



Diploma of Higher Education in Theology, Ministry and Mission

**Cambridge Theological Federation
T4: Module Overview Table
2023-24**

Module Code	Module Title	Level	Credits	Compulsory	Summary of Content	Teaching and Learning Methods	Learning Hours	Assessment Methods
1011	Introduction to the New Testament (Term time delivery)	4	20	No	This module will offer students an initial overview of the New Testament, of the various genres of literature that are found in it and of the major theological themes its writings raise. It will present the contexts and concerns out of which major New Testament books emerged, set them within their broader historical, religious and cultural backgrounds, and examine the ways that the ancient authors expressed both particular pastoral concerns and more general theological convictions. Further the module will explore some of the ways in which the New Testament has been handled and used in various eras and contexts, and will allow careful consideration of what might constitute appropriate interpretation and use of these books in today's church and world. Students will be encouraged to read the whole New Testament in the course of their work on the module.	Lectures and seminars	Classroom based: 24 Preparation: 176 Total: 200	Component 1: Written Assignment, 2,000 words: 50% Component 2: Assessed Conversation, 20 mins: 50%
1011	Introduction to the New Testament (Block delivery)	4	20	No	This module will offer students an initial overview of the New Testament, of the various genres of literature that are found in it and of the major theological themes its writings raise. It will present the contexts and concerns out of which major New Testament books emerged, set them within their broader historical, religious and cultural backgrounds, and examine the ways that the ancient authors expressed both particular pastoral concerns and more general theological convictions. Further the module will explore some of the ways in which the New Testament has been handled and used in various eras and contexts, and will allow careful consideration of what might constitute appropriate interpretation and use of these books in today's church and world. Students will be encouraged to read the whole New Testament in the course of their work on the module.	Lectures and seminars	Classroom based: 24 Preparation: 176 Total: 200	Component 1: Written Assignment, 2,000 words: 50% Component 2: Oral Presentation, 20 mins, 50%
1011	Introduction to the New Testament (Online delivery)	4	20	No	This module will offer students an initial overview of the New Testament, of the various genres of literature that are found in it and of the major theological themes its writings raise. It will present the contexts and concerns out of which major New Testament books emerged, set them within their broader historical, religious and cultural backgrounds, and examine the ways that the ancient authors expressed both particular pastoral concerns and more general theological convictions. Further the module will explore some of the ways in which the New Testament has been handled and used in various eras and contexts, and will allow careful consideration of what might constitute appropriate interpretation and use of these books in today's church and world. Students will be encouraged to read the whole New Testament in the course of their work on the module.	Synchronous lectures and seminars; asynchronous engagement with distance learning materials	Virtual Classroom based: 10 Asynchronous engagement: 20 Preparation: 170 Total: 200	Component 1: Written Assignment, 2,000 words: 50% Component 2: Oral Presentation, 20 mins, 50%

