

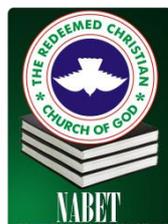
# Christ the Redeemer College

## RCCG Advanced Diploma in Ministry

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### Modules Overview and Syllabus

This document contains an overview of modular content for the RCCG Advanced Diploma in Ministry as moderated and agreed upon by RCCG UK NABET and Christ the Redeemer College, London.



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### Course Assessment

Assessment of students undertaking the Advanced Diploma consists of:

1. Self-reflection task on one taught module to test understanding (500-1000 words).
2. End of course written assessment.
3. **Optional** Project (3500 – 5000 words). Some areas from which students can expect to complete projects include Church Planting, Community Project, Ministry Development, etc, with transferrable good practice for each participating student.
  - *Written essays and projects should be well researched, academically referenced and draw on principles from the modules studied.*
  - *The self-reflection task is due in a week after the last taught module or sent to the college before then.*

## MODULE NARRATIVES

### 1. Pastoral and Ministerial Ethics

#### Aims:

This module aims to enable students to explore the inter-relationship between ministry and Christian ethics. It is to help students understand how to undertake ministry within prescribed legal and church ethical standards. Students will be encouraged to reflect on theological issues and to apply their theological understanding to the major ethical issues confronting society and the church today. Students will examine the issues faced by the New Testament Church and the ways in which the New Testament writers developed an ethical framework for the Church.

#### Learning outcomes:

On completion of this module, the successful student will be able to:

1. Understand the necessity for established ethics in ministry.
2. Understand the role of theology in current ethical decision making.
3. Engage with the ethical and legal issues for ministry in the UK.
4. Engage with relational and moral ethics necessary for effective Christian ministry.
5. Apply relevant ministerial ethical framework in dealing with members, colleagues and the general public.
6. Engage with contemporary ethical issues.
7. Evaluate ethical issues challenging Christians today and apply theological principles in formulating an ethical standard.

#### Key Texts:

1. Atkinson, D. Pastoral Ethics. Oxford: Lynx; 1994
2. Gill, R. (Ed.) The Cambridge Companion to Christian Ethics (Cambridge Companions to Religion). Cambridge: Cambridge University Press; 2001.

## **2. Doctrines & Liturgy**

### **Overview:**

- Engaging with major Bible Doctrines
- Doctrines and major core values of RCCG
- Liturgy for RCCG Ministers

### **Aims:**

- To learn about major doctrines in the Christian church
- To understand how to apply Christian doctrines within the context of local ministry
- To learn the major doctrines of the RCCG
- To engage with the Core Values of RCCG
- To understand the theological basis for RCCG Liturgy
- To be familiar with major RCCG Liturgical practices

### **Recommended Texts:**

- RCCG expanded Order of Service
- RCCG Handbook of Premarital Counselling
- Systematic Theology – Wayne Gruden
- RCCG fundamental Beliefs

### **3. Missions in Cross-Cultural Context**

#### **Aims:**

This module aims to explore the foundations and contexts for ministry and mission from Biblical hermeneutics, theology and Church history. It examines the major elements of Missions in the local context of the west and how RCCG can engage in effective missions in the UK. It will also look at what local RCCG churches could do to imbibe missions as a local expression of church. Students are prepared and encouraged to engage in dialogue with people of other faiths and ideologies as a way of understanding the best way to reach them with the gospel message.

#### **Learning outcomes:**

On completion of this module, the successful student will be able to:

1. Discuss the biblical and theological basis for cross-cultural missions.
2. Compare and contrast the variety of approaches to different contexts for missions.
3. Summarise and comment on the variety of ways in which Christians in different parts of the world have contextualised their faith.
4. Interact with the RCCG missions' agenda and its practicality in the western world.
5. Engage in the development of a missional Strategy for RCCG UK.
6. Discuss and differentiate between different worldviews and the dialogue between them and the Christian church.
7. Interact with some Missions initiatives for the 21<sup>st</sup> Century UK e.g. Alpha Courses, Fresh Expressions, social actions, and lessons for RCCG missions' strategy.

#### **Key texts:**

1. Ballard, P. and Husselbee, L. *Community and Ministry: An Introduction to Community Development in a Christian Context*. London: SPCK; 2007
2. Burnett, D. *Clash of Worlds: What Christians Can Do in a World of Cultures in Conflict*. Mill Hill: Monarch; 2002.

