

Module Code	Module Title (All modules are taught in person, unless specified otherwise)	Level	Credits	Compulsory	Summary of Content	Delivery Methods	Contact Hours	Assessment Methods
1011	Introduction to the New Testament (Term time delivery)	4	20	No	This module will offer students an initial overview of the New Testament, of the various genres of literature that are found in it and of the major theological themes its writings raise. It will present the contexts and concerns out of which major New Testament books emerged, set them within their broader historical, religious and cultural backgrounds, and examine the ways that the ancient authors expressed both particular pastoral concerns and more general theological convictions. Further, the module will explore some of the ways in which the New Testament has been handled and used in various eras and contexts, and will allow careful consideration of what might constitute appropriate interpretation and use of these books in today's church and world. Students will be encouraged to read the whole New Testament in the course of their work on the module.	Lectures and seminars	<b>Classroom based:</b> 24 <b>Preparation:</b> 176 <b>Total:</b> 200	<b>Component 1:</b> Written Assignment, 2,000 words: 50% <b>Component 2:</b> Assessed Conversation, 20 mins: 50%
1011	Introduction to the New Testament (Block delivery) [Not available 2024-25]	4	20	No	This module will offer students an initial overview of the New Testament, of the various genres of literature that are found in it and of the major theological themes its writings raise. It will present the contexts and concerns out of which major New Testament books emerged, set them within their broader historical, religious and cultural backgrounds, and examine the ways that the ancient authors expressed both particular pastoral concerns and more general theological convictions. Further, the module will explore some of the ways in which the New Testament has been handled and used in various eras and contexts, and will allow careful consideration of what might constitute appropriate interpretation and use of these books in today's church and world. Students will be encouraged to read the whole New Testament in the course of their work on the module.	Lectures and seminars	<b>Classroom based:</b> 24 <b>Preparation:</b> 176 <b>Total:</b> 200	<b>Component 1:</b> Written Assignment, 2,000 words: 50% <b>Component 2:</b> Oral Presentation, 20 mins, 50%
1011	Introduction to the New Testament (Online delivery)	4	20	No	This module will offer students an initial overview of the New Testament, of the various genres of literature that are found in it and of the major theological themes its writings raise. It will present the contexts and concerns out of which major New Testament books emerged, set them within their broader historical, religious and cultural backgrounds, and examine the ways that the ancient authors expressed both particular pastoral concerns and more general theological convictions. Further, the module will explore some of the ways in which the New Testament has been handled and used in various eras and contexts, and will allow careful consideration of what might constitute appropriate interpretation and use of these books in today's church and world. Students will be encouraged to read the whole New Testament in the course of their work on the module.	Synchronous lectures and seminars; asynchronous engagement with distance learning materials	<b>Virtual Classroom based:</b> 10 <b>Asynchronous engagement:</b> 20 <b>Preparation:</b> 170 <b>Total:</b> 200	<b>Component 1:</b> Written Assignment, 2,000 words: 50% <b>Component 2:</b> Oral Presentation, 20 mins, 50%
1021	Introduction to the Old Testament (Term time delivery) [Block delivery not available 2024-25]	4	20	No	This module provides an initial overview of the Old Testament. The teaching is oriented around some of the key genres, since understanding the kinds of literature in the Old Testament provides important guidance about how to interpret texts appropriately in their historical, literary and cultural context. Some of the tools, methods and approaches used in modern biblical scholarship are also introduced, paying attention to their limitations as well as their strengths. Particular attention is paid to the tension between historical critical and literary approaches to the text. In addition students will be given an overview of the developing plot of the Old Testament as it traces the journey of the people of God through the Pentateuch, the historical books, the prophets, and on towards the New Testament. Guidance is given about how to acknowledge the contingent and temporary character of much of the Old Testament, while affirming how it remains a vital theological and historical foundation for later Christian life and thought.	Lectures and seminars/workshops	<b>Classroom based:</b> 20 <b>Preparation:</b> 180 <b>Total:</b> 200	<b>Component 1:</b> Oral Presentation, 20 minutes: 50% <b>Component 2:</b> Assessed Conversation, 20 minutes: 50%