1021	Introduction to the Old Testament (Term time and Block deliveries)	4	20	No	This module provides an initial overview of the Old Testament. The teaching is oriented around some of the key genres, since understanding the kinds of literature in the Old Testament provides important guidance about how to interpret texts appropriately in their historical, literary and cultural context. Some of the tools, methods and approaches used in modern biblical scholarship are also introduced, paying attention to their limitations as well as their strengths. Particular attention is paid to the tension between historical critical and literary approaches to the text. In addition students will be given an overview of the developing plot of the Old Testament as it traces the journey of the people of God through the Pentateuch, the historical books, the prophets, and on towards the New Testament. Guidance is given about how to acknowledge the contingent and temporary character of much of the Old Testament, while affirming how it remains a vital theological and historical foundation for later Christian life and thought.	Lectures and seminars/workshops	Classroom based: 20 Preparation: 180 Total: 200	Component 1 Reflective Learning Journal, 2,000 words, 50% Component 2 Written Theological Reflection 2,500 words 50%
1021	Introduction to the Old Testament (Online delivery)	4	20	No	This module provides an initial overview of the Old Testament. The teaching is oriented around some of the key genres, since understanding the kinds of literature in the Old Testament provides important guidance about how to interpret texts appropriately in their historical, literary and cultural context. Some of the tools, methods and approaches used in modern biblical scholarship are also introduced, paying attention to their limitations as well as their strengths. Particular attention is paid to the tension between historical critical and literary approaches to the text. In addition students will be given an overview of the developing plot of the Old Testament as it traces the journey of the people of God through the Pentateuch, the historical books, the prophets, and on towards the New Testament. Guidance is given about how to acknowledge the contingent and temporary character of much of the Old Testament, while affirming how it remains a vital theological and historical foundation for later Christian life and thought.	Lectures and seminars/workshops	Virtual Classroom based: 10 Asynchronous engagement: 20 Preparation: 170 Total: 200	Component 1 Reflective Learning Journal, 2,000 words, 50% Component 2 Written Theological Reflection 2,500 words 50%
1067	Elementary New Testament Greek [Not available 2023-24]	4	10	No	The aim of this module is to introduce beginners in New Testament Greek to basic elements of the language through engagement with one chapter of the Gospel of John. It will focus on basic grammar and syntax, encourage students to learn vocabulary, and to read and write basic Greek. 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 TMM1077 Continuing New Testament Greek.	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	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% Component 2: Written assignment (2,000 words): 80%

1087	Elementary Biblical Hebrew	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 [Not available 2023-24]	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, five chapters of narrative prose from the Hebrew Bible; and further chapters of the course text book. Particular attention will be paid to the ways in which the Biblical text may be translated into English. The module will thus equip students with the confidence to use significant reference resources that refer to the 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. It will inculcate the ability to evaluate different English translations of Old Testament material, especially those widely used in church life.	Practical Classes	Classroom based: 24 Online via zoom: 12 Preparation: 64 Total: 100	Component 1: Short tests: 20% Component 2: Written assignment (2000 words): 80%
1107	Brief Introduction to Christian Doctrine (Termtime, Block and Online deliveries)	4	10	No	This module builds foundations for ongoing doctrinal study by giving an overview of some key areas of Christian doctrine. The module explores the sources and methods for theological discourse. It addresses the way Christians developed doctrines such as the Trinity, salvation, the Holy Spirit, and the Church. It involves some engagement with primary texts by major theologians. It is hoped that by exploring the voices which have gone before, students can both make sense of the framework in which belief is set but in which they can also find their own voices.	Guided reading, lectures and seminars	Classroom/ Virtual Classroom based: 10 Preparation: 90 Total: 100	Component 1: written assignment 2500 words: 100%
1147	Brief Introduction to Church History (Termtime, Block and Online deliveries)	4	10	No	This module builds foundations for ongoing study in Christian History. The module will explore the grounds for a specifically Christian history from the emergence of 'people called Christians', to a persecuted sect, to an official religion within the Empire. Students will be familiarized with the practices, methods and modes of Christian history through the examination of the specified historical period. The major characters of the early church will be identified and explored. How Christian teaching came to be agreed will be discussed as will the emergence of monasticism as an alternative Christian lifestyle. It is hoped that by exploring the voices which have gone before, students can both make sense of the framework in which belief is set but in which they can also find their own voices.	Guided reading, lectures and seminars	Classroom/ Virtual Classroom based: 10 Preparation: 90 Total: 100	Component 1: Resources for Others 2,500 words (100%)
1191	Informal Learning with Young People and Children	4	20	No	This module will offer student's knowledge of good practice in how young people and children learn. Theories, approaches and methodologies of learning will be explored, including an introduction to learning theorists, the learning cycle and learning processes in relation to young people and children. This module will help students develop an understanding of and how to facilitate learning groups in a range of contexts with young people and children. Students will learn how to support young people and children with additional needs in relation to their learning. Responding to challenging behaviour among young people and children will be explored. The module will introduce students to how learning can be understood through the lens of a key theological theme (eg. Pneumatology, Christology, wisdom).	Small Group Learning	Classroom based: 20 Context engagement: 100 Preparation: 80 Total 200	Component 1: Project, 4,000 words (100%)