#### **Supplementary texts:**

1. Adedibu, Babatunde, *Coat of Many Colours; Origin, Growth, Distinctiveness and Contributions of Black Majority Churches to British Christianity*, The Choir Press, Gloucester, 2012
2. Adogame, Afe, *The African Christian Diaspora: New Currents and Emerging Trends in World Christianity*, London and New York, Bloomsbury Academic, 2013
3. Adogame, Afe, R. Gerloff and K. Hock, *Christianity in Africa and the African Diaspora* London: Continuum, 2009
4. Bosch, David, *Transforming Mission, Paradigms Shifts in Theology of Missions*, Maryknoll, Orbis Books, 1998.
5. Groody Daniel and Gioacchino, Compese, (eds), *A Promised Land, A Perilous Journey; Theological Perspectives on Migration*, Notre Dame, Indiana, University of Notre Dame Press, 2009

6. Hesselgrave, David, *Communicating Christ Cross-Culturally: An Introduction to Missionary Communication*, Grand Rapids, Zondervan Books, 1991
7. Hollinghurst, Steve, *Mission Shaped Evangelism: The Gospel in Contemporary Culture*, London, Canterbury Press, 2010
8. Lane, Patty, *Crossing Cultures: Making friends in multicultural world*, Downers Grove, Inter Varsity Press, 2002
9. Niebuhr, H. Richard, *Christ and Culture*, New York, HarperCollins, 2001 (original publication 1951)
10. Martin Robinson and Dwight Smith, *Invading Secular Space: Strategies for Tomorrow's Church*, London: Monarch, 2003
11. Spencer, Stephen, *Christian Mission: Historic Types and Contemporary Expressions*, London, SCM Press, 2007
12. Walls, Andrew, *The Missionary Movement in Christian History, Studies in the Transmission of Faith*, New York, Orbis, Maryknoll, 1996
13. Wright, Christopher, J.H, *The Mission of God; Unlocking the Bible's grand narrative*, Britain, Inter Varsity Press, 2006

#### **4. Developing Young People's Ministry**

##### **a. Engaging Youth Ministry – Culture, Context and Care**

###### **Aims/Objectives:**

This unit seeks to enable pastors to understand young adults, and their world within the British culture. It also seeks to identify what the Church can do to prepare them for independent life through discipleship and counseling (relational, career and academic).

###### **Module Description:**

This course will include:

- a. Issues in adolescent development
- b. Youth culture and subcultures in postmodern Britain
- c. The search for meaning in youth culture: music, media, movies, magazines
- d. Tensions between the youth church and the adult church (integration)
- e. Strategies in counselling youth regarding career choices and relationships
- f. Establishing an effective youth ministry
- g. Inter-church partnership and youth ministry
- h. Appreciating the church's role in caring for youth

##### **b. Engaging with the Teenage/Children Ministry**

###### **Learning Outcomes:**

By the end of the module the student will be able to:

1. Understand the biblical basis and mandate for Teens/Children Ministry.
2. Understand the world of the teenagers/children.
3. Understand the needs of the teenagers/children.
4. Develop an understanding of the tools necessary to reach the teenagers/Children.
5. Establish Relevant Teens/Children Ministries.
6. Form Strategic Partnerships for Teens/Children Ministry development.
7. Understand the legal requirements for effective Teens/Children Ministry.
8. Recruit youth and children's workers safely.

###### **Method of Teaching:**

Lectures with discussions, together with workshop and tutorial work, as determined by the facilitator

###### **Key Text:**

Beaudoin, T. *Virtual Faith: The Irreverent Spiritual Quest of Generation X*. San Francisco: Jossey Bass, 1999

## 5. Conflict Management in a Church Setting

### Short Description of Module:

Many books, secular and religious, have been written about conflict resolution or management. It is naïve to assume that conflicts would not arise in a church setting simply because the Holy Spirit is in control. A major difficulty with many conflict management textbooks is that they assume the presence of standards and procedures to follow in resolving conflicts. They either ignore the impact of culture on conflict management or give it a glance treatment. In a typical black led evangelical church, the procedures are at best assumed. Cultural influences appear to support sheepish silence or avoidance of conflict, especially with your superiors. The obvious choice is avoidance and withdrawal, and in many cases, fractionalisation or formation of a new church where apparently the same conflict avoidance strategy leads to yet another division. This situation can be avoided by leaders embracing the inevitability of conflicts in the church and learning ways to manage and perhaps resolve such conflicts. The module provides a basis to explore and resolve conflicts in the church.

