

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
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>koiné</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	Component 1: Language Test, 20 mins: 20% Component 2: 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	Component 1: Short tests 20 mins: 20% Component 2: 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	Component 1: Written Assignment, 750 words, 40% Component 2: 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	Component 1: Written Assignment, 2,500 words, 100%

3047	Further New Testament Text Study in Context (Block delivery)	6	10	No	The aim of this module is to understand, and begin to make use of, the insights that a close critical reading can give through intensive study of a selected text from the New Testament. In the process, you will become more aware of the range of interpretative approaches available, and the different ways in which the text can be interpreted responsibly in a variety of different contexts. Using the tools of modern scholarship while paying attention to the text's history of interpretation, and its relevance to contemporary Christian theology, preaching and praxis, the module will include intensive study of a particular text from the New Testament. The format of the module will include a combination of lectures, small group learning and private study of the selected text. This will encourage self-directed learning and reflection. The main focus will be on the central theological themes of the writings, examined through detailed study of selected portions of the texts.	Lectures and Seminars	Classroom based: 10 Preparation: 90 Total 100	Component 1 Written assignment, 2,500 words, 100%
3057	Further Old Testament Text Study in Context (Block delivery)	6	10	No	The aim of this module is to explore in depth the close critical reading and intensive study of a particular text from the Old Testament. In the process, students will examine the range of interpretative approaches available, and the different ways in which these texts can be interpreted responsibly in a variety of different contexts. This will develop critical skills that can be applied to other texts throughout ministry and encourage life-long learning. This module enables students to use the tools of modern scholarship, while paying attention to a text's history of interpretation, and its relevance to contemporary ecclesial communities. The format of the module will include a combination of lectures, small-group learning and private study, which will encourage self-directed learning and reflection.	Lectures & classes	Classroom based: 10 Preparation: 90 Total 100	Component 1 Assessed conversation 20 mins: 100%
3101	Christian Doctrine in Focus		20	No	This module will offer an in-depth exploration of one area of Christian doctrine: Political Theology. The following definition of political theology forms the approach taken in this module: 'Theology is broadly understood as discourse about God, and human persons as they relate to God. The political is broadly understood as the use of structural power to organize a society or community of people . . . Political theology is, then, the analysis and criticism of political arrangements . . . from the perspective of differing interpretations of God's way with the world' (Cavanaugh and Scott, 2007, p. 2). Students will be introduced to major sources, traditions, approaches, and themes in both historical and contemporary Christian political theologies. The course will begin by introducing an overview of the major schools and thinkers within the discipline. It will subsequently navigate by introducing a series of key historical perspectives on the nature of government (such as Augustine, Thomas Aquinas, Anabaptist theology) which still shape modern and contemporary responses to particular issues (such as religious violence and human rights). Interwoven throughout the course will be the emerging voices from twentieth and twenty-first century political theology. This structure will allow historical and contemporary political theologians to be introduced descriptively as thinkers and political agents in specific times and contexts as well as addressing them normatively, as the voices within (even if at the margins of) the Christian tradition which serve as sources for students as they shape political theologies in their own time and context.	Lectures and Seminars	Classroom based: 20 Preparation: 180 Total 200	Component 1: Literature Review 1,500-2,000 words: 40% Component 2 (60%): Assessed Conversation 30 mins: 60%
3121	Methods in Modern Theology (Block delivery)	6	20	No	This module surveys diverse approaches in modern theology, paying attention to their contexts, methods, and legacies. The module explores how Christian thought developed in response to various aspects of modernity and postmodernity. The module encourages study of major modern theological texts and debate of their method, implications, and impact. Through engaging with the concept of theological methodology and methods, and how they lead to divergent theological positions, this module encourages students to identify and evaluate these methods and to develop their own theological judgements and commitments. Students will build on relevant secondary literature and guided primary reading in order to identify, compare, and evaluate major modern theological trends and their contexts.	Seminars	Classroom based: 20 Preparation: 180 Total 200	Component 1 Written assignment, 2,500 words: 50% Component 2: Resource for others 1,000 words + 1,500 words: 50%