1211	Foundations for Theology and Reflective Practice (long) (Block delivery)	4	20	No	The module provides students with an introduction to ongoing ministerial training and study. The module acts as a gateway into professional ministerial practice rooted in comprehensive theological study, practice wisdom and a deepening faith. In this module students will be introduced to theological reflective practice as the method of ongoing ministerial development. Theological reflective practice combines in-depth theological study with considered analysis of self and context. The module will provide students with an introduction to these three key components of ongoing ministerial development alongside study support to provide a bridge into degree level study.	Seminars, lectures and small group work; supervised placement	Classroom based: 20 Context engagement: 80 Preparation: 100 Total 200	Component 1 Reflective Learning Journal, 2,000 words, 50% Component 2 Written Theological Reflection 2,500 words 50%
1211	Foundations for Theology and Reflective Practice (long) (Online delivery)	4	20	No	The module provides students with an introduction to ongoing ministerial training and study. The module acts as a gateway into professional ministerial practice rooted in comprehensive theological study, practice wisdom and a deepening faith. In this module students will be introduced to theological reflective practice as the method of ongoing ministerial development. Theological reflective practice combines in-depth theological study with considered analysis of self and context. The module will provide students with an introduction to these three key components of ongoing ministerial development alongside study support to provide a bridge into degree level study.	Seminars, lectures and small group work; supervised placement	Virtual Classroom based: 10 Engagement with distance learning materials: 20 Preparation: 170 Total 200	Component 1 Reflective Learning Journal, 2,000 words, 50% Component 2 Written Theological Reflection 2,500 words 50%
1277	Integrative Learning for Collaborative Practice A: Five Marks of Mission	4	10	No	This module is designed to provide students with an introduction to the Five Marks of Mission, which express the Anglican Communion's common commitment to, and understanding of, God's holistic and integral mission. The module will introduce students to each of the Five Marks, examining both their theological and biblical foundations, as well as gaining insights from the world church. It will also explore ways in which each Mark might be given practical expression in the local context. As part of the module, students will work collaboratively to produce a resource for local churches designed to introduce the Five Marks to local Christians.	Classes	Classroom based: 10 Module preparation: 20 Independent study: 70 Total: 100	Component 1 Group project 1,500 words 60% Component 2 Reflective Journal 1,000 words 40%
1291	Independent Learning Project (long)	4	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.	Supervisions & self-directed study	Tutorials: 2 Independent study: 198 Total 200	Component 1: ILP consisting of Written assignment 4,000 words
1397	Creating New Christian Communities	4	10	No	This module introduces students to biblical resources and relevant theological themes for the practice of church planting and the creation and sustaining of new expressions of church. It will encourage students to reflect critically and theologically on contemporary examples of creating new Christian communities and their historical precedents. Students will also consider the sociological, strategic and missiological principles pertinent to the formation of new Christian communities. The module provides an opportunity for students to critically dialogue with their ministerial and missional practice in light of existing, developing and new knowledge at a foundational level. The process demands of the students an attentiveness to their own assumptions and biases as they develop an integrated approach to pioneer ministry.	Seminars, practical classes and small group work.	Classroom based: 10 Preparation: 90 Total: 100	Component 1: Written assignment - essay, 2,000 100%

