

## Further Engagement with Ministry and Worship in Context (TMM3871)

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Module Level:	6
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

**Aims:** To enable students to develop further their understanding of key practices and competences relating to Christian worship in the ecclesial tradition and vocational context for, and within which, students are being prepared.

To enable students to develop further their understanding of, and skills in, one or more other area of ministerial practice such as preaching, pastoral care, nurturing children's faith or the disciplines of Christian spirituality.

To enable students to reflect critically and theologically on the relationship between their experience and the chosen areas of ministerial practice.

To enable students to exercise a reflective, reflexive and prayerful ministry in and beyond the areas studied.

**Content:** Students enrolled on this module will be engaged in a sustained placement, place of work or other context which, together with prior experience, forms the substrate for reflection on areas of study which will include:

Deepening their knowledge and understanding of Christian worship in relation to its historical and ecclesial contexts, scriptural sources and contemporary applications.

And one or more other areas of ministerial practice such as the following:

The history, theology and contemporary practice of Christian spirituality.

The art of preaching including approaches to engaging with Scripture, doctrine and context; reflecting on the place of preaching in the church today; developing the practical skills of delivery and preparation.

Study of and responsible engagement with the theology, psychology and practice of pastoral care related to life's milestones that is rooted in the life and worship of the Christian community.

Study of children's faith development, drawing on both psychological and theological perspectives, and how this can be nurtured in a range of contexts.

Students are likely to focus on these subjects in relation to their own denomination and ecclesial tradition. Content will be chosen in order to complement what students are studying in other modules on this programme.

Learning Outcomes:

By the end of this module students will be able to;

***Subject Specific Knowledge* [BA SSK 3, 4] [Graduate Cert SSK 2/ Graduate Dip SSK 1, 2]**

Describe and analyse theological, ecclesial and contextual understandings of aspects of worship and one or more other area of ministerial practice, critically evaluating such practices in relation to a range of contexts and demonstrating a systematic understanding of key concepts.

***Subject Specific Skills* [BA SSS 2, 3] [Graduate Cert / Dip SSS 2]**

Consolidate and extend competences in practices of leading worship and one or more other area of ministerial practice, in the light of theological and, where appropriate, other disciplines, in a range of complex and unpredictable contexts.

Extend and apply knowledge and understanding of key disciplines of theology, ministry and mission to new and complex contexts, reflecting critically on their impact on the life and ministry of the church, and showing sensitivity to the problems of religious language, experience, and the limits of knowledge.

***Key Skills* [BA/ Graduate Dip KS 1, 2, 3, 4] [Graduate Cert KS 1, 2, 3]**

Identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, for a range of purposes, and communicate their findings with clarity and fairness using a variety of media to both specialist and non-specialist audiences;

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments showing critical awareness of their own and others' beliefs, commitments and prejudices.

Take responsibility for a task that involves the exercise of initiative, independent inquiry, and the effective management of time, resources and use of IT; engaging with others in planning and decision-making in complex and unpredictable contexts; meeting deadlines; evaluating the task and learning from it.

Take responsibility for 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'

Contact Hours: Contact hours to be specified by each TEI using the 'Guidelines for Contact 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 programmes.

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