

Community Formation and Discipleship (TMM2181)

Module Level: 5

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: Students enrolled on this module may be placed individually or with other students in a context placement for the duration of their study programme. The context will be a Christian community, which may mean a parish, congregation, mission or pioneer project or a smaller group within any of the above. If the latter, students will need to be able to articulate how the smaller group functions in the context of its parent as well as the particular geographical or social context in which it lives. A qualified professional will act as supervisor to the group of students or individual student.

The module aims:

To enable students to develop competence in the fostering of Christian community life that is both theologically and contextually authentic.

To introduce students to spiritual disciplines and practices, both ancient and contemporary, that can sustain and deepen individual and corporate faith and Christian discipleship in contemporary contexts.

To enable students to develop age-appropriate approaches to enabling others to learn about the Christian faith.

To enable students to develop an understanding of the development of their own maturity as Christian disciples and to enable others to share with them the journey towards it.

To enable students to develop competence in leadership informed by contextual and personal reflection.

Content:

This module is a collaboration between the students' training institution and a given context. The module comprises:

Regular guided practical experience of community formation, spiritual life and discipleship facilitation, either with a team of other students or individually, in a parish / congregation / pioneer initiative / mission project and the wider community, either throughout the year of study or for a more focused period.

The study of different understandings and models of Christian community and maturity in Christian discipleship.

Study and practice of different approaches to facilitating faith development and learning among different age groups.

Contextual engagement with the key themes of relevant disciplines, with a particular focus on opportunities to develop understanding and practice of communal formation, spirituality, learning and growth towards maturity.

Supervision by on-site staff (usually the church / project leader) and a tutor in the students' own training institution.

Learning Outcomes:

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

Subject Knowledge [SSK 3]

Describe and analyse the nature of authentic Christian community, how a shared rhythm of prayer and worship shapes it, and the implications and questions raised for Christian leadership.

Give a detailed analysis and account of the different learning needs of adults and children in a Christian context and evaluate different approaches to meeting these.

Articulate a theologically-grounded understanding of the nature of mature Christian discipleship for both individuals and communities in relation to specific contexts, aware of the importance of recognising the limits of their knowledge and understanding.

Subject Skills [SSS 2, 3]

Develop existing skills and acquire new competences and modes of inquiry as an enabler of community formation and development through participation in the formation and development of a Christian community and engagement with biblical and theological resources.

Develop existing skills and acquire new competences and modes of inquiry as an enabler of communal spirituality through engagement with a particular Christian community and with appropriate theological resources.

Select, develop and use learning resources and teaching and group facilitation methods creatively and appropriately that will enable both adults and children to learn more about the Christian faith.

Key Skills [KS 1, 3, 4]

Identify, gather and evaluate source materials for a range of purposes.

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

Plan 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.