3141	Church History in Focus [Not available 2024-25]	6	20	No	Revival is an exhilarating word: it evokes visions of new life, the power of the Spirit, renewal and restoration and the promise of hope. Yet it is a diverse, multifaceted and controversial phenomenon. Against a rich and broad context of European and Transatlantic church history we trace landmark changes in both the understanding and practice of renewal and revival that took place in the 18th century British church. This is not merely a record of the church's past but a key to understanding contemporary evangelicalism and exploring the possibility of God choosing to work in such a way again.	Lectures	Classroom based: 20 Preparation: 180 Total 200	Component 1: Written assignment 2500 words: 50% Component 2: Oral presentation and commentary 15 mins + 1500 words: 50%
3181	Christian Faith & Ethical Living	6	20	No	<p>This module integrates theory and practice of Christian ethics, encouraging both a deeper academic understanding and a more examined practical living of Christian faith. Throughout the module, students will be encouraged to think and live beyond the ways in which topics in Christian Ethics are usually approached as a set of 'issues' which revolve around controversial questions that Christians are generally encouraged to take a stand for or against. We will be asking how sources, approaches, and norms are shaping Christian understandings of 'issues' in Christian Ethics, and how more examined engagements with sources, approaches, and norms might transform how we reason and live.</p> <p>We will consider the interrelationship of four sources for Christian ethics: scripture, Christian tradition, reason, and experience. We will analyse three differing approaches to ethics: deontology, consequentialism, and virtue, before also looking at approaches which may overlap with these methods: natural law and liberative perspectives. We will also consider two central norms of Christian ethics: love and justice. Alongside these methodological concepts, we will look at particular topics, relating them to sources, approaches, and norms, for example war and peace, medicine and bioethics, sexuality, and race.</p>	Lectures and seminars	Classroom based: 20 Preparation: 180 Total 200	Component 1 Written assignment 2,500 words: 50% Component 2: Resource for others, 2,500 words: 50%
3191	Leadership & Theology for Ministry and Mission	6	20	No	This module will introduce students to biblical and theological understandings of leadership, authority, service and collaboration within the perspective of the church's ministry and mission. Students will engage in a study of the relationship between spirituality and servant leadership and consider leadership from the perspective of listening to self, others God and the world. In the later part of the module students will have the opportunity to engage with theological and theoretical frameworks for management within a church context and offer transferable learning for management tasks within these contexts, including exploration of managing and building teams, managing meetings, decisions, others and themselves and aspects of change and conflict resolution.	Lectures, seminars & small-group work	Classroom based: 24 Preparation: 176 Total: 200	Component 1 Written assignment 2,500 words: 50% Component 2: Written theological reflection, 2,500 words: 50%
3201	Adult Education and the Learning Church (Hybrid delivery - in person and on Zoom)	6	20	No	This module will enable students to explore the education of adults for Christian discipleship. It will help students to evaluate different adult education theories and to consider how these relate to the theory and practice of Christian discipleship and adult education in ministerial contexts. Students will reflect on relevant theologies which will underpin and energise their understandings of Christian education and mission, and will have the opportunity to reflect theologically on their own role and identity as a Christian educator and life-long learner. The module will engage with different ecclesial contexts and perspectives and consider texts produced by Christian churches to guide the work of Christian education. There will be opportunities for students to develop their own skills in adult education and discipleship: planning, structuring and evaluating sessions; preparing handouts; facilitating a group discussion; integrating various media, and drawing sessions together in prayer.	Seminars, practical classes and small group work.	Classroom based: 20 Preparation: 180 Total 200	Component 1 Oral presentation, 15 mins: 40% Component 2: Resource for Others, 3,000 words: 60%

