Liturgy and Mission (TMM45120)

Module Level:	7
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	Enable students to develop a critical understanding of the importance and complexity of the relationship between liturgy and mission.
	Give students a critical perspective on how Christian traditions have formulated the relationship between liturgical practice and mission.
	Help students to reflect critically on the implications of the material discussed for their own liturgical context.
Content:	A critical review of how the disciplines of missiology and liturgical studies have related to one another.
	A critical study of key scholars who address the topic of mission and liturgy; for example, J.D Davies and D.J. Bosch.
	A case study of denominational reports and policy on either mission or liturgy.
	An analysis of examples of liturgical practice that highlight a relationship between mission and liturgy; for example, baptism and catechesis in the 4th and 5th centuries; 'seeker friendly' worship in American megachurches or more local and contemporary liturgical context.

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

Subject Knowledge [SSK 1, 2, 4]

Demonstrate a sophisticated knowledge of the academic literature that relates the two fields of study.

Demonstrate a developed and critical understanding of the content of historical debates concerning the relationship between liturgy and mission.

Provide a critical and comprehensive account of how contemporary patterns and forms of liturgical prayer can be interpreted.

Subject-Specific Skills [SSS 1, 2]

Apply their knowledge to undertake a critical analysis of a selected liturgical practice.

Analyse in critical depth the relationship between liturgy and mission.

Key Skills [KS 1, 2, 3]

Carry out systematic and creative research into complex issues and communicate their findings with clarity, sensitivity, fairness and imagination.

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.

Exercise their independent learning skills to pursue further professional development or academic study.

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 postgraduate modules.
Indicative Reading	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for postgraduate modules.