### Learning Outcomes:

By the end of the module the student will be able to:

- understand issues around conflicts – Christian and ecclesiastical
- engage with Scriptures regarding conflicts and their resolutions
- identify major issues influencing the increase in church conflicts
- relate to church and personal conflict management styles
- understand theories relating to conflict management
- develop a personal method of managing or resolving conflicts
- engage with cultural issues involved in conflict management

### Key Texts

1. Fisher, Ury and Patton, *Getting to Yes*: Pegiun Books, 1991/2011 (Available on NABET online Library)
2. Sande, K., *The Peace Maker: A Biblical Guide to Resolving Personal Conflict*: Baker Publishing, 2004

## 6. Bible in Context and Interpretations

### Overview:

- Basic Biblical Exegesis
- Basic Biblical Hermeneutics
- Guide to understanding biblical principles within a text
- Guide on how to apply biblical principles to day to day life

### Learning Outcomes:

By the end of the module the student will:

- Learn and understand how to unpack the historical context and the culture behind biblical text when preparing a sermon.
- Learn how to remain true to biblical exegesis, what the text means to the biblical audience against cultural exegesis.
- Learn how to interpret the biblical text without error and allegory.
- Learn how to identify biblical principles within any given text for biblical teachings and sermon.
- Learn how to avoid error in life applications.

### Teaching Notes:

- A brief Historical and Theological content of Old Testament and New Testament
- Interpretation and Application in Context
- Common Word Study:
  - Determine what the word could mean and
  - What the word does mean
- Surrounding context with links in interpretation ( Text-Passage-Chapter-Rest of Book-Testament-Rest of Bible)

### Method of Teaching:

- Lecture
- Small group discussions
- Individual presentations

### Recommended Learning Resources:

- Grasping God' word. A Hands-on Approach to Reading, Interpreting and Applying the Bible. J Scott Duvall and J Daniel Hays
- Fee G. & Stewart D., *How to Read the Bible For All It's Worth* Michigan: Eerdmans, 1991 ed.

## **7. Church Growth and Church Planting**

### **Aims:**

This module aims to enhance students' understanding of various models for church growth, historically and currently, against the background of cultural needs and diversity. It develops students' understanding of the factors that help or hinder the church growth, and further develops skills in analysing and applying those factors in specific church situations. Students will proffer possible solutions to issues identified. The student will also interact with the principles of effective church planting in a different culture.

### **Learning Outcomes:**

By the end of the module the student will be able to:

1. Show understanding of the Purpose of Church.
2. Understand the biblical foundations for a study of church growth.
3. Understand the major principles of church growth.
4. Understand the place of church planting as a tool of church growth.
5. Develop skills to describe a local church and its growth patterns, health check and prescription of future direction.
6. Understand the factors that help or hinder the growth of a church.

### **Recommended Texts:**

- McGavran, D., *Understanding Church Growth*. Grand Rapids: Eerdmans; 1990
- Wagner, Peter, *Church Planting for Greater Harvest* (Regal, Glendale: 1991)
- Anderson, L., *A Church for the 21<sup>st</sup> Century: Bringing Change to your Church to Meet the Challenges of a Changing Society*, Bethany, 1992
- Gibbs, E. and Bolger, R., *Emerging Churches: Creating Christian Communities in Postmodern Cultures*. London: SPCK; 2006
- Williams, R., *Mission-Shaped Church: Church Planting and Fresh Expressions of Church in a Changing Context*. London: Church House Publishing; 2004
- Aubrey Malphurs, *Planting Growing Churches for the 21<sup>st</sup> Century*, Grand Rapids, Baker Book House, 1992

## **8. Media and Ministry**

### **Aims:**

This module is an introduction to media culture and trends for the Christian minister. The module aims to promote effective engagement with and use of modern communications media and platforms in Christian ministry.

### **Module Description:**

The module will be taught as outlined below:

1. A Theology of Media
2. The Multi Media Church - Revival and Cultural Implications
3. A Practical Introduction to New Technologies and Their Uses
4. The Impact of New Technologies on Learning and Communication; and its Relevance to the Young Generation
5. How to Use the New Technologies and The Arts in The Church

### **Learning Outcomes:**

On completion of this module, the successful student will be able to:

1. Explain historical relevance, common narratives and compelling theory to illustrate media trends.
2. Discuss the major trends and challenges in media and communication and identify appropriate theoretical frameworks by which to assess them.
3. Explain the possible influence of the media in human personality development.
4. Discuss the impact of mass media upon the mission and ministry of the church in a diverse global village.
5. Identify and critically evaluate the ways in which the Church uses mass communication in its mission and ministry.
6. Discuss the effects of social media, its imagery, symbols, language, styles on the world-views and ways in which Christian faith is communicated among the under 30's.
7. Critically evaluate the reasons behind the emergence of global entertainment conglomerates and their role in shaping global media industries.

