**Description of Diploma level modules (level 2), and Degree level modules (level 3) delivered at Irish Bible Institute**

(The Certificate programme is level 1 of our degree programmes. For a description of the modules delivered at level 1 see our Certificate courses page)

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NOTE: Many of these modules are delivered on a two-year rota (A = annual, 20/21 = 2020/21 delivery, 21/22 = 2021/22 delivery). The diploma level and degree level students study these modules in the same classroom. The modules highlighted in blue can only be taken as part of one of our university validated programmes of study, they cannot be studied as standalone modules.

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# **2AT01 Ministry and Personal Development 2 (A)**

Applied theology needs to be a holistic learning experience. It is not just individual modules that have been structured this way, the programme as a whole is designed to develop and enhance head, heart and hands for Christian practice and ministry. Building on learning and reflective practice skills acquired through 1AT01, this module provides an opportunity for students to reflect self-critically on their overall learning experience at IBI and how that relates to their personal growth and development, and their involvement in aspects of ministry practice. The wide-ranging perspective will also allow students to reflect on the skills and attitudes they might need for future Christian practice and employability.

This module aims to:

* engage in evaluative self-reflection on the character, qualities, values, inter-personal attitudes and abilities required for ongoing spiritual development, Christian maturity and Christian ministry;
* apply theological reflection methodologies to enhance skills of reflective practice;
* enhance an informed commitment to ministry ethics and self-leadership;
* develop a vision and plan for enhanced ministry practice;
* foster teamwork and mutual partnerships in ministry settings;
* develop self-understanding of personality, strengths and areas for development;
* enhance employability.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically apply a model of theological reflection to aspects of theological and ministerial learning during studies at IBI;
2. reflect self-critically on personal responsibility in developing attitudes, values and practices that foster spiritual development and Christian maturity;
3. identify and evaluate priority areas for development in Christian life and ministry.

# **2AT02 Ministry and Personal Development 2 (Leadership) (A)**

This module is compulsory on the BA (Hons) Applied Theology with Christian Leadership.

Applied theology needs to be a holistic learning experience. It is not just individual modules that have been structured this way, the programme as a whole is designed to develop and enhance head, heart and hands for Christian practice and ministry. Building on learning and reflective practice skills acquired through 1AT01, this module provides an opportunity for students to reflect self-critically on their overall learning experience at IBI and particularly how that relates to their personal growth and development, and their involvement in aspects of leadership practice. The wide-ranging perspective will also allow students to reflect on the skills and attitudes they might need for future Christian practice and employability.

This module aims to:

* engage in evaluative self-reflection on the character, qualities, values, inter-personal attitudes and abilities required for ongoing spiritual development, Christian maturity and Christian leadership;
* apply theological reflection methodologies to enhance skills of reflective practice;
* enhance an informed commitment to ministry ethics and self-leadership;
* develop a vision and plan for enhanced leadership practice;
* foster teamwork and mutual partnerships in ministry settings;
* develop self-understanding of personality, strengths and area for leadership development;
* enhance employability.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically apply a model of theological reflection to aspects of theological and ministry learning during studies at IBI;
2. reflect self-critically on personal responsibility in developing attitudes, values and practices that foster spiritual development and Christian maturity appropriate for Christian leadership;
3. identify and evaluate personal strengths and areas for development in Christian life and leadership.

# **2AT03 Developing Old Testament Theology (20/21)**

There are a range of ways of approaching the Old Testament that, while wishing to respect it, have the end result of undermining it. Frequently the Old Testament is ‘discounted’ or ignored in favour of the New Testament, especially as its various perspectives on faith and life are not always the same as those encountered in the New Testament. Students who wish to enhance their Christian practice and their use of the Bible as Christian Scripture need to engage with the Old Testament and its thought world on its own terms, approaching it analytically and reflectively. Developing an Old Testament theology is one way of doing this.

This module aims to:

* analyse the Old Testament on its own terms, allowing its theological contribution to Christian faith and practice to be recognised and embraced;
* reflect analytically and critically on the Old Testament;
* enable students to reflect on their own opinions about the Old Testament;
* develop strategies and tools to enable aspects of the Old Testament to be embraced in contemporary Christian faith and practice.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse selected themes of Old Testament theology;
2. reflect on the value of the Old Testament for their Christian faith;
3. relate selected aspects of Old Testament theology to contemporary life and ministry contexts.