1421	Introduction to Pastoral Care (Termtime and Block deliveries)	4	20	No	This module will offer students introductory material exploring some of the major themes and issues relating to pastoral care in congregational contexts. The place of pastoral care in the life and worship of Christian communities will be examined and assessed. Students will be encouraged to begin to develop the skills and dispositions required to offer sustained and appropriate pastoral care in ways that do justice to context and to their own roles and experience. These explorations will pay attention to scriptural models and a range of Christian traditions. They will also be informed by relevant material drawn from the social sciences and psychology where these offer insights into human development and life processes both for individuals and for groups. The module will offer students opportunities to practice and enhance skills that are essential within the pastoral ministries of the Church. This will include careful attention when listening, and an appreciation of the significance of loss and grief as a worked example of pastoral care. It will also enable students to begin to engage with best practice in safeguarding, child protection and the protection of vulnerable adults. As an introductory course this module will, inevitably, connect with some material in more superficial ways than at depth. It will provide starting points for further study, engagement and formation and a range of resources with which to continue to grow into the ministries of pastoral care.	Lectures and small group learning	Classroom based: 20 Preparation: 180 Total 200	Component 1 Written assignment addressed to a specialist audience, 2,500 words: 50% Component 2 Written theological reflection, 2,500 words: 50%
1421	Introduction to Pastoral Care (Online delivery)	4	20	No	This module will offer students introductory material exploring some of the major themes and issues relating to pastoral care in congregational contexts. The place of pastoral care in the life and worship of Christian communities will be examined and assessed. Students will be encouraged to begin to develop the skills and dispositions required to offer sustained and appropriate pastoral care in ways that do justice to context and to their own roles and experience. These explorations will pay attention to scriptural models and a range of Christian traditions. They will also be informed by relevant material drawn from the social sciences and psychology where these offer insights into human development and life processes both for individuals and for groups. The module will offer students opportunities to practice and enhance skills that are essential within the pastoral ministries of the Church. This will include careful attention when listening, and an appreciation of the significance of loss and grief as a worked example of pastoral care. It will also enable students to begin to engage with best practice in safeguarding, child protection and the protection of vulnerable adults. As an introductory course this module will, inevitably, connect with some material in more superficial ways than at depth. It will provide starting points for further study, engagement and formation and a range of resources with which to continue to grow into the ministries of pastoral care.	Lectures and small group learning	Virtual Classroom based: 10 Engagement with Distance Learning Materials: 20 Preparation: 170 Total 200	Component 1 Written assignment addressed to a specialist audience, 2,500 words: 50% Component 2 Written theological reflection, 2,500 words: 50%

1447	Foundations for Reflective Practice in Context (Short)	4	10	No	This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement. It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial /professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many). 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/ Director of Practical Theology. 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 verbatim and other 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 contextual and pastoral ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection.	Seminars and small group learning	Classroom based: 10 Context engagement: 25 to 50 Preparation: 40 to 65 Total: 100	Component 1 Written theological reflection, 2,500 words: 100%
1451	Foundations for Reflective Practice in Context (Long)	4	20	No	This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement. It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial /professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many). 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/ Director of Practical Theology. 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 verbatim and other 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 contextual and pastoral ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection. This module is offered in two iterations, one for students on the PC3 pathway, and one for those not on the PC3 pathway.	Seminars and small group learning	Classroom based: 20 Context engagement: 50-100 Preparation: 80-130 Total: 200	Component 1 Portfolio, 5,000 words: 100%