1021	Introduction to the Old Testament (Online delivery)	4	20	No	This module provides an initial overview of the Old Testament. The teaching is oriented around some of the key genres, since understanding the kinds of literature in the Old Testament provides important guidance about how to interpret texts appropriately in their historical, literary and cultural context. Some of the tools, methods and approaches used in modern biblical scholarship are also introduced, paying attention to their limitations as well as their strengths. Particular attention is paid to the tension between historical critical and literary approaches to the text. In addition students will be given an overview of the developing plot of the Old Testament as it traces the journey of the people of God through the Pentateuch, the historical books, the prophets, and on towards the New Testament. Guidance is given about how to acknowledge the contingent and temporary character of much of the Old Testament, while affirming how it remains a vital theological and historical foundation for later Christian life and thought.	Lectures and seminars/workshops	Virtual Classroom based:10 Asynchronous engagement:20 Preparation: 170 Total: 200	<b>Component 1:</b> Oral Presentation, 20 minutes: 50% <b>Component 2:</b> Assessed Conversation, 20 minutes: 50%
1067	Elementary New Testament Greek	4	10	No	This module will equip ministerial students for a more robust engagement with New Testament texts and prepare them to identify and utilize significant exegetical resources for reading, preaching, and teaching the Bible. The formal teaching sessions will begin introducing students to the grammar, syntax, and vocabulary of <i>koine</i> Greek and discuss the dynamics of translating ancient texts into modern English, in relation to language, literary style and theology. Students who successfully complete this module will have gained the skills necessary to progress onto TMM1077 Continuing New Testament Greek in the 2025–26 academic year.	Practical Classes	Classroom based: 32 Preparation: 68 Total: 100	<b>Component 1:</b> Language Test, 20 mins: 20% <b>Component 2:</b> Language test, 1 hour: 80%
1077	Continuing New Testament Greek: Texts Study [Not available 2024-25]	4	10	No	The aim of this module is to enable students to develop a deeper understanding of New Testament Greek. It consolidates everything covered in module TMM1067 and further develops students' understanding of Greek grammar and syntax. It is based on reading and translating the set text (four chapters from the Gospel of John, plus material from the course text book. Particular attention will be paid to the ways in which the Biblical text may be translated into English. This module will thus equip students with the confidence to use significant reference resources that refer to the Greek (lexicons, concordances, dictionaries, commentaries, etc.). It will enable them to engage with the Greek texts in Level 5 and 6 exegesis work if they choose these options. It will inculcate the ability to evaluate different English translations of New Testament material, especially those widely used in church life.	Practical Classes	Classroom based: 26 Preparation: 74 Total: 100	<b>Component 1:</b> Short tests 20 mins: 20% <b>Component 2:</b> Written assignment (2,000 words): 80%
1087	Elementary Biblical Hebrew [Not available 2024-25]	4	10	No	The aim of this module is to introduce students to basic elements of Biblical Hebrew through engagement with four chapters of the original text of the Old Testament. It will focus on basic grammar and syntax, encourage students to learn vocabulary, and to read and write Biblical Hebrew. It will help students begin to understand issues associated with the task of translating ancient texts into modern English, in relation to language, literary style and theology. This module will equip students with the skills necessary to progress onto the module TMM1097 Continuing Biblical Hebrew: Text Study.	Practical Classes	Classroom based: 25 Preparation: 75 Total: 100	<b>Component 1:</b> Written Assignment, 750 words: 40% <b>Component 2:</b> 45 Minutes Language Test: 60%
1097	Continuing Biblical Hebrew: Texts Study	4	10	No	The aim of this module is to enable students to develop a deeper understanding of Biblical Hebrew, developing students' understanding of Hebrew grammar and syntax. It is based on reading and translating the set text, several chapters of narrative prose from the Hebrew Bible; and further chapters of the course textbook. Particular attention will be paid to the ways in which the Biblical text may be translated into English and to evaluate the different translations available. The module will equip students with the confidence to use significant reference resources that refer to Biblical Hebrew (lexicons, concordances, dictionaries, commentaries, etc.). It will enable them to engage with the Hebrew texts in Level 5 and 6 exegesis work if they choose these options.	Practical Classes	Classroom based: 30 Preparation: 70 Total: 100	<b>Component 1:</b> Written Assignment, 2,500 words, 100%

