



Module Descriptor

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|----------------------------|--|---|--------|
| Title | Christian Worship: Theology and Practice L7 | | |
| Session | 2025/26 | Status | Active |
| Code | THEO07020 | SCQF Level | 7 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Education and Social Sciences | | |
| Module Co-ordinator | I Birch | | |

Summary of Module

This module will introduce students to the biblical and theological foundations, history, and practice of Christian worship in context.

Consideration will be given to Old Testament and New Testament worship practices and then to a number of the predominant ways in which the Christian community has carried out its worship and why. This will include a recognition of the influence not least on current British evangelical practice of the liturgical movement, charismatic movement, technology, and the post-modern.

Learning then moves on to explore the dynamics of a worship service in relation to such features as : architecture and symbol, location and practicalities, revelation and response, gathering and sending, Word and sacrament, the various 'acts' that comprise an 'act' of worship, the nature of participation, and

the possibilities and limitations of singing. Attention is also given to specific acts of worship such as communion, baptism, marriage, infant dedication and funeral services.

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input checked="" type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire <input type="checkbox"/> London | <input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | |

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| | | | <input checked="" type="checkbox"/> Paisley | | | |
| Terms for Module Delivery | Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes | |
|--------------------------|---|
| L1 | Demonstrate broad knowledge and understanding of the biblical and theological foundations of congregational worship. |
| L2 | Describe the predominant ways in which the Christian community has understood and practised worship. |
| L3 | Demonstrate, through the presentation of evidence, basic knowledge and understanding of the dynamics which form particular acts of congregational worship in context. |
| L4 | n/a |
| L5 | n/a |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF 7 A broad knowledge of the predominant ways in which the Christian community has practised its worship An awareness of the main biblical and theological foundations of Christian worship. |
| Practice: Applied Knowledge and Understanding | SCQF 7 Applying principles and dynamics that underlie the competent conduct of worship in a faith community. Interpreting the practice of a faith community in relation to its worship practices. |
| Generic Cognitive skills | SCQF 7 Present and evaluate arguments, information, and ideas pertinent to the history and practice of Christian worship. Use a range of criteria to examine the dynamics of a worship service. |
| Communication, ICT and Numeracy Skills | SCQF 7 Use a range of routine written, oral, and IT skills in conveying complex ideas related to the discipline in a well-structured and coherent way. |
| Autonomy, Accountability and Working with Others | SCQF 7 Carrying out discussions on contested issues with self and other awareness. Working with some independence and in co-operation with others in individual and group work. |

| Prerequisites | Module Code | Module Title |
|---------------|-------------|--------------|
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching | |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. | |
| Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 24 |
| Tutorial / Synchronous Support Activity | 12 |
| Asynchronous Class Activity | 18 |
| Independent Study | 146 |
| n/a | |
| n/a | |
| TOTAL | 200 |

| Indicative Resources |
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| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bradshaw, P., Early Christian Worship: A Basic Introduction to Ideas and Practice, 2nd ed. (London: SPCK, 2010)</p> <p>Brueggemann, W., Worship in Ancient Israel: An Essential Guide (Nashville: Abingdon, 2005)</p> <p>Ellis, Christopher J., Approaching God: A Guide for Worship Leaders and Worshippers (Norwich: Canterbury Press, 2009)</p> <p>Ellis, C. J., and Myra Blyth., eds. Gathering for Worship: Patterns and Prayers for the Community of Disciples (Norwich: Canterbury Press, 2005)</p> <p>Forrester, Duncan B., and Douglas Murray., eds. Studies in the History of Worship in Scotland (Edinburgh: T&T Clark, 1984)</p> <p>Forrester, Duncan B., and Doug Gay., eds. Worship and Liturgy in Context: Studies and Case Studies in Theology and Practice (London: SCM, 2009)</p> <p>Hurtado, Larry W., At the Origins of Christian Worship (Cambridge: Eerdmans, 1999)</p> <p>Kreider A., and Eleanor Kreider, Worship and Mission After Christendom (Milton Keynes: Paternoster, 2009) Peterson, David., Engaging With God (Leicester: Apollos, 1992)</p> <p>White, James F., Introduction to Christian Worship, rev. ed (Nashville: Abingdon, 1990)</p> <p>Wainwright, G., and Karen B. Westerfield Tucker, The Oxford History of Christian Worship (Oxford: Oxford University Press, 2006)</p> |

Ward, Selling Worship: How What We sing Has Changed the Church (Milton Keynes: Paternoster, 2005)

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this.

Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

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| Divisional Programme Board | Education |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details. |
| School Assessment Board | Divinity |
| Moderator | G Meiklejohn |
| External Examiner | C Gardiner |
| Accreditation Details | None |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | |

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| | 3 Change of module co-ordinator; Module delivery methods updated to reflect new UWS categories; Change of moderator |
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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| Report 50% |
| Assessment 2 |
| Portfolio 50% |
| Assessment 3 |
| n/a |
| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| Component 1 | | | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|---------------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Report of practical/field/clinical work | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50 | 0 |

| Component 2 | | | | | | | |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--|---------------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Portfolio of written work | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50 | 0 |

| Component 3 | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|---------------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| n/a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | 0 hours |

Change Control

| What | When | Who |
|---|-------------|------------|
| Module delivery methods updated to reflect new UWS categories | Feb 2025 | E Bell |
| Change of module co-ordinator | Mar 2025 | E Bell |

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| Change of moderator | Mar 2025 | E Bell |
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