

## Introduction to Sacramental Theology and Ministry (TMM1867)

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<b>Module Level:</b>	4
<b>Module Credit Value:</b>	10
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Excluded Combination of Modules:</b>	None

**Aims:**

To enable students to understand the basic theological and ecclesiastical context of the sacraments of Eucharist and Baptism.

To enable students to understand how sacraments may be understood as facilitating the communication of grace and spiritual, psychological and social enrichment.

To enable students to think effectively about these sacraments in relation to their own calling, ministry and tradition.

**Content:**

Introduction to different theological and pastoral understandings of sacramental ministry.

A consideration of one or more sacraments (e.g. Baptism and Eucharist) in relation to the wider pattern of Christian doctrine.

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**Learning Outcomes:** By the end of this module students will be able to

### **Subject Knowledge [SSK 2]**

Investigate and describe competently aspects of the doctrine and importance of sacraments within at least one Christian denomination/tradition.

Discuss knowledgeably at least one question that arises from the practices and doctrines of at least one sacrament within at least one Christian denomination/tradition.

### **Subject Skills [SSS 3]**

Engage theologically with practices of at least one sacrament in relation to their own calling, ministry and tradition.

Reflect on their own participation in and (insofar as applicable) leading of sacramental practices within their church denomination/tradition.

### **Key Skills [KS 1, 2, 3, 4]**

Identify, gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices;

Carry out a guided task that involves: independent inquiry, management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Recognise key issues in their own personal and professional development.

**Modes of Teaching and Learning:**

Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

**Learning Hours:**

Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

**Formative Assessment:**

Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

**Summative Assessment:**

Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

**Indicative Reading:**

Indicative reading to be specified by each TEI in line with the published Guidelines on creating bibliographies for undergraduate modules.