1107	<b>Brief Introduction to Christian Doctrine (Termtime, Block and Online deliveries)</b>	4	10	No	This module builds foundations for ongoing doctrinal study by giving an overview of some key areas of Christian doctrine. The module explores the sources and methods for theological discourse. It addresses the way Christians developed doctrines such as the Trinity, salvation, the Holy Spirit, and the Church. It involves some engagement with primary texts by major theologians. It is hoped that by exploring the voices which have gone before, students can both make sense of the framework in which belief is set but in which they can also find their own voices.	Guided reading, lectures and seminars	<b>Classroom/ Virtual Classroom based:</b> 10 <b>Preparation:</b> 90 <b>Total:</b> 100	<b>Component 1:</b> Written assignment 2500 words: 100%
1147	<b>Brief Introduction to Church History (Termtime, Block and Online deliveries)</b>	4	10	No	This module builds foundations for ongoing study in Christian History. The module will explore the grounds for a specifically Christian history from the emergence of 'people called Christians', to a persecuted sect, to an official religion within the Empire. Students will be familiarized with the practices, methods and modes of Christian history through the examination of the specified historical period. The major characters of the early church will be identified and explored. How Christian teaching came to be agreed will be discussed as will the emergence of monasticism as an alternative Christian lifestyle. It is hoped that by exploring the voices which have gone before, students can both make sense of the framework in which belief is set but in which they can also find their own voices.	Guided reading, lectures and seminars	<b>Classroom/ Virtual Classroom based:</b> 10 <b>Preparation:</b> 90 <b>Total:</b> 100	<b>Component 1:</b> Resource for Others, 2,500 words: 100%
1191	<b>Informal Learning with Young People and Children</b>	4	20	No	This module will offer student's knowledge of good practice in how young people and children learn. Theories, approaches and methodologies of learning will be explored, including an introduction to learning theorists, the learning cycle and learning processes in relation to young people and children. This module will help students develop an understanding of and how to facilitate learning groups in a range of contexts with young people and children. Students will learn how to support young people and children with additional needs in relation to their learning. Responding to challenging behaviour among young people and children will be explored. The module will introduce students to how learning can be understood through the lens of a key theological theme (eg. Pneumatology, Christology, wisdom).	Context based learning and group work	<b>Classroom based:</b> 20 <b>Context engagement:</b> 80 <b>Preparation:</b> 100 <b>Total</b> 200	<b>Component 1:</b> Project, 4,000 words equivalent: 100%
1211	<b>Foundations for Theology and Reflective Practice (long) (Block delivery)</b>	4	20	No	The module provides students with an introduction to ongoing ministerial training and study. The module acts as a gateway into professional ministerial practice rooted in comprehensive theological study, practice wisdom and a deepening faith. In this module students will be introduced to theological reflective practice as the method of ongoing ministerial development. Theological reflective practice combines in-depth theological study with considered analysis of self and context. The module will provide students with an introduction to these three key components of ongoing ministerial development alongside study support to provide a bridge into degree level study.	Seminars, lectures and small group work; supervised placement	<b>Classroom based:</b> 20 <b>Context engagement:</b> 80 <b>Preparation:</b> 100 <b>Total</b> 200	<b>Component 1:</b> Reflective Learning Journal, 2,000 words: 50% <b>Component 2:</b> Written Theological Reflection, 2,000 words: 50%
1211	<b>Foundations for Theology and Reflective Practice (long) (Online delivery)</b>	4	20	No	The module provides students with an introduction to ongoing ministerial training and study. The module acts as a gateway into professional ministerial practice rooted in comprehensive theological study, practice wisdom and a deepening faith. In this module students will be introduced to theological reflective practice as the method of ongoing ministerial development. Theological reflective practice combines in-depth theological study with considered analysis of self and context. The module will provide students with an introduction to these three key components of ongoing ministerial development alongside study support to provide a bridge into degree level study.	Seminars, lectures and small group work; supervised placement	<b>Virtual Classroom based:</b> 10 <b>Engagement with distance learning materials:</b> 20 <b>Preparation:</b> 170 <b>Total</b> 200	<b>Component 1:</b> Reflective Learning Journal, 2,000 words: 50% <b>Component 2:</b> Written Theological Reflection, 2,000 words: 50%

1277	<b>Integrative Learning for Collaborative Practice A: Five Marks of Mission</b>	4	10	No	This module is designed to provide students with an introduction to the Five Marks of Mission, which express the Anglican Communion's common commitment to, and understanding of, God's holistic and integral mission. The module will introduce students to each of the Five Marks, examining both their theological and biblical foundations, as well as gaining insights from the world church. It will also explore ways in which each Mark might be given practical expression in the local context. As part of the module, students will work collaboratively to produce a resource for local churches designed to introduce the Five Marks to local Christians.	Classes	<b>Classroom based:</b> 10 <b>Module preparation:</b> 20 <b>Independent study:</b> 70 <b>Total:</b> 100	<b>Component 1</b> Group project 1,500 words equivalent: 60% <b>Component 2</b> Reflective Journal 1,000 words: 40%
