

Christian Discipleship and Ministry in Multi Faith Contexts (TMM2247)

Module Level: 5

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To enable students to develop the knowledge and skills base for being a reflective practitioner in a multi faith context.
- To investigate the beliefs and practices of faith communities, both Christian and another faith.
- To give students the opportunity to explore various understandings of the role of the church and mission in multi faith contexts as a route to self awareness for their own future ministry.

Content:

- The beliefs and practices of a non-Christian religion in England.
- An evaluation of the processes and practices of inter faith relationships and multi faith social action.
- The challenges and opportunities of a multi faith context for Christian congregations, for Christian pastoral ministry and for relevant theological and biblical reflection.

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

Subject knowledge [SSK 3]

Describe and analyse in detail a non-Christian faith community in England, including its key beliefs and practices, comparing them with those of Christian communities.

Evaluate understandings of how practices of Christian discipleship, ministry and mission relate to a multi faith context, and the questions they raise.

Subject skills [SSS 3]

Draw on the disciplines of theology, ministry and mission to explore and evaluate the possibilities for Christian participation in different models of multi faith social action and inter faith relationships.

Key skills [KS 1, 2, 3]

Identify, gather, analyse and evaluate textual source materials for a range of purposes, and communicate their findings with clarity and fairness.

Undertake a critical analysis of information and arguments, communicating these effectively in diverse contexts, showing critical awareness of their own beliefs, commitments and prejudices.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

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.