# **2AT04 New Testament Epistles (20/21)**

The Bible is a key text for Christian faith and practice. However, the way it is used, in both ordinary and academic contexts, sometimes ignores its literary nature. Where the focus is on individual verses or short passages, it is possible to lose the overall perspective of a whole book. For students who wish to enhance their Christian practice in the area of engaging with the Bible, it is important to develop the skills that enable them to locate verses or short passages within the overall flow of a whole book. This module aims to deliver those skills, by focusing on two shorter New Testament epistles. The pedagogy of the module is designed such that students will work on two different New Testament epistles. The first epistle will function as a worked example with the tutor leading the process; for the second epistle, the tutor will act as a facilitator, enabling students to practice and develop their own skills.

This module aims to:

* equip students with the tools and resources to engage with and analyse New Testament epistles;
* develop an awareness of the literary character of New Testament epistles;
* explore how meaning and significance is developed by engaging with a whole New Testament epistle;
* reflect on the contemporary relevance of New Testament epistles;
* develop an approach to a New Testament epistle that will be transferable to other Bible books.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse the structure, themes and overall flow of a New Testament epistle;
2. reflect on their attitudes to a whole book approach to New Testament epistles;
3. reflect on how the structure, themes and overall flow of a New Testament epistle can be communicated to a non-specialist audience.

# **2AT05 Developing Biblical Interpretation (21/22)**

Christian ministry and practice has its roots in biblical narratives, images, concepts and values. The use of the Bible in ministry requires not only a clear knowledge of its contents but also the exegetical and hermeneutical skills to handle and apply it appropriately in contemporary contexts. The Level 4 module Interpreting and Applying the Bible provides students with a foundational knowledge of the Bible’s literary genres, its contextual nature, and an introduction to basic methods of interpretation. This module will build on this and develop the skills of responsible interpretation of biblical texts.

This module aims to:

* equip students with a range of exegetical and literary tools for interpreting the Bible;
* equip students with the hermeneutical tools for responsible contemporary engagement with the Bible;
* enable critical and hermeneutically informed engagement with selected biblical texts (in English);
* reflect on the contemporary relevance of biblical texts;
* reflect on the contribution of the reader to the processes of interpretation;
* enable students to examine their assumptions about the Bible and its interpretation.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically apply appropriate exegetical tools for Bible interpretation;
2. reflect critically on their assumptions about the interpretation of the Bible;
3. apply the Bible critically and appropriately to contemporary contexts.

# **2AT06 New Testament Christology (20/21)**

The New Testament itself can be understood as a collection of documents, written in light of Israel’s scriptures, proclaiming and articulating the soteriological, ethical and missiological implications of Jesus being Israel’s Messiah and resurrected Lord. The identity of Jesus is therefore central to all Christian theology and practice. Given this perspective, students training for Christian ministry require in-depth familiarity with questions of New Testament Christology.

This module aims to:

* explore the diversity, content and development of New Testament Christology;
* enable students to engage critically and reflectively with personal and corporate implications of New Testament Christology for Christian worship, discipleship and mission;
* enhance Christian practice by offering students tools and resources to foster theological reflection on Christology in their personal and ministry context.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse a selected aspect of New Testament Christology;
2. reflect self-critically on implications of New Testament Christology for Christian discipleship;
3. explain how a selected aspect of New Testament Christology relates to contemporary Christian ministry.

# **2AT07 The Holy Spirit and the Christian Life (21/22)**

The 20th century growth and global development of Pentecostal and charismatic traditions has re-emphasised the inseparability of pneumatology and church theology and practice for Christian communities and denominations - with the church as the creation of the Spirit, and individual believers equipped and resourced with the Spirit’s gifts and characterised by the Spirit’s fruit. Those who are extending their Christian discipleship towards greater responsibility for ministry and leadership in their churches need to engage with the resources of pneumatology and its deep connections to ecclesiology, mission, soteriology and the Christian life, Christology, and eschatological hope.

This module aims to:

* enable students to think theologically and exegetically about the person and work of the Holy Spirit and to see the ‘big picture’ of the Spirit’s role in God’s salvation purposes within Scripture;
* describe, compare and contrast different theological views of the work of the Holy Spirit;
* help students to engage critically and reflectively with implications of pneumatology for the Christian life;
* resource students to enhance Christian practice related to the Spirit in their own church contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. discuss exegetically and theologically selected New Testament texts related to the Holy Spirit;
2. engage self-reflectively with implications of pneumatology for the Christian life;
3. develop practical proposals for church reform.

