University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Christian Worship: Theology and Practice L8			
Code: THEO08019	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Toth		

Summary of Module
This module will introduce students to the biblical and theological foundations, history, and practice of Christian worship in context.
Consideration with some critical analysis 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 with some critical analysis 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.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

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Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
⊠	☐	☐	☐	☐	⊠	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	⊠	Term 2	⊠	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate a discerning understanding of the defining features of the biblical and theological foundations of congregational worship.
L2	Describe with some critical analysis the predominant ways in which the Christian community has understood and practised worship.
L3	Undertake evaluation of some of the dynamics which together form particular acts of congregational worship in context.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **8** A broad knowledge with detail in places 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 and related current questions.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Applying in a variety of situations 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 with some attention to specialised activities.
Generic Cognitive skills	SCQF Level **8** Present and evaluate with some critical analysis arguments, information, and ideas pertinent to the history and practice of Christian worship.

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	Use a range of criteria to critically examine the dynamics of a worship service.
Communication, ICT and Numeracy Skills	SCQF Level **8** Use a range of routine written, oral, and IT skills, and some advanced, in conveying complex ideas related to the discipline in a well-structured and coherent way.
Autonomy, Accountability and Working with others	SCQF Level **8** Participating with some responsibility for their leadership discussions on contested issues with self and other awareness. Working with significant independence and co-operation with others, in individual and group work.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
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** (Normally totalling 200 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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bradshaw, P., Early Christian Worship: A Basic Introduction to Ideas and Practice, 2nd ed. (London: SPCK, 2010)

Brueggemann, W., Worship in Ancient Israel: An Essential Guide (Nashville: Abingdon, 2005)

Dawn, Marva, Reaching Out Without Dumbing Down: A Theology of Worship for This Urgent Time (Cambridge: Eerdmans, 1995)

Ellis, Christopher J., Approaching God: A Guide for Worship Leaders and Worshippers (Norwich: Canterbury Press, 2009)

Ellis, C. J., and Myra Blyth., eds. Gathering for Worship: Patterns and Prayers for the Community of Disciples (Norwich: Canterbury Press, 2005)

Forrester, Duncan B., and Douglas Murray., eds. Studies in the History of Worship in Scotland (Edinburgh: T&T Clark, 1984)

Forrester, Duncan B., and Doug Gay., eds. Worship and Liturgy in Context: Studies and Case Studies in Theology and Practice (London: SCM, 2009)

Hurtado, Larry W., At the Origins of Christian Worship (Cambridge: Eerdmans, 1999)

Kreider A., and Eleanor Kreider, Worship and Mission After Christendom (Milton Keynes: Paternoster, 2009) Peterson, David., Engaging With God (Leicester: Apollos, 1992)

White, James F., Introduction to Christian Worship, rev. ed (Nashville: Abingdon, 1990)

Wainwright, G., and Karen B. Westerfield Tucker, The Oxford History of Christian Worship (Oxford: Oxford University Press, 2006)

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.

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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.06 Assessment; External Examiner

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but

do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1: Report 50%

Assessment 2: Portfolio 50%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓		50	0

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	50	0

Combined Total for All Components	**100%**	**0 hours**