3317	Integrative Learning for Collaborative Practice A: Theology and Trauma	6	10	No	This module will provide a basic interdisciplinary introduction to Theology and Trauma, drawing on contemporary psychological, pastoral, theological and biblical research. The aim is to equip students to be theologically and pastorally informed in their encounters with those affected by trauma. Integrated study modules allow a specific topic to be studied from the perspective of various theological and other disciplines in a context of group learning. The primary focus is to help students develop cross-disciplinary skills in study and reflection while working as a team towards a group assessment. Throughout the module there will be group activities to support and enhance the learning. The group will be expected to demonstrate the use of academic tools and methodologies appropriate to the disciplines and to reflect corporately and individually on the learning process.	Integrative Learning	Classroom based: 10 Preparation: 20 Independent study including group work: 70 Total: 100	Component 1: Group project 1,500 words equivalent: 60% Component 2: Reflective journal 1,000 words: 40%
3337	Independent Learning Project (Short)	6	10	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.	Self-directed study	Self-directed study: 98 Supervisions: 2 Total: 100	Component 1 Written piece of work, 3,000 words: 100%
3341	Independent Learning Project (Long)	6	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.	Self-directed study	Self-directed study: 196 Tutorials: 4 Total: 200	Component 1 Written piece of work, 6,000 words: 100%
3381	Denominational History and Principles [Not available 2024-25]	6	20	No	This module will examine the history and principles of the United Reformed Church. While rooted in the theology and ecclesiology which arose from the Protestant Reformation and found its home in what became the Reformed Tradition, attention will also be given to the importance of Dissent and Nonconformity and how they shaped the contemporary life of the URC. The main questions pursued in the module are (1) What does history tell us about how and why the URC came to be as it now is? And (2) Does the tradition inherited from those who have gone before enable the URC to respond to the call to be the Church in the twenty-first century? The module explores how the URC is called to live, organise itself and engage with the world, and to do so in such a way that builds up the life of the Church and gives glory to God.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total 200	Component 1: Written assignment, 2,500 words: 50% Component 2: Resource for others + written rationale 2,500 words: 50%
3431	Mission & Apologetics in Contemporary Culture	6	20	No	This module is designed to help students to engage missionally with our contemporary culture. There are three elements to the module that contribute to this aim. First, it explores the evolving relationship between Christianity and its social and cultural context in the West, paying particular attention to the major intellectual, social and religious trends that have helped to shape people's thinking in the 21st century as well as had a significant impact on the church's life and witness. Second, the module aims to equip students with relevant contemporary skills for missional engagement. Underlying these is the ability to read and analyse culture from a missional perspective, exploring the unexamined assumptions of people around us whom the church is trying to reach. It aims to identify the key components for a church's missional engagement, and to discern the key missional questions facing congregations today. The final element in the module is the study of apologetics. It surveys major apologetic approaches and evaluates their cultural effectiveness. It also tries to foster theological and cultural discernment in thinking about apologetic strategies, as well as nurture relevant skills in practice. As part of the course, students will present an apologetic approach to a contemporary question.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total 200	Component 1 Written assignment 2,500 words: 50% Component 2 Oral presentation to a non-specialist audience, 15 mins + written rationale 1,500 words: 50%

3491	Further Reflective Practice in Context (Long) (Termtime delivery) [Not available 2024-25]	6	20	No	This module involves a partnership between a student's training institution and a ministerial context which enables the student to encounter, and work effectively within, a specific ministerial setting. On-site staff will provide day-to-day supervision while tutors in the student's learning organisation will facilitate reflection and deep learning. The module introduces Practical Theology as a field and provides an opportunity for students to critically dialogue with their pastoral, ministerial and missional practice, in light of existing, developing and new knowledge at an intermediate level. The process demands of the students an attentiveness to their own assumptions and biases as they develop an integrated approach to ministry and mission within their specialism. Ministerial-based learning creates opportunity for deeper understanding of familiar settings in creative conversation with key themes from relevant disciplines, including biblical, ecclesiastical and doctrinal studies, missiology, ethics, pastoral care, education and the social sciences (amongst others). Students are expected to keep a reflective learning journal in which they process learning emerging from placements	Lectures & small group work Supervised placement	Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200	Component 1 Portfolio, 5000 words (100%) (Including written theological reflection 2500 words and project 2500 words)