# **2AT08 Issues in Contemporary Theology (21/22)**

Ideas, concepts and themes within the increasingly globalised world of contemporary academic theology can appear somewhat remote from the everyday demands of Christian ministry and practice. However, as academic research is “popularised” these worlds can overlap. It is, therefore, important that students who are studying for an award in applied theology are aware of significant issues in global contemporary theology, especially how these influence Christian thinking, practice and ministry. A corollary will be an enhanced awareness of their own theological commitments and their practical implications.

This module aims to:

* analyse and evaluate contemporary developments and figures in modern Christian theology;
* engage with empathy and informed understanding with the convictions and views of others;
* apply theological reflection methodologies to think theologically and contextually about issues arising within ministry practice and personal faith;
* develop interest in, and skills for, researching new problems and ideas.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse and critique a selected modern theology or theologian;
2. reflect self-critically on the interaction between a selected modern theology or theologian and the student’s own theological commitments;
3. evaluate the relevance of a selected theological issue to contemporary ministry practice.

# **2AT09 Faith in Contemporary Culture (20/21)**

No culture is benign or neutral and western culture carries within it a raft of values and beliefs of profound relevance for theology and Christian discipleship. Students who wish to enhance their Christian practice, therefore, need to be able to ‘read’ critically their social and cultural context, and to understand how the practice of faith and the faith community are shaped by them, in order better to respond in mission and counter-cultural witness. This module provides an opportunity for students to develop in their understanding and critical awareness of how Christian faith is shaped by and critiques contemporary culture.

This module aims to:

* identify and evaluate values, beliefs and attitudes intrinsic to contemporary Western culture;
* encourage students to consider critically personal and theological priorities and values;
* stimulate students to reflect personally on their own spirituality and lifestyle in light of their studies, particularly affective and behavioural implications.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. identify and evaluate beliefs, values and attitudes associated with a selected aspect of contemporary culture;
2. self-critically reflect on personal priorities and values in light of learning on this module;
3. design a plan for enhanced Christian practice in light of learning during on this module.

# **2AT10 Christian Ethics (20/21)**

The complexity of modern society, the gradual erosion of Christian values, the range of moral choices on offer, and the particular religious history of Ireland have created an environment where engaging with issues of ethics is, arguably, more important than ever. In such a context, Christian ethical thinking needs to be both rigorous and relevant as part of an applied theology. This module will explore and examine ethical theories and frameworks in order to facilitate this. Christian ministry in the contemporary context also needs to be rigorously ethical. The module will also encourage students to explore and develop their own ethical thinking as well as exploring their own ethical commitments.

This module aims to:

* enhance Christian practice by equipping students with tools and resources for a considered and critical approach to ethical questions;
* explore biblical, theological and philosophical foundations for approaching selected ethical issues;
* examine Christian contributions to contemporary ethical debates;
* encourage students to critically explore and develop their own ethical frameworks;
* examine the students’ own ethical understandings and commitments;
* reflect on the ethical implication of ministerial contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. select and evaluate biblical and theological resources for constructing Christian ethical principles;
2. reflect on their own commitment to ethics in personal and ministry contexts;
3. reflect on aspects of a personal code of ethics for ministry.

# **2AT11 Christian Mission in Contemporary Ireland (20/21)**

The demise in influence and legacy of the Catholic Church (and associated Christendom ways of thinking and acting) in Irish society, coupled with the rise in a liberal, and often aggressive, secularisation have created a challenging context not just for Christian faith but for Christian mission in particular. The situation in Ireland may be unique, but there are missional insights from the global Christian community that need to be engaged. It is important, therefore, to allow biblical, theological, missiological and other relevant resources to inform and shape the practice of mission in contemporary Irish culture.

This module aims to:

* explore theologies of mission;
* examine biblical, theoretical and practical aspects of expressing and sharing Christian faith in the contemporary context;
* analyse the missiological (post-Christendom) context of contemporary Ireland;
* engage with a range of missiological approaches as a means of understanding and practicing mission;
* provide resources to allow students to formulate mission strategies for their contexts;
* develop the skills to enable others in mission;
* provide resources to allow students to examine their own attitude to and practice of mission.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. outline and evaluate theological frameworks for mission;
2. reflect on personal attitudes and practices of Christian mission;
3. apply a selected model of mission to formulate a strategy for mission in a specified context.