1291	<b>Independent Learning Project (long)</b>	4	20	No	This module is designed to enable participants to engage in independent learning related to a chosen subject area in the context of discipleship, mission and ministry. In consultation and negotiation with the tutor, participants will identify a topic, issue, or ministerial area relevant to the study of the theory and practice of ministry and in which there is academic expertise in the Cambridge Theological Federation. An independent learning project will be developed which may include both library and practical research. The area chosen may enhance and integrate study from the taught module programme providing the independent study is clearly distinguished from the content of such taught modules.	Supervisions & self-directed study	<b>Tutorials:</b> 2 <b>Independent study:</b> 198 <b>Total</b> 200	<b>Component 1:</b> ILP consisting of Written assignment 4,000 words
1397	<b>Creating New Christian Communities</b>	4	10	No	This module introduces students to biblical resources and relevant theological themes for the practice of church planting and the creation and sustaining of new expressions of church. It will encourage students to reflect critically and theologically on contemporary examples of creating new Christian communities and their historical precedents. Students will also consider the sociological, strategic and missiological principles pertinent to the formation of new Christian communities.  The module provides an opportunity for students to critically dialogue with their ministerial and missional practice in light of existing, developing and new knowledge at a foundational level. The process demands of the students an attentiveness to their own assumptions and biases as they develop an integrated approach to pioneer ministry.	Seminars, practical classes and small group work.	<b>Classroom based:</b> 10 <b>Preparation:</b> 90 <b>Total:</b> 100	<b>Component 1:</b> Written assignment - essay, 2,000 words: 100%
1421	<b>Introduction to Pastoral Care (Online delivery)</b>	4	20	No	This module will offer students introductory material exploring some of the major themes and issues relating to pastoral care in congregational contexts. The place of pastoral care in the life and worship of Christian communities will be examined and assessed. Students will be encouraged to begin to develop the skills and dispositions required to offer sustained and appropriate pastoral care in ways that do justice to context and to their own roles and experience. These explorations will pay attention to scriptural models and a range of Christian traditions. They will also be informed by relevant material drawn from the social sciences and psychology where these offer insights into human development and life processes both for individuals and for groups. The module will offer students opportunities to practice and enhance skills that are essential within the pastoral ministries of the Church. This will include careful attention when listening, and an appreciation of the significance of loss and grief as a worked example of pastoral care. It will also enable students to begin to engage with best practice in safeguarding, child protection and the protection of vulnerable adults. As an introductory course this module will, inevitably, connect with some material in more superficial ways than at depth. It will provide starting points for further study, engagement and formation and a range of resources with which to continue to grow into the ministries of pastoral care.	Lectures and small group learning	<b>Virtual Classroom based:</b> 10 <b>Engagement with Distance Learning Materials:</b> 20 <b>Preparation:</b> 170 <b>Total</b> 200	<b>Component 1</b> Written assignment addressed to a specialist audience, 2,500 words: 50% <b>Component 2</b> Written theological reflection, 2,500 words: 50%

1447	Foundations for Reflective Practice in Context (Short)	4	10	No	<p>This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement. It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial /professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines, including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many). Students will be expected to agree a plan of activities with their placement supervisor, which takes into account specific learning outcomes agreed by their Director of Pastoral Studies/ Director of Practical Theology. Students will be expected to work with a journal of their experiences; research their context fully using available resources and apply methods of reading and/or profiling a context, provide verbatim and other accounts of pastoral encounters and 'critical incidents' for analysis in a group context and reflect with a placement supervisor on their own development. Group teaching on specific areas of contextual and pastoral ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection.</p>	Seminars and small group learning	<p><b>Classroom based:</b> 16 <b>Context engagement:</b> 25 to 50 <b>Preparation:</b> 40 to 65 <b>Total:</b> 100</p>	<p><b>Component 1</b> Written theological reflection, 2,500 words: 100%</p>