3491	Further Reflective Practice in Context (Long) (Ridley Lay Ministry Block delivery)	6	20	No	This module involves a partnership between a student's training institution and a ministerial context which enables students to encounter, and work effectively within, a specific ministerial setting. On-site staff will provide day-to-day supervision with tutors in the students learning organisation facilitating reflection and deep learning. The module provides an opportunity for students to critically dialogue with their pastoral, ministerial and missional practice, in light of existing, developing and new knowledge at an intermediate level. The process demands of the students an attentiveness to their own assumptions and biases as they develop an integrated approach to ministry and mission within their specialism. Ministerial-based learning creates opportunity for deeper understanding of familiar settings in creative conversation with key themes from relevant disciplines, including: biblical, ecclesiastical and doctrinal studies, missiology, education and cultural studies (amongst others).	Small group learning	Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200	Component 1 Portfolio, 5000 words equivalent: 100%
3711	Reflective Practice: Relationships and Emotional Management (Block delivery)	6	20	No	This module aims to support students in positively negotiating the networks of relationships which form the heart of ministry. The module encourages and facilitates considered self-reflection in order to develop the robust emotional intelligence and resilience that ministry demands. Within this there is a focus on the place of power within relationships, the nature of assertiveness within conflict and non-conflict situations, and the importance of self-care for sustainable long-term engagement. We will draw on research from a number of disciplines which students are encouraged to locate in a culturally engaged theological worldview that is able to live in the tension between faith, hope and love.	Lectures/Small Group Work	Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200	Component 1 Assessed conversation, 20 mins: 50% Component 2 Written Theological Reflection, 2,500 words: 50%
3721	Reflective Practice: Ministry and Mission with Children and Families	6	20	No	The aim of this module is to facilitate student's development as an advanced children and families minister. The module encourages students to synthesise and integrate their learning within a considered approach to ministry that can be articulated to both fellow professionals and non-specialists. The module facilitates student's self-understanding as a children and family minister and prepares them for engagement in future ministry where they will be expected to communicate a vision for the work to multiple audiences.	Lectures/Small Group Work	Classroom-based: 20 Context engagement: 80 Preparation: 100 Total: 200	Component 1 Portfolio 5,000 words: 100%
3731	Reflective Practice: Ministry and Mission with Young People	6	20	No	The aim of this module is to facilitate student's development as an advanced youth minister. The module encourages students to synthesise and integrate their learning within a considered approach to ministry that can be articulated to both fellow professionals and non-specialists. The module facilitates student's self-understanding as a youth minister and prepares them for engagement in future ministry where they will be expected to communicate a vision for the work to multiple audiences.	Lectures/Small Group Work Supervised placement	Classroom-based: 20 Context engagement: 80 Preparation: 100 Total: 200	Component 1 Portfolio, 5,000 words: 100%

3787	Further New Testament Text Study [Not available 2024-25]	6	10	No	The aim of this module is to develop skills in Biblical interpretation and gain critical awareness of key themes in the New Testament through intensive study of the book of Acts. Using the tools of modern scholarship, students will gain familiarity with Acts and its history of interpretation, as well as reflecting together on the relevance of this fascinating biblical narrative for contemporary Christian theology, preaching, and praxis. The format of the module will include lectures, small group learning, and private study, which will encourage self-directed learning and reflection.	Lectures	Classroom based: 10 Preparation: 90 Total: 100	<u>Component 1</u> Written Assignment, 2,000 words: 100%
3797	Further Old Testament Text Study [Not available 2024-25]	6	10	No	The aim of this module is to explore in depth the close critical reading and intensive study of a particular text or texts from the Old Testament. In the process, students will examine the range of interpretative approaches available, and the different ways in which these texts can be interpreted responsibly in a variety of different contexts. This will develop critical skills that can be applied to other texts throughout ministry and encourage life-long learning. This module enables students to use the tools of modern scholarship, while paying attention to a text's history of interpretation, and its relevance to contemporary ecclesial communities. The format of the module will include a combination of lectures, small-group learning and private study, which will encourage self-directed learning and reflection.	Lectures and small groups	Classroom based: 10 Preparation: 90 Total: 100	<u>Component 1</u> Written assignment – commentary and sermon, 2,000 words: 100%
