

## Christianity and Inter Faith Engagement (TMM2257)

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Module Level: 5

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To give students a critical overview of Christian approaches to religious plurality in theology, biblical interpretation and spiritual practice.
- To enable students to have significant experiences of other faith traditions and to explore the impact of inter faith engagement upon their own Christian self-understandings.
- To enable students to explore critically the theology, spirituality and practice of Christian inter faith practitioners from historical and contemporary contexts.

Content:

- Christian theology, the Bible and religious pluralism.
- Christian spirituality in encounter with other faith traditions.
- Visits to groups and places of worship of at least one faith tradition.
- Opportunities to engage in guided reading of the sacred texts of at least one faith tradition.
- Exploration of the theology, spirituality and practice of significant Christian inter faith practitioners from historical, contemporary, local, national and/or international contexts.

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

**Subject Knowledge [SSK 3]**

Demonstrate a thorough knowledge of Christian theological, ecclesiological and spiritual approaches to religious plurality and inter faith engagement and the questions to which they give rise.

**Subject Skills [SSS 3]**

Analyse and evaluate the possibilities for spiritual enrichment through engagement with different faith traditions and communicate this effectively.

Reflect critically on their own practice of Christian discipleship, ministry and mission in the light of their encounter with, and learning about, another faith tradition.

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

Identify, gather, analyse and evaluate textual source materials for a range of purposes, and communicate their findings with clarity and fairness.

Undertake a critical analysis of information and arguments, communicating these effectively, showing critical awareness of their own beliefs, commitments and prejudices.

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.

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.