1451	Foundations for Reflective Practice in Context (Long) (Termtime delivery) [PC3 not available 2024-25]	4	20	No	<p>This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement. It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial /professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines, including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many). Students will be expected to agree a plan of activities with their placement supervisor, which takes into account specific learning outcomes agreed by their Director of Pastoral Studies/ Director of Practical Theology. Students will be expected to work with a journal of their experiences; research their context fully using available resources and apply methods of reading and/or profiling a context, provide verbatim and other accounts of pastoral encounters and 'critical incidents' for analysis in a group context and reflect with a placement supervisor on their own development. Group teaching on specific areas of contextual and pastoral ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection. This module is offered in two iterations, one for students on the PC3 pathway, and one for those not on the PC3 pathway.</p>	Seminars and small group learning	<p><b>Classroom based:</b> 20 <b>Independent Study:</b> 81 <b>Context engagement:</b> 75 <b>Preparation:</b> 24 <b>Total:</b> 200</p>	<p><b>Component 1</b> Portfolio, 5,000 words: 100%</p>

1451	Foundations for Reflective Practice in Context (Long) (Block delivery)	4	20	No	This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement. It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial / professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines, including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many). Students will be expected to agree a plan of activities with their placement supervisor, which takes into account specific learning outcomes agreed by their Director of Pastoral Studies/ Director of Practical Theology. Students will be expected to work with a journal of their experiences; research their context fully using available resources and apply methods of reading and/or profiling a context, provide verbatim and other accounts of pastoral encounters and 'critical incidents' for analysis in a group context and reflect with a placement supervisor on their own development. Group teaching on specific areas of contextual and pastoral ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection. This module is offered in two iterations, one for students on the PC3 pathway, and one for those not on the PC3 pathway.	Facilitated small group learning	<b>Context engagement and facilitated learning:</b> 120 <b>Preparation:</b> 80 <b>Total:</b> 200	<b>Component 1</b> Portfolio, 5,000 words: 100%
1461	Corporate Engagement with Context A [Not available 2024-25]	4	20	No	This module involves a partnership between an individual student's training institution and a given context, known as their Primary Training Context (PTC), in which they are normally placed, under the supervision of a qualified professional, for the duration of their study programme. The PTC for UK based students is likely to be a parish, congregation, mission or pioneer project.	Group learning, lectures, seminars	<b>Context engagement:</b> 100 <b>Classroom based:</b> 20 <b>Preparation:</b> 80 <b>Total:</b> 200	<b>Component 1:</b> Portfolio 5,000 words: 100%
1491	Basic Playwork Skills in Children's Practice (Block delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships with children and families. Theories around relationships, communication and listening skills with children will be explored. It will cover the principles and practice of play, with attention to creating play spaces and designing play processes. This module will provide content about learning processes and methods. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience they have gained through this module.	Facilitated small group learning	<b>Group work:</b> 20 <b>Context engagement:</b> 100 <b>Personal study:</b> 80	<b>Component 1:</b> Assessed Conversation, 25 minutes: 50% <b>Component 2:</b> Practical Skills Assessment, 20 minutes AND Theological Reflection 1,000 words: 50%
1491	Basic Playwork Skills in Children's Practice (Online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships with children and families. Theories around relationships, communication and listening skills with children will be explored. It will cover the principles and practice of play, with attention to creating play spaces and designing play processes. This module will provide content about learning processes and methods. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience they have gained through this module.	Online, small group learning	<b>Virtual Classroom:</b> 10 <b>Engagement with Distance Learning Materials:</b> 20 <b>Personal study:</b> 170	<b>Component 1:</b> Assessed Conversation, 25 minutes: 50% <b>Component 2:</b> Practical Skills Assessment, 20 minutes AND Theological Reflection 1,000 words: 50%