3807	Integrative Learning for Collaborative Practice B: Interfaith	6	10	No	This module examines scriptural sources, external forces, accidents of history and internal pressures which have shaped contemporary religious leadership in Christianity, Judaism and Islam. During the module, students will visit a local synagogue and masjid (mosque), and hear from Jewish, Muslim, and Christian leaders. While it is impossible to explore the full diversity of Islam and Judaism within the scope of this module, by the end of the module students should have a better understanding of the diversity of non-Christian religious leadership, the effect of a clericalist model on interfaith 'presence and engagement' for Anglican clergy, and an opportunity to reflect on contemporary Christian leadership in light of what they have experienced during the module. Integrated study modules allow a specific topic to be studied from the perspective of various theological and other disciplines in a context of group learning. By doing so, students develop cross-disciplinary skills in study and reflection while working as a team towards a group assessment. Throughout the module there will be group activities, and the group will be expected to demonstrate an understanding of the topic informed by these different approaches and to reflect corporately and individually on the learning process.	Lectures	Classroom based: 10 Preparation: 20 Independent study including group work: 70 Total: 100	<u>Component 1</u> Group project, 60% <u>Component 2</u> Reflective learning journal, 1,000 words, 40%
3822	Term Study Abroad	6	40	No	This module requires the student to undertake a term of study at an institution which has been approved by the Common Awards Management Board for this purpose (including approval of a conversion scheme for marks from that institution to grades for the student's Durham award).	Set by institution	Set by institution	Set by institution
3911	Reflective Practice: Sports Ministry and Mission (Block delivery)	6	20	No	The aim of this module is to facilitate student's development as an advanced sports minister. The module encourages students to synthesize and integrate their learning within a considered approach to ministry that can be articulated to both fellow professionals and non-specialists. The module facilitates student's self-understanding as a sports minister and prepares them for engagement in future ministry where they will be expected to communicate a vision for the work to multiple audiences.	Lectures, seminars and small group learning	Classroom-based: 20 Context engagement: 80 Preparation: 100 Total: 200	<u>Component 1</u> Theological Reflection, 2,500 words, 50% <u>Component 2</u> Written Assignment, 2,500 words, 50%
40120	The Bible and Christian Faith	7	20	No	This module will introduce students to a number of hermeneutical approaches to the Bible, ranging from those concerned with the world behind the text (historical criticism), those oriented to the world of the text (literary approaches), and those that recognize the influence of the world in front of the text (the role of readers). It will equip students to raise questions concerning the meaning(s) of the biblical text, and about the assumptions or models operating behind different interpretations. It will also enable students to explore how the Bible (both Old and New Testaments) can be related to the contemporary world.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	<u>Component 1</u> : Oral presentation on set topic to specialist audience, 30 minutes: 50% <u>Component 2</u> : Reflective learning journal, 2,500 words: 50%

40420	Advanced New Testament Studies (The Johannine Literature) [Not available 2024-25]	7	20	No	This module will provide a rigorous study of the Johannine Literature. Lecture material, class discussions, reading material, and assessments will explore the significance of theological, literary, and historical dynamics of the Fourth Gospel and the Letters of John for contemporary leadership, ministry, and mission in the life of the church.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Essay, 3,500 words 60% Component 2: Oral Presentation to a specialist audience 20 mins, 40%
40520	Issues in Biblical Theology (Block delivery via 2 x 3 day blocks)	7	20	No	The overall aims of the module are 1) to enable students to explore biblical themes in a comprehensive and nuanced way; and 2) to equip students to bring biblical wisdom to bear on contemporary ideas and practices. There will be an introduction to the various approaches to key figures and trends in biblical theology, with particular focus on the Bible's foundational narrative framework. Several lectures will demonstrate how to explore biblical themes within the canon as well as how to engage 21st century cultural phenomena with the scriptural tradition. The module will conclude with student seminar presentations of their chosen theme.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Written Assignment, 4,000 words: 70% Component 2: Oral Presentation to a specialist audience 15 mins: 30%
