Christian Discipleship (TMM1171)

Module Level:	4
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

Aims:

To enable students to reflect critically on and deepen their understanding of the pattern and challenges of contemporary Christian discipleship.

To introduce students to biblical teaching on various aspects of discipleship and broaden their awareness of different Christian traditions and practices in discipleship.

To explore how the Christian tradition of ethical reflection contributes to the life of discipleship.

To enable students to relate teaching on discipleship to their own lives and to leading Christian communities in discipleship and mission today.

Content:

Biblical teaching on discipleship as the unifying framework for the module (e.g. Sermon on the Mount, Ten Commandments).

Traditional practices of formation for Christian discipleship (such as prayer, giving, confession, reconciliation, obedience, growth in virtue).

Basic principles of Christian moral reasoning (such as appeal to Scripture, law, virtue, love).

A selection of ethical issues in Christian discipleship and witness (such as creation care, violence, sexual behaviour and wealth).

Learning Outcomes:

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

***Subject Knowledge* [SSK 2, 3]**

Discuss knowledgeably practices of Christian discipleship informed by biblical and traditional Christian sources, and the questions to which they give rise.

Investigate and describe competently some principles of Christian ethics and how they are informed by biblical and traditional Christian sources.

Subject Skills [SSS 1, 3]

Recognise the importance of – and how – context and genre affect the interpretations of selected biblical texts and their relation to Christian discipleship.

Draw on basic ethical concepts and frameworks to reflect on living as a Christian disciple in particular circumstances or contexts, and communicate these accurately and reliably.

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

Identify and gather textual source materials 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.