1501	Basic Youthwork Skills and Practice (Ridley Lay Ministry Block Online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships in youth work. Theories around relationship, communication and listening skills will be explored. The module will provide the opportunity for skills development in delivering informal, semi-formal and formal education. Learning styles, processes and methods of education will be included. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience gained through this module.	Online, small group learning	<b>Group work:</b> 20 <b>Context engagement:</b> 100 <b>Personal study:</b> 80	<b>Component 1:</b> Assessed Conversation, 25 minutes: 50% <b>Component 2:</b> Practical Skills Assessment, 20 minutes AND Theological Reflection 1,000 words: 50%

1501	Basic Youthwork Skills and Practice (Ridley Lay Ministry Online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships in youth work. Theories around relationship, communication and listening skills will be explored. The module will provide the opportunity for skills development in delivering informal, semi-formal and formal education. Learning styles, processes and methods of education will be included. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience gained through this module.	Online, small group learning	Virtual Classroom: 10 Engagement with Distance Learning Materials: 20 Personal study: 170	<b>Component 1:</b> Assessed Conversation, 25 minutes: 50% <b>Component 2:</b> Practical Skills Assessment, 20 minutes AND Theological Reflection 1,000 words: 50%
1537	Introduction to Christian Worship (Westminster College Block delivery)	4	10	No	This module offers an introduction to Christian worship for the purposes of preparation for public ministry. Its perspectives are ecumenical, historical, theological and phenomenological, and it aims to help students to root their own experience and tradition within the wider contexts of the Christian faith, as well as to grow in confidence in their ability to interpret and apply their learning to their specific ministerial setting. The historical material will provide a general overview of the origins and development of forms of Christian worship. The phenomenological study will have as its primary focus the two dominical sacraments of baptism and eucharist, as well as the proclamation of the word. The emphasis will be on the Western liturgical tradition, though reference will be made where appropriate to Eastern practice. The practical aspects of the module will include discussion of contemporary contextual challenges, and the need to negotiate faithfulness to the inherited tradition in situations of change and complexity. Tradition-specific practice will be covered elsewhere in tradition-specific contexts, though many of the tools that enable us to work within such contexts will be introduced in the module.	Seminars and small group study	Classroom based: 10 Preparation: 90 Total: 100	<b>Component 1</b> Oral presentation 10 mins, 1000 word equiv: 40% <b>Component 2</b> Essay 1500 words: 60%
1537	Introduction to Christian Worship (Termtime delivery)	4	10	No	Christian worship has been at the heart of the Christian life since the first followers of Jesus. The Book of Acts reminds us that these early Christians "devoted themselves to the apostle's teaching and fellowship, to the breaking of bread and the prayers." (Acts 2. 42)—a model for corporate worship today. This module examines the Jewish roots of Christian worship in dialogue with both the biblical text and theological tradition. Exploring a range of aspects of Christian worship, this module will enable students to understand the relationship between theology and liturgy, to critically engage with the historical development of forms of worship, and to design and plan acts of contemporary corporate worship.	Lectures and seminars	Classroom based: 10 Preparation: 90 Total: 100	<b>Component 1:</b> essay, 2,000 words: 100%
1661	Corporate Engagement with Context B [Not available 2024-25]	4	20	No	This module is offered for students on the PC3 (context-based) pathway. It involves a partnership between the students' training institution and a given context. The module comprises: • Regular guided practical experience of mission and ministry, normally with a team of other students, in the parish / congregation / pioneer initiative / mission project and the wider community throughout the year of study. This enables students to work effectively and collaboratively within a sustained setting that offers both ecclesial and non-ecclesial ministerial and mission experience. • An introduction to theological reflection methodologies and to methods for analysing and reading a context. Both personal and collaborative theological reflection is practiced. • Contextual engagement with key themes of relevant disciplines, with a particular focus on opportunities to develop understanding and practice of pastoral care and mission. • Supervision by on-site staff (usually the church / project leader) and a tutor in the students' own training institution.	Small group learning and seminars		Summative assessment: portfolio (2,500 audit, 1000 book review and up to 1500 theological reflection)