1451	Foundations for Reflective Practice in Context (Long) (PC3 Context-Based and Block deliveries)	4	20	No	This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement. It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial /professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many). 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/ Director of Practical Theology. 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 verbatim and other 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 contextual and pastoral ministry will be linked to independent reading and research as well as to the material students bring to the group for reflection. This module is offered in two iterations, one for students on the PC3 pathway, and one for those not on the PC3 pathway.	Facilitated small group learning	Context engagement and facilitated learning: 120 Preparation: 80 Total: 200	Component 1 Portfolio, 5,000 words: 100%
1461	Corporate Engagement with Context A	4	20	No	This module involves a partnership between an individual student's training institution and a given context, known as their Primary Training Context (PTC), in which they are normally placed, under the supervision of a qualified professional, for the duration of their study programme. The PTC for UK based students is likely to be a parish, congregation, mission or pioneer project.	Group learning, lectures, seminars	Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200	Component 1: Portfolio 5,000 words (100%)
1491	Basic Playwork Skills in Children's Practice (Ridley Lay Ministry Block online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships with children and families. Theories around relationships, communication and listening skills with children will be explored. It will cover the principles and practice of play, with attention to creating play spaces and designing play processes. This module will provide content about learning processes and methods. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience they have gained through this module.	Online, small group learning	Group work: 20 Context engagement: 100 Personal study: 80	Component 1: Written assignment 2500 words: 50% Component 2: practical skill equivalent 2500 words: 50%
1491	Basic Playwork Skills in Children's Practice (Ridley Lay Ministry Online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships with children and families. Theories around relationships, communication and listening skills with children will be explored. It will cover the principles and practice of play, with attention to creating play spaces and designing play processes. This module will provide content about learning processes and methods. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience they have gained through this module.	Online, small group learning	Virtual Classroom: 10 Engagement with Distance Learning Materials: 20 Personal study: 170	Component 1: Written assignment 2500 words: 50% Component 2: practical skill equivalent 2500 words: 50%

1501	Basic Youthwork Skills and Practice (Ridley Lay Ministry Block Online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships in youth work. Theories around relationship, communication and listening skills will be explored. The module will provide the opportunity for skills development in delivering informal, semi-formal and formal education. Learning styles, processes and methods of education will be included. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience gained through this module.	Online, small group learning	Group work: 20 Context engagement:100 Personal study: 80	Component 1: Written assignment 2500 words: 50% Component 2: practical skill equivalent 2500 words: 50%
1501	Basic Youthwork Skills and Practice (Ridley Lay Ministry Online delivery)	4	20	No	This module will offer students knowledge of good practice in developing purposeful relationships in youth work. Theories around relationship, communication and listening skills will be explored. The module will provide the opportunity for skills development in delivering informal, semi-formal and formal education. Learning styles, processes and methods of education will be included. The module will provide opportunities for the students to learn about leadership, team theory, self-management and administration skills. There will be opportunities for the student to engage in theological reflection on practice and experience gained through this module.	Online, small group learning	Virtual Classroom: 10 Engagement with Distance Learning Materials: 20 Personal study: 170	Component 1: Written assignment 2500 words: 50% Component 2: practical skill equivalent 2500 words: 50%
1537	Introduction to Christian Worship (Westminster College Block delivery)	4	10	No	This module offers an introduction to Christian worship for the purposes of preparation for public ministry. Its perspectives are ecumenical, historical, theological and phenomenological, and it aims to help students to root their own experience and tradition within the wider contexts of the Christian faith, as well as to grow in confidence in their ability to interpret and apply their learning to their specific ministerial setting. The historical material will provide a general overview of the origins and development of forms of Christian worship. The phenomenological study will have as its primary focus the two dominical sacraments of baptism and eucharist, as well as the proclamation of the word. The emphasis will be on the Western liturgical tradition, though reference will be made where appropriate to Eastern practice. The practical aspects of the module will include discussion of contemporary contextual challenges, and the need to negotiate faithfulness to the inherited tradition in situations of change and complexity. Tradition-specific practice will be covered elsewhere in tradition-specific contexts, though many of the tools that enable us to work within such contexts will be introduced in the module.	Seminars and small group study	Classroom based: 10 Preparation: 90 Total: 100	Component 1 Oral presentation 10 mins, 1000 word equiv: 40% Component 2 Essay 1500 words: 60%
1537	Introduction to Christian Worship (Termtime delivery)	4	10	No	Christian worship has been at the heart of the Christian life since the first followers of Jesus. The Book of Acts reminds us that these early Christians "devoted themselves to the apostle's teaching and fellowship, to the breaking of bread and the prayers." (Acts 2. 42)—a model for corporate worship today. This module examines the Jewish roots of Christian worship in dialogue with both the biblical text and theological tradition. Exploring a range of aspects of Christian worship, this module will enable students to understand the relationship between theology and liturgy, to critically engage with the historical development of forms of worship, and to design and plan acts of contemporary corporate worship.	Lectures and seminars	Classroom based: 10 Preparation: 90 Total: 100	Component 1: essay, 1500 words , 80% Component 2: reflection 500 words, 20%