# **2AT12 Developing Pastoral Care (21/22)**

The developments in the religious landscape in Ireland mean that increasingly people would not think of the church as a source of pastoral care and encouragement. However, Christian communities that are seeking to be biblical in their expression of shared life have significant resources at their disposal to be effective communities of care. While pastoral caring may occur ‘naturally’ as part of a Christian community, it is important in any ministry context to reflect biblically and theologically on this activity. This module builds on the learning of 1AT07 Introduction to Pastoral Caring and develops a framework for understanding and evaluating caring in the context of a local church community. It is also important for anyone involved in any aspect of care-giving to be able to reflect biblically and theologically on issues of caring; this module will provide tools for this.

This module aims to:

* enable students to explore biblically and theologically on the role of pastoral care in contemporary church life;
* encourage students to reflect on their practice of pastoral care;
* provide tools to enable students to evaluate their listening practice;
* develop attitudes of empathy;
* examine selected pastoral care issues in the context of church community.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse and evaluate the role of the local church in pastoral care;
2. reflect on the responses of a local church to selected pastoral care issues;
3. evaluate their implementation of a model of listening skills.

# **2AT13 Teaching and Preaching the Old Testament (21/22)**

For most Christian communities, teaching/preaching continues to be a core element in acts of worship and one of the most important means of Christian education. This is the case in spite of a range of social and cultural changes that have challenged the value of preaching. A student who will be engaged in a teaching/preaching ministry of any kind needs to have given attention not only to the issues that teaching/preaching in the twenty first century raises (for example, the contemporary cultural context, the learning processes and abilities of those at the receiving end of preaching, etc.), but also to the skills of planning, preparing and delivering talks. When the neglect and lack of general engagement with the Old Testament are added as additional factors, those whose Christian practice is leading them into greater responsibility in the area of teaching/preaching need, therefore, to attend to the theology, traditions and resources that contribute towards the attainment of excellence in Old Testament teaching/preaching. This module will build on and deepen the learning of 1AT09 Communicating in a Ministry Context.

This module aims to:

* explore the contemporary context for teaching/preaching the Old Testament;
* explore the concept of learning as an aspect of teaching/preaching the Old Testament;
* enable students to develop their own teaching/preaching/communication styles;
* explore Old Testament literature and genres and their use in preaching;
* empower students to give and receive critical feedback on prepared talks;
* explore resources to enhance the effectiveness of teaching/preaching the Old Testament;
* enable students to reflect on their own attitudes to teaching/preaching the Old Testament.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. discuss factors that influence learning in the context of teaching/preaching the Old Testament;
2. plan, prepare and deliver an Old Testament talk and respond to peer evaluation;
3. reflect on their own attitudes to preaching/teaching the Old Testament in light of their learning on this module.

# **2AT14 Teaching and Preaching the New Testament (21/22)**

For most Christian communities teaching/preaching continues to be a core element in acts of worship and one of the most important means of Christian education. This is the case in spite of a range of social and cultural changes that have challenged the value of preaching. A student who will be engaged in a teaching/preaching ministry of any kind needs to have given attention not only to the issues that teaching/preaching in the twenty-first century raises (for example, the contemporary cultural context, the learning processes and abilities of those at the receiving end of preaching, etc.), but also to the skills of planning, preparing and delivering talks. Those whose Christian practice is leading them into greater responsibility in the area of teaching/preaching need, therefore, to attend to the theology, traditions and resources that contribute towards the attainment of excellence in this area in New Testament teaching/preaching. This module will build on and deepen the learning of 1AT09 Communicating in a Ministry Context.

This module aims to:

* explore the contemporary context for teaching/preaching the New Testament;
* explore the concept of learning as an aspect of teaching/preaching the New Testament;
* enable students to develop their own teaching/preaching/communication styles;
* explore New Testament literature and genres and their use in preaching;
* empower students to give and receive critical feedback on prepared talks;
* explore resources to enhance the effectiveness of teaching/preaching the New Testament;
* enable students to reflect on their own attitudes to teaching/preaching the New Testament.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. discuss factors that influence learning in the context of teaching/preaching the New Testament;
2. plan, prepare and deliver a New Testament talk and respond to peer evaluation;
3. reflect on their own attitudes to teaching/preaching the New Testament in light of their learning on this module.

