Module Descriptor

Title	Christian Worship: Theology and Practice L9		
Session	2026-27	**Status**	Inactive
Code	THEO09027	**SCQF Level**	9
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 in a broad and integrated way to the biblical and theological foundations, history, and practice of Christian worship in context.

Consideration with 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 critical analysis the integrated 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	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☒	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ 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

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate integrated knowledge of the defining features of the biblical and theological foundations of congregational worship.
L2	Critically analyse the predominant ways in which the Christian community has understood and practised worship.
L3	Creatively interpret the dynamics which together form particular acts of congregational worship in context.
L4	n/a
L5	n/a

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 9** A broad and integrated knowledge with detail in places of the predominant ways in which the Christian community has practised its worship. An integrated awareness of the main biblical and theological foundations of Christian worship and related current questions.
Practice: Applied Knowledge and Understanding	**SCQF 9** Applying critical analysis and evaluation in a variety of situations to the principles and dynamics that underlie the competent conduct of worship in a faith community. Interpreting with critical analysis the practice of a faith community in relation to its worship practices with some attention to specialised activities.
Generic Cognitive skills	**SCQF 9** Present and evaluate with critiacl analysis arguments, information, and ideas pertinent to the history and practice of Christian worship. Use an integrated range of criteria to critically examine the dynamics of a worship service.
Communication, ICT and Numeracy Skills	**SCQF 9** 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 by way of a formal presentation.
Autonomy, Accountability and Working with Others	**SCQF 9** Autonomy and initiative in individual group work.

	Self aware leadership in managing group activities and discussions on potentially contested areas.

Prerequisites	**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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	18
Independent Study	142
n/a	
n/a	
TOTAL	200

Indicative Resources
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)

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)

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

(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

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	S. Holmes

Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	4 Change of external examiner

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	☒	☒	☐	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
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	Feb 2025	E Bell
Change of moderator	Feb 2025	E Bell
Change of external examiner	Mar 2026	F. Parratt