2011	Bible in Context (Termtime and Block deliveries)	5	20	No	The aim of this module is to help students better understand the Bible within its original context (as that can best be reconstructed), and as it has been interpreted in many different contexts during history in order that students can develop good practice in using the Bible within their own contexts today. Using selected Old and New Testament texts, the module will survey different approaches to these texts and ways people have explored the world behind the text, in the text and in front of the text and applied the text to their own context. Connections will be made between Old and New Testament themes in an attempt to develop a nuanced biblical hermeneutic that is consistent in its treatment of the whole Bible. We will explore what makes for better or worse applications in a particular context and attempt to critically assess one's own interpretations and those of others.	Lectures and seminars	Classroom based: 24 Preparation: 176 Total: 200	Component 1 Written Assignment addressed to a specialist audience, 2,000 words: 50% Component 2 Oral Presentation, 20 mins (50%)
2077	New Testament Text Study in Context [Not available in 2023-24]	5	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 St Paul's letter to the Romans. In the process, students 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 the text. The format of the module will include a combination of lectures, small group learning and private study. 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	Classroom based: 10 Preparation: 90 Total: 100	Component 1 Written Assignment – essay, 2,500 words: 100%
2087	Old Testament Text Study in Context	5	10	No	The aim of this module is to understand, and begin to make use of, the insights that close critical reading can give into the interpretation of a particular text from the Old Testament. In the process, students will become more aware of their own interpretive methods. This will inculcate 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 group learning	Classroom based: 10 Preparation: 90 Total: 100	Component 1 Assessed conversation, 20mins: 100%
2121	Topics in Christian Doctrine	5	20	No	This module will explore several major areas of doctrine with a particular emphasis on their roots in Scripture and their expression in the work of significant recent and contemporary theologians from different Christian traditions. Topics of discussion include approaches to systematic theology, Trinitarian theology, Christology, soteriology, sacramental theology, and ecclesiology. Doctrines will be examined and interpreted with reference to their biblical foundations, selected primary theological texts (in translation where not originally in English) and, where relevant, other sources (e.g. art, liturgy, hymnody or material evidence) which have influenced their shape and reception. Consideration will be given to each doctrine's connection to the wider pattern of Christian theology. Attention will be paid to the relationships between doctrine and contemporary Christian practice and experience.	Lectures and seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1 Written assignment, 2,500 words: 50% Component 2 Resource for others: 50% - Resource for others, 1,000 words (40%) - written rationale/ commentary, 1,500 words (60%)