### **Recommended Texts**

- Haralambos and Holborn, *Sociology: Themes and Perspectives, (Communications and the Media)*, Collins.
- Malcolm Muggeridge, *Christ and the Media*, Ecclesia Books, Hodder and Stoughton.

## 9. Systematic Theology

### **Aims:**

This module aims to develop student understanding of the nature and content of systematic theology, foster a good knowledge of the main doctrinal aspects of the Christian faith and engage their application in pastoral ministry. Students will be encouraged to grasp the relationship between ministry and a coherent system of theological truth. This module provides a foundation for deeper development of theological focus in ministry.

### **Learning outcomes:**

On completion of this module, the successful student will be able to:

1. Discuss the key elements of systematic theology and compare it with other classes of theology.
2. Discuss the importance of the application of the doctrines of the Bible in the believer's life and pastoral ministry.
3. Analyse the inter-relationship of the various doctrines of the church.
4. Develop an independent critical approach to own beliefs.
5. Understand how to apply the principles of systematic theology in the development of their ministries.

### **Syllabus:**

#### **Will include, but not limited to the following and their application to ministry:**

- Prolegomena - the study of methods and presuppositions (this involves the study of how God reveals himself).
- Bibliology - the study of the Bible.
- Theology - the study of the doctrine of God, (including Paterology: the study of the Fatherhood of God).
- Christology - the study of Jesus, (including His manhood and His deity).
- Pneumatology - the study of the Holy Spirit, (including the Gifts and the Fruit of the Holy Spirit).
- Anthropology - the study of humanity.
- Soteriology - the study of Salvation.
- Ecclesiology - the study of the Church.
- Eschatology - the study of last things or end times, (including death, heaven, hell, and the Second Coming of Jesus Christ).
- Harmartiology – the study of sin.
- The Apostles and the Nicene Creed and their relationship to systematic theology.
- Other relevant materials as determined by the facilitator.

### **Learning and Teaching Strategy**

Facilitator-led lectures to develop students' understanding and application of systematic theology in the ministry decision making processes. In workshops students, will build on this knowledge using the principles of exegesis and hermeneutics. Use of commentaries and reference sources will be encouraged. Questions arising from lectures form the basis for small group discussions.

Independent study to supplement these activities is an essential element of the programme.

### **Learning materials**

Erickson, M., *Christian Theology*, (2nd ed.) Grand Rapids: Baker; 2003

McGrath, A., *Christian Theology: An Introduction* (4th ed). Oxford: Blackwell; 2006

Grudem, W., *Systematic Theology: An Introduction to Biblical Doctrine*. Leicester: Inter-Varsity Press; 2002

### **Journals**

*Harvard Theological Review*. Harvard Divinity School

## **10. Pastoral Theology**

### **Aims:**

This module aims to introduce students to the nature of theology in relationship to the pastoral ministry. It will explore the biblical context and expectations from pastors and shepherds. It explores the scope and practice of pastoral ministry in the Christian church. It enables students to gain a deeper appreciation of the theological basis for caring. It will explore the variety of approaches to pastoral care applicable to all age groups

### **Learning outcomes:**

On completion of this module, the successful student will be able to:

1. Compare and contrast themes of pastoral care in the Bible and modern day practice of pastoral ministry in the church.
2. Understand the ethical assumptions implicit in pastoral practices in a multi-cultural setting.
3. Apply the lessons from biblical examples of shepherding as demonstrated in the Trinity for the pastoral ministry.
4. Develop the skills – practical, relational and educational - necessary for an effective pastoral ministry.
5. Understand and engage with the spiritual qualities of a pastor or church leader.
6. Develop and apply biblical and contemporary tools for the application of themes of pastoral theology to pastoral ministry.
7. Develop practical pastoral care programme for the congregation.