40920	Advanced Topic in Christian Doctrine (Block delivery)	7	20	No	This module will explore the topic of liberation and intersectional theologies in particular connection with contemporary Christian practice and experience. Adopting a multidisciplinary approach, students will engage with biblical studies, church history, systematic theology and other relevant disciplines. Liberation and intersectional theologies are rooted in standpoint theory – the idea that a person's identity and experiences are an essential part of their theoretical framing. By explicitly attending to the voices of those who are often marginalised from academic discourse by virtue of their identity, liberation and intersectional theologies offer up a critically engaged and intentionally prophetic lens to matters of doctrine.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Written Assignment 3,000 words 60% Component 2: Resource for others 1,000 words + 1,500 words 40%
41020	Advanced Study of a Theological Text (Block delivery via 2 x 3 day blocks)	7	20	No	This module is an advanced study of David F. Ford's The Gospel of John: A Theological Commentary (Grand Rapids: Baker Academic, 2021). Written by the Emeritus Regius Professor of Divinity at the University of Cambridge, Ford's book makes a significant contribution to Johannine studies and demonstrates the author's long-standing interest in the theological interpretation of scripture. The module will place The Gospel of John: A Theological Commentary in the context of Ford's writing and the intellectual and ecclesial traditions that have influenced him as a theologian. It will explore key theological concerns of the commentary and will engage closely with Ford's interpretation of the text of the gospel of John.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Written Assignment 2,500 words: 40% Component 2: Resource for Others, 1,500 words + written rationale, 1,500 words: 60%
41120	Advanced Topic in Church History	7	20	No	This module will examine historic developments from c. the 17th to 20th centuries, and explore how they reverberate in contemporary discussions and debates. The modern period is a particularly contested one in the context of today's 'culture wars'. Designed to provide students with the historical understanding and interpretive skills necessary for approaching current social and political dilemmas, this module centres on the question, 'Which Christian figures and events are commemorated in this country?'. Commemorations are a particularly useful lens through which to examine the modern period because they expose the major building blocks of our shared historical consciousness, and can prompt us to ask whose stories are left out. Although the module focuses on how the story of English Christianity is told and remembered through commemorative material (e.g. monuments, memorials, 'blue plaques', heritage tours, etc.), the ultimate aim is to appreciate the implications for the wider church on issues related to dogma, devotional practice, denominational identity, nationhood, class, race, and gender. The module will be divided into eight weeks. We will see how the story of English Christianity is told through the commemoration of monarchs, bishops, explorers, philosophers, benefactors and philanthropists, activists and missionaries, war heroes, and martyrs and victims of violence. Along the way we will read primary texts related to important developments such as: the Elizabethan Settlement and the Toleration Act; liturgical change and uniformity; early settler colonialism and the role of the Anglican church in empire-building; the rise of Christian liberal thought; evangelical revivals and non-conformist spirituality; the role of wealth, patronage, and charity; the rise of missionary societies; war, persecution, and remembrance.	Lectures and Seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Resource for others 5,000 words: 100%

41220	Advanced Study of a Christian Figure (Block delivery via 2 x 3 day blocks)	7	20	No	This module will examine and assess the contribution of the missionary theologian Lesslie Newbigin (1909-1998) to the thinking and practice of mission over the last 70 years. The module will explore the range of this thought from early insights into ecclesiology, epistemology and his pioneering work on a Trinitarian approach to mission, through to his later work on engaging secular post-Christian Western culture with the gospel. It will examine the theological and philosophical dimensions of his approach to theology, and study in particular his contributions to the disciplines of epistemology, Trinitarian theology, ecclesiology, apologetics, cultural hermeneutics, and public theology. Students will be encouraged to assess the continuing significance of his work as a missionary theologian in the increased secularisation and pluralisation of Western cultural contexts.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Oral Presentation and Commentary 15 minutes + 1,000 words: 40% Component 2: Written Assignment, 4,000 words: 60%