2157	Topics in Church History	5	10	No	<p>This module will focus on developments in medieval Christianity and how they have shaped contemporary practices and global debates. We will adopt a place-based approach to studying Christian thought and practice by focusing primarily on UNESCO World Heritage sites. These sites – and the texts and cultural works produced or preserved in them – highlight important events and ideas in the history of Christianity between c. 600-1500. Crucially, too, their histories are essential for understanding and facilitating contemporary ecumenical, inter-religious, and international relations.</p> <p>The module will be divided into four weeks. We begin with early medieval Christianities and cultural exchange in the Middle East, Africa, and Asia, as we learn about the Oriental Orthodox Churches, Nestorian Christianity, and Eastern monasticism through the Silk Roads in the Chang'an-Tianshan Corridor, the Rock-Hewn Churches in Ethiopia, and St Catherine's Monastery. Next we look at how ideas about Christendom, expressed through Aachen Cathedral, the Temple Church, and the Hagia Sophia, affected the relationship between the Roman Catholic and Greek Orthodox churches, as well as the relationship between Christianity, Judaism, and Islam. Then we turn our attention to the production of theological learning and liturgy as expressed at the Monastery of St John the Theologian, at Canterbury, and at English universities. Finally we explore medieval devotional practice and pastoral care through the examples of Santiago de Compostela, Stow Minster, Lincolnshire, and the parish church of St Mary's Kempley.</p>	Lectures and seminars	Classroom based: 10 Preparation: 90 Total: 100	Component 1 Written Assignment – essay, 2,500 words: 100%
2171	Christian Faith and Ethical Living (Termtime and Block deliveries)	5	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>	Lectures and small group seminars	Classroom based: 20 Preparation: 180 Total: 200	Component 1 written assignment 2,500 words: 50% Component 2 resources for others 2,500 words: 50%
2197	Education for a Learning Church (Lay Ministry Block delivery, in tandem with 2207)	5	10	No	<p>This module enables students to gain an understanding of the principles and practices of learning and the skills required to apply them. Students will be encouraged to reflect on the place of education in the mission and ministry of the church. The module will introduce students to models of learning theory and practice, including relevant concepts such as learning styles, group dynamics, and faith development. They will also develop skills needed to design, produce, implement and evaluate learning activities and resources. There will also be an exploration of the range of learning and learning environments and contexts in which Christian education takes place and to which they could contribute in ministry.</p>	Classes and context-based learning	Classroom based: 10 Context engagement: 40 Preparation: 50 Total: 100	Component 1 Written assignment, 2, 500 words 100%
2207	Education for a Learning Church in Context (Lay Ministry Block delivery, in tandem with 2197)	5	10	No	<p>This module enables students to gain an understanding of the principles and practices of learning for specific groups of learners relevant to the students context and ministry. I.e. children, families, young people and older learners. Students will be encouraged to reflect on models of learning theory and practice relevant to their target group and context, including the particular challenges and needs therein. They will also develop skills needed to design, produce, implement and evaluate learning activities and resources relevant to their target group.</p>	Classes and context-based learning	Classroom based: 10 Context engagement: 40 Preparation: 50 Total: 200	Component 1 Resource for others: 100% - Resource for others, 1,000 words equivalent (40%) - written rationale/commentary, 1,500 words (60%)

2211	Leadership & Theology for Ministry and Mission (Block delivery)	5	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%
2277	Integrative Learning for Collaborative Practice A: Theology and Trauma	5	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%
2297	Independent Learning Project (short)	5	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.	Supervisions & self-directed study	Supervisions: 2 Independent Study: 98 Total: 100	Component 1 An ILP consisting of a written assignment, 3,000 words: 100%
2301	Independent Learning Project (long)	5	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.	Supervisions & self-directed study	Supervisions: 2 Independent Study: 198 Total: 200	Component 1 An ILP consisting of a written assignment, 5,000 words: 100%

2321	Developing Ministry and Worship in Context	5	20	No	<p>Students enrolled on this module will be engaged in a sustained placement, place of work or other context which, together with prior experience, which provides the focus for reflection on areas of study which will include:</p> <ul style="list-style-type: none"> • Deepening their knowledge and understanding of Christian worship in relation to its historical and ecclesial contexts, scriptural sources and contemporary application • 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 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. <p>Students will focus on these subjects in relation to the traditions of the United Reformed Church.</p>	Lectures & small group work Supervised placement	Total: 20 hours (and 180 hours of student-directed learning) delivered in a block week format	Component 1: Portfolio 5,000 words 100%
2411	Mission and Apologetics in Contemporary Culture (Termtime and Block deliveries)	5	20	No	<p>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.</p>	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%

