

Foundations for Denominational Ministry (TMM1331)

Module Level: 4

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To enable students to undertake appropriate learning in the area of the Christian tradition to which they belong.

To enhance students' attitudes that are needed to function within that tradition, deepen knowledge of that tradition, and develop skills of self-understanding.

To enable students to understand what is required of ministers and leaders within that tradition in relation to professional and ecclesial conduct.

To encourage students to articulate an understanding of their own relationship to the tradition, and to identify their own expectations of contributing to that tradition through Christian ministry or service.

Content: The content will vary from one centre to another depending on the Christian tradition represented. Generally, it may include:

liturgy and worship as practiced in that tradition

denominational identity, including denominational history, beliefs and organization

mission and pastoral practice as carried out in that tradition

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

Subject Knowledge [SSK 2, 3]

Explore and describe competently key historical and contemporary features of the negotiated Christian tradition and their development.

Discuss the chosen Christian tradition knowledgeably in relation to the present ministry and mission of the church, and the questions to which this gives rise.

Subject Skills [SSS 2, 3]

Demonstrate initial development of the key skills needed to function collaboratively and accountably within that tradition in light of their learning about the tradition in this, and other relevant modules.

Reflect on and relate elements of the chosen Christian tradition to experience and practice in the context of discipleship, mission and ministry.

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

Identify, gather and evaluate source materials from a range of disciplines for a specific purpose.

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

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

Recognise key issues in their own personal and professional development.

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

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

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

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

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