41420	Themes in Moral Theology	7	20	No	This module will provide students with the opportunity to study some contested ethical issues, whilst developing a critical understanding of the moral theological approaches being brought to bear on these issues. The module will develop students' awareness of the sources for moral theology (Scripture, tradition, reason - including experience and philosophical sources), so as to enable students to understand the different ways these sources are balanced and drawn upon in current ecclesial and theological discussions. In depth case studies of specific contemporary ethical debates (e.g. ecology and animal welfare; gender and sexuality; global finance) will enable students to identify and critically analyse these methodologies in action. Assessment activities will comprise an essay and an adult education resource for others.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Essay, 4,000 words: 60% Component 2: Resource for Others, 2,500 words: 40%
42220	Research and Reflection: Resources and Methods (Block delivery via 2 x 3 day blocks)	7	20	Yes	This module functions as the foundation for postgraduate study in Theology, Ministry, and Mission. The central aim is to channel curiosity about theology, ministry, and mission toward the expansion of a theological imagination via rigorous reflection. For students new to postgraduate study, this course will support them to make this transition. For those who are new to empirical research, this module will equip them to use these approaches to make significant contributions to the various subfields within theology. As the module develops, students will learn how to ask the right questions about their ministry practice and how to craft research-informed answers. Since ministry is a 'real world' activity, the module introduces empirical research methods like interviewing, focus groups, etc. as well as critiquing epistemological frameworks and assumptions.	Lectures	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Written Assignment, 5,000 words: 100%
42520	Chaplaincy and Christian Mission [Not available 2024-25]	7	20	No	This module will introduce students to the history, theology and missiology of chaplaincy within a changing cultural and ecclesial context. It will focus on the distinctive nature of chaplaincy as a genre of Christian ministry, including an exploration of the challenges to Christian and ministerial / vocational identity presented by chaplaincy. Students will study and evaluate the effectiveness of different chaplaincy models and the issues associated with them. To facilitate this evaluation, the module requires substantial engagement with a chaplaincy context.	Lectures and seminars	Classroom based: 20 Context engagement: 100 Personal study: 80 Total: 200	Component 1: Assessed conversation 30 mins (50%) Component 2: Theological Reflection 3000 words (50%)

43020	Reflective Practice Placement [Not available 2024-25]	7	20	No	<p>This module brings into dialogue experience gained in the placement context with aspects of theology and the dimension of the student's own self-awareness concerning their growth in pastoral and ministerial practice. Students will have the opportunity to enhance skills in understanding and analysing a specific context, and integrating theological enquiry with pastoral, ministerial and/or professional practice. It draws upon the resources of Scripture and relevant Christian traditions in critical conversation with insights from other sources, including the social sciences. This is a module requiring reflexivity - students will need to be attentive to their own assumptions and biases. Reflecting upon their placement, ministerial or work-based context, students will take responsibility for identifying key aspects, encounters and themes out of which to develop work for assessment. The course will also allow students to gain further experience of using a variety of methods of theological reflection in the light of their placement context in order to develop their ministerial practice. 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/Practical Theology and any requirements of their sponsoring church. A working agreement form must be completed at the start of the placement hours. At the end of the placement the on-site supervisor will complete a report identifying the student's contribution and growth. Both of these documents must be submitted in appendices with the assessed work. 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 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 pastoral and practical theology for ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection.</p>	Lectures and small group learning	<p>Classroom based: 20-70 Context engagement: 50-100 Personal study: 80 Total: 200</p>	<p>Component 1 Portfolio, 6,000 words, 100% (including Part 1: Written Theological Reflection essay (60% weighting) Part 2: Project (40% weighting)</p>