2527	Reflective Practice in Context (Short)	5	10	No	<p>This module assumes students have a working knowledge of theological reflection models and some experience of reflective practice.</p> <p>This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the student's own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement.</p> <p>It builds on previous skills in understanding and analysing context and integrating theological enquiry with pastoral / ministerial / professional practice. It demands of students attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many).</p> <p>Students will be expected to agree a plan of activities with their placement supervisor, which takes into account specific learning outcomes agreed by the tutor with responsibility for placements. 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 verbatim and other 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 will be based on specific areas of contextual and pastoral ministry drawn from the material students bring to the group for reflection. Through discussion these reflections will be developed and will be linked to independent reading and research along the relevant theme.</p>	Small group learning	Classroom based: 10 Context Engagement: 25-50 Preparation: 40-65 Total: 100	Component 1 Written theological reflection, 2,500 words, 100%
2531	Reflective Practice in Context (Long) (PC3 Context-based delivery)	5	20	No	<p>This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting and reflect creatively upon it. Supervision will be provided by a combination of on-site staff and relevant staff in the students' own training institution. It provides opportunity to enhance skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial / 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. It demands of students attentiveness 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.</p>	Small group work and supervised placement	Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200	Component 1 Portfolio, 5,000 words: 100%
2531	Reflective Practice in Context (Long) (Ridley Lay Ministry Block delivery)	5	20	No	<p>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.</p> <p>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' 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).</p>	Small group learning	Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200	Component 1 Portfolio, 5,000 words: 100%

2541	Corporate Engagement with Context A	5	20	No	<p>This module is offered for students on the PC3 (context-based) pathway. It involves a partnership between the students' training institution and a given context. The module comprises:</p> <ul style="list-style-type: none"> •Regular guided practical experience of mission and ministry, normally with a team of other students, in the parish / congregation / pioneer initiative / mission project and the wider community throughout the year of study. This enables students to work effectively and collaboratively within a sustained setting that offers both ecclesial and non-ecclesial ministerial and mission experience. •An introduction to theological reflection methodologies and to methods for analysing and reading a context. Both personal and collaborative theological reflection is practiced. •Contextual engagement with key themes of relevant disciplines, with a particular focus on opportunities to develop understanding and practice of spirituality and worship. •Supervision by on-site staff (usually the church / project leader) and a tutor in the students' own training institution. 	Small group learning, reflection and supervised placement	<p>Context engagement: 100 Classroom based: 20 Preparation: 80 Total: 200</p>	<p>Component 1 Portfolio, 5,000 words: 100%</p>
2687	New Testament Text Study	5	10	No	<p>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.</p>	Lectures and seminars	<p>Classroom based: 10 Preparation: 90 Total: 100</p>	<p>Component 1 Written Assignment 1,000 words Component 2, Written Assignment 1,000 words</p>
2697	Old Testament Text Study [Not available in 2023-24]	5	10	No	<p>The aim of this module is to understand, and begin to make use of, the insights that close critical reading can give into the interpretation of a particular text from the Old Testament. In the process, students will become more aware of their own interpretive methods. This will inculcate 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.</p>	Lectures and small group learning	<p>Classroom based: 10 Preparation: 90 Total: 100</p>	<p>Component 1 Written Assignment – essay, 2,000 words: 100%</p>
2707	Integrative Learning for Collaborative Practice B: Interfaith	5	10	No	<p>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 skill 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.</p>	Lectures	<p>Classroom based: 10 Preparation: 20 Independent study including group work: 70 Total: 100</p>	<p>Component 1 Group project, 60% Component 2 Reflective learning journal, 1,000 words, 40%</p>

2732	Term Study Abroad	5	40	No	<p>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). The Management Board will also need to have approved the TEI's processes for ensuring that: the particular programme the student will undertake, in conjunction with their study at their TEI, will enable them to fulfil and demonstrate fulfilment of the level 5 learning outcomes for the DipHE or BA in Theology, Ministry and Mission the student will be appropriately supported before and during their time away the student is not inappropriately charged full fees by their TEI if they are also paying a fee to the overseas institution the student will engage in modules as provided by and agreed with the host institution. These modules will also be subject to the agreement of the sending TEI, and where necessary the student's sponsoring church.</p>	Set by institution	Set by institution	Set by institution
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