

## Developing Ministry and Worship in Context (TMM2321)

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Module Level: 5

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

**Aims:**

To enable students to develop further their understanding of key practices and competences relating to Christian worship in the ecclesial tradition and vocational context for, and within which, students are being prepared.

To enable students to develop further their understanding of, and skills in, one or more other area of ministerial practice such as preaching, pastoral care, nurturing children's faith or the disciplines of Christian spirituality.

To enable students to reflect critically and theologically on the relationship between their experience and the chosen areas of ministerial practice.

To enable students to exercise a reflective, reflexive and prayerful ministry in and beyond the areas studied.

**Content:**

Students enrolled on this module will be engaged in a sustained placement, place of work or other context which, together with prior experience, forms the substrate for reflection on areas of study which will include:

- Deepening their knowledge and understanding of Christian worship in relation to its historical and ecclesial contexts, scriptural sources and contemporary applications.

And one or more other areas of ministerial practice such as the following:

- The history, theology and contemporary practice of Christian spirituality.
- The art of preaching including approaches to engaging with Scripture, doctrine and context; reflecting on the place of preaching in the church today; developing the practical skills of delivery and preparation.
- Study of and responsible engagement with the theology, psychology and practice of pastoral care related to life's milestones that is rooted in the life and worship of the Christian community.
- Study of children's faith development, drawing on both psychological and theological perspectives, and how this can be nurtured in a range of contexts.

Students are likely to focus on these subjects in relation to their own denomination and ecclesial tradition. Content will be chosen in order to complement what students are studying in other modules on this programme.

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

**Subject Knowledge [SSK 3]**

Offer a detailed account and analysis of one or more aspects of Christian worship grounded in Scripture and tradition, with particular reference to their own denomination.

Give an accurate and detailed account of concepts, principles, history and development of one or more other area of ministerial practice such as spirituality, preaching, nurturing children's faith or pastoral care.

**Subject Skills [SSS 2, 3]**

Develop existing skills and acquire new competences and modes of inquiry in leading worship and one or more other area of ministerial practice in a range of contexts.

Reflect critically and theologically on their own, and others', practice and experience of ministry, drawing on the theological resources learned in this module and communicating this effectively in a range of contexts.

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

Work collaboratively with others to identify, gather, analyse and evaluate textual source materials for a range of purposes.

Demonstrate good reflective practice in critically evaluating different approaches.

Communicate effectively in a group setting.

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