43020	Reflective Practice Placement (PC3 Context-based delivery) [Not available 2024-25]	7	20	No	<p>This module brings into dialogue experience gained in the placement context with aspects of theology and the dimension of the student's own self-awareness concerning their growth in pastoral and ministerial practice. Students will have the opportunity to enhance skills in understanding and analysing a specific context, and integrating theological enquiry with pastoral, ministerial and/or professional practice. It draws upon the resources of Scripture and relevant Christian traditions in critical conversation with insights from other sources, including the social sciences. This is a module requiring reflexivity - students will need to be attentive to their own assumptions and biases. Reflecting upon their placement, ministerial or work-based context, students will take responsibility for identifying key aspects, encounters and themes out of which to develop work for assessment. The course will also allow students to gain further experience of using a variety of methods of theological reflection in the light of their placement context in order to develop their ministerial practice. 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/Practical Theology and any requirements of their sponsoring church. A working agreement form must be completed at the start of the placement hours. At the end of the placement the on-site supervisor will complete a report identifying the student's contribution and growth. Both of these documents must be submitted in appendices with the assessed work. 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 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 pastoral and practical theology for ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection.</p>	Facilitated small group learning	<p>Classroom based: 20 Context engagement: 100 Personal study: 80 Total: 200</p>	<p>Component 1 Portfolio, 6,000 words:100% (including Part 1: Written Theological Reflection essay (60% weighting) Part 2: Project (40% weighting)</p>

43920	Independent Learning Project	7	20	No	This module is 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.	Tutorials	Tutorials: 3 Preparation: 197 Total: 200	Component 1: Written piece of work 6,000 words: 100%
44120	Reflective Practice: Relationships and Emotional Management in Ministry (Block delivery via 2 x 3 day blocks)	7	20	No	This module aims to support students in positively negotiating the networks of relationships which form the heart of ministry. The module encourages and facilitates considered theologically informed self-reflection in order to develop the robust emotional intelligence and resilience that ministry demands. We will focus on the power of understanding, discerning and proactively engaging with the dynamics within interlinking relationship systems to enhance the quality of ministerial interactions, decision making and personal and collective well-being. We will particularly draw on Bowens system theory which students are encouraged to locate in a culturally engaged theological worldview that is able to live in the tension between faith, hope and love.	Lectures and small group learning	Classroom based: 20 Context engagement: 100 Personal study: 80 Total: 200	Component 1: Assessed conversation, 30 mins: 50% Component 2: Theological Reflection, 3000 words: 50%
44320	Christian Doctrine and Contemporary Culture (Hybrid delivery) [Not available 2024-25]	7	20	No	This module will provide students with the opportunity to study particular Christian doctrines in the context of contemporary, predominantly secular, culture. The module will introduce students to different methodologies of Christian apologetics and cultural hermeneutics, with the aim of helping them to present and promote a dialogue between Christian faith claims and contemporary culture. Assessment activities will comprise an in-class presentation and an essay. Students may use a portion of the in-class presentation to demonstrate connections between the module content and their ministry, missional, or placement contexts.	Tutor input, seminars, on-line support and student-led discussion. Hybrid delivery (in person and on Zoom)	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Written theological reflection, 2,000 words: 40% Component 2: Essay 3,000 words: 60%
46120	Advanced Church Planting in Perspective (Block delivery) [Not available 2024-25]	7	20	No	This module explores the subject of church planting and church planting movements, reimagining church and the revitalisation of congregations. The module will look at theological, biblical and historical perspectives on church planting and the renewal of the church. It takes as its theological paradigm for church planting the intersection of ecclesiology and missiology.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Oral Presentation + Commentary 15 min + 2,000 words: 50% Component 2: Essay 2,500 words: 50%
47720	Advanced Topic in Worship and Liturgical Studies	7	20	No	This module will explore a range of answers to the question 'What is the relationship between how Christians worship and what they believe?', and engage in critical analysis of the work of Liturgical Theology which seeks to understand the meaning of Christian worship. What might it mean to take Christian worship as a primary source for theology? Using the Eucharist as a case study throughout the module, the module will examine the relationship between Eucharistic theology and practice, the ways in which participating in liturgy forms and shapes Christians into ethical beings, and the political implications of such theologies. Engaging in creative and interdisciplinary approaches to study, this module will enable critical reflection on methodologies, theories, and theologies	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1: Assessed conversation, 30 mins: 50% Component 2: Reflective Learning Journal, 2,500 words: 50%