### **Syllabus:**

#### **Will include, but not limited to, the following themes and their application to ministry:**

Theology in relation to pastoral ministry; God as the Shepherd – relationship with Adam/Eve; the Patriarchs and Israel; Jesus as Shepherd – The apostolic example for the Church; The Holy Spirit's role in the pastoral ministry; The Minister as a shepherd/pastor; The Pastor as an office versus the Pastor as a calling/gift; Spiritual qualities of the pastor/minister; Practical skills of a pastor/minister; Educational skills of a pastor/minister; The pastor and cross cultural engagement/multiracial congregation; Relational skills of a pastor/minister; Tools of effective pastoral ministry. The facilitator may include issues as may be useful.

#### **Learning and Teaching Strategy:**

Facilitator-led lectures introduce students to the major biblical themes for pastoral care and pastoral ministry. Further development in student-led discussion groups allows for facilitator observation and feedback.

In workshops students discuss and present the following topics among others:

1. The pastoral care and pastoral ministry - lessons from God the Father.
2. The pastoral care and pastoral ministry - lessons from the ministry of Jesus.
3. The pastoral care and pastoral ministry - lessons from the apostolic church.
4. Developing an effective pastoral care for a local church (of your choice).
5. Engaging with issues of the pastoral ministry in a multi-ethnic congregation.

6. Engaging the tension between skills development and spirituality in ministry.

Independent study to supplement these activities is an essential element of the programme.

### **Learning materials**

Carr, W., *Handbook of Pastoral Studies*. London: SPCK; 1997

Woodward, J. and Pattison, S. (Eds.), *The Blackwell Reader in Pastoral and Practical Theology*.

Oxford: Blackwell Publishers Ltd; 2000

## **11. Church Administration and Management**

### **A) Church Administration**

#### **Aims**

To assist the student to grasp leadership principles in the life of the church and to develop skills to enable effective administration and organisation in ministry at the local church level.

#### **Learning Outcomes:**

By the end of the module the student will be able to:

1. Understand the biblical parameters of effective spiritual leadership.
2. Understand the RCCG Leadership Structure and Central Office Reporting requirements.
3. Learn positive management principles from the secular world and assimilate them in appropriate ways for church administration.
4. Set smart (specific, measurable, attainable, realistic, tangible) personal and church goals.
5. Value the biblical approach to ethical issues in church management.
6. Appreciate the value of personal organisation and management.
7. Understand the legal and statutory requirements in Church management.
8. Engage the principles of accountability within the RCCG church system.

#### **Methods of Teaching:**

Lectures, field work in the local church, exposure to different leadership models with reflection on those models.

### **B) Strategic Church Partnerships (SCP)**

#### **Learning Outcomes:**

By the end of the module the student will be able to:

1. Understand the principles and the theology of SCP.
2. Learn how to identify key SCP.
3. Learn the art of engagement and leveraging.
4. Learn the art of becoming a key player and consolidation.
5. Learn how to keep focused on benefits for mission and posterity.

#### **Teaching Notes:**

- Why SCP
- To Whom is SCP
- How to engage in SCP
- When to engage in SCP
- Where to engage in SCP
- Avoiding the dangers of SCP
- Maximising the benefits of SCP

#### **Method of Teaching:**

- Lectures
- Small groups
- Debates and role playing

## **12. Christian Leadership Development**

### **Module Overview:**

A pastor requires leadership skills to succeed. Although there are lots that can be learnt from secular leadership principles, it is clear that there are spiritual principles often overlooked by secular authors. This module is designed to help the pastor appreciate leadership principles necessary for his effectiveness (both secular and spiritual). It revolves around the leadership principles of Jesus and how we can be effective inspirational leaders.

Specifically, the module will include:

1. Understanding basic principles of Christian Leadership.
2. Demonstrating an understanding of the five-fold leadership ministry matrix as expressed in Ephesians chapter 4 and its relevance to contemporary leadership.
3. Character, attributes and spirituality of leaders.
4. Leadership skills including managing change, communicating vision and dealing with opposition.
5. Team building, mentoring and creation of future leaders.
6. Cultural issues in Christian leadership in a specifically post-modern setting.
7. Becoming aware of key resources to support the exercise of such leadership.
8. Developing the ability to reflect theologically, missiologically and ecclesialogically on the question of leadership within Christian settings, and demonstrate an appreciation of the complexities introduced by a post-modern, missional context.

### **Teaching Method:**

Lectures and discussions supplemented with interactive group work, video and multi-media presentations, and required readings.

### **Learning Materials:**

1. Marshall, Tom., *Understanding Leadership*, Chichester: Sovereign World, 1991
2. Wright, Walter C., *Relational Leadership: A Biblical Model for Leadership Service*, Carlisle: Paternoster, 2000