional
TH6605	6	Christian Ethics and the Bible	20	Optional
TH6606	6	Evangelicals, the Bible and the Public Square	20	Optional
TH6608	6	The New Testament Use of The Old Testament	20	Optional
TH6610	6	Controversies in Systematic Theology	20	Optional
TH6611	6	Thought and Expressions of the Messianic Jewish Movement	20	Optional
TH6613	6	European Christians, Zionism, and The Modern State of Israel	20	Optional
TH6620	6	Dissertation	40	Comp
TH6621	6	Studies in the Minor Prophets	20	Optional

#### 24c. Credit Accumulation

- 120 credits at Level 4 entitles the student to an early exit award of Certificate of Higher Education (Cert HE)
- 240 credits by the end of Level 5 entitles the student to an early exit award of Diploma of Higher Education (Dip HE)
- 360 credits by the end of Level 6 entitles the student to a Bachelor's degree (BTh Theology)

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

N/A

#### 25. Professional Body Requirements (if applicable)

N/A

#### 26. Admission 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.

#### 27. Subject Benchmark Statements

This section reflects the QAA Subject Benchmark Statement for Theology and Religious Studies revised for 2019. The benchmark statements have been used as a foundation for the design of this programme and the following discussion identifies the appropriate benchmark applications, mapped, illustratively, against modules in the programme.

### TRS Benchmark - subject knowledge and skills

- 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 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.
  - One or more religions, ancient or modern, including the origin, history and developed or present character of each.
  - The reading, analysis and interpretation of texts, sometimes in the original languages, particularly texts that have been sacred or significant to one or more practising communities. This study will often focus both on the historical context which generated the texts and on hermeneutical questions concerning their meaning and application for the appropriate community of believers in the present, or for other readers today.
  - Engagement with some of the major religious thinkers, prophets, teachers, ascetics, mystics, healers, or leaders through their extant work or subsequent influence.
  - The application of a variety of critical methods of study, often adapted from those of other subjects in the humanities and social sciences, to the study of texts, practices, religious communities as social and cultural entities, or their diverse material culture and art forms.
  - The history of the particular discipline(s) covered by the programme, including the major theories, movements and thinkers.
- (vi) 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.

### TRS Benchmark – qualities of mind (#3.2)

- The ability to understand how people have thought and acted - and continue to think and act - in contexts other than the student's own; how beliefs, doctrines, traditions and practices have developed within particular social and cultural contexts; and how religious traditions have changed over time and continue to evolve in the contemporary world. (All modules).
  - 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.)
  - 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. (All modules)
  - Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices.
  - 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.
  - 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.)

### TRS Benchmark – generic skills

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

empathy and imaginative insight, with a tolerance of diverse positions;  
 self-discipline;  
 self-direction;  
 independence of mind and initiative;  
 capacity for reflexive learning, understanding how they learn;  
 commitment to lifelong learning;  
 ability to attend to others and have respect for others' views;  
 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;  
 writing skills, including clarity of expression, citation of relevant evidence and authorities and accurate referencing, presentation skills, both oral and written, supported by appropriate technologies;  
 technological and media literacy, including the generation of documents and other;  
 resources, electronic communication and interaction in various forms and accessing;  
 information from a variety of sources;  
 awareness of the importance of contemporary media as both a resource for study;  
 and a medium for theological and religious discourse;  
 teamwork skills;  
 ability to engage critically with the meaning of documents and recognise that meanings may be multiple;

ability to read texts in a different language, where appropriate.

## 28. Learning, Teaching and Assessment 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, skype, face-to-face, or by post, as necessary.

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.

## 29. Careers and Employability

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:

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. Equality

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.

## 31. Additional Information

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