# **2AT15 Developing Leadership (20/21)**

This module is compulsory for award on the BA (Hons) Applied Theology with Christian Leadership. It is also an elective module for the BA (Hons) Applied Theology.

The health of any institution will depend to some degree on the nature and quality of its leadership. This is true of church communities. There are many contemporary perspectives on leadership, both within the church community and in the wider culture. There is also a range of factors that influence leadership and the way it is both conceptualised and practiced. It is important for students who wish to enhance their Christian leadership practice to engage in deep reflection not just on the biblical and theological resources and foundations for leadership, but also on how the contemporary context influences them. This module will enable students to investigate the interface between the theory and practice of leadership and to develop the skills to reflect critically on their leadership contexts and on their leadership skills and abilities. Students will also have opportunities to reflect self-critically on how they work with others in an atmosphere of respect and tolerance for people of diverse traditions and practices

This module aims to:

* explore biblical and theological resources that inform leadership practice;
* enable students to develop the skills and attitudes to apply leadership theory to their own practice contexts;
* explore general leadership theory and reflect on it biblically and theologically;
* develop students’ awareness of their leadership gifts;
* evaluate leadership styles;
* reflect on character qualities, values, inter-personal attitudes, and abilities required for ongoing personal spiritual development, self-leadership and leadership practice;
* enable students to develop a vision and plan for enhanced mission and ministry practice;
* foster teamwork and mutual partnerships in ministry settings;
* develop and apply reflective practice skills for the development of student’s own ministry practice.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse selected perspectives on leadership in a ministry context;
2. articulate and evaluate their own leadership style;
3. apply and evaluate skills and attitudes which effect teamwork.

# **2AT16 Church and Ministry (21/22)**

This module is compulsory for award on the BA (Hons) Applied Theology with Christian Leadership. It is also an elective module for the BA (Hons) Applied Theology.

Behind each expression of church in a local context there is an underlying ecclesiology which is a combination of a wide range of biblical, theological and historical resources, along with a range of other cultural, social and even personal factors. The result is an array of commitments and practices, for example, in the areas of leadership, church government, sacraments, mission, and ministry structures. Those who are extending their Christian discipleship towards greater responsibility for ministry and leadership in their churches need to give consideration to ecclesiology, as commitments in this area have significant implications for how church communities function. It is important for students to engage with a range of biblical, theological and other resources to enrich the important work of forming Christian communities for mission.

This module aims to:

* examine key theological perspectives and biblical texts relating to the church and their relation to the church’s role and mission in the contemporary context;
* explore issues of leadership in the context of church communities;
* examine how ecclesiological commitments influence practice;
* explore the differences that ecclesiological commitment produce in communities;
* resource students for the development of missional communities in their own church contexts;
* enable students to understand and appreciate differences between Christian communities;
* enable students to reflect on their personal experiences of church and its practices.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. analyse selected biblical and theological perspectives of the church;
2. reflect on their own attitude to church;
3. analyse the strengths and areas for development of a specific local church ministry context.

# **2AT17 The Story of the Irish Church (20/21)**

History can be a storehouse of information about how people and society have functioned and been shaped. Throughout Irish history there have been key developments that have influenced the Irish church. It is important to be aware of these developments and their implications for contemporary church life and Christian practice. This module will enable students to identify and consider key developments that occurred in Ireland between the 4th century and the 19th century. The module will assist students to evaluate different historical perspectives and be able to assess diverse views fairly and accurately. The module will encourage the use of a range of research skills, gathering and synthesising information.

This module aims to:

* identify and appraise key developments in Irish church history;
* analyse issues of historiography, hagiography and the use of primary sources;
* develop a critically informed understanding of Irish church history, with particular reference to the contemporary context;
* consider the contemporary implications of key historical developments that have occurred in the Irish church;
* enhance the skills required to relate the story of the Irish church to the rest of the student’s studies in IBI, to their personal life and ministry contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. identify and appraise key developments in Irish church history;
2. reflect self-critically on their attitudes regarding the significance of Irish church history;
3. reflect on the possible implications of aspects of the history of the Irish church for the contemporary church.

# **2AT25 Researching Ministry Practice (A)**

The concept of research can sometimes carry overtones of academia and lack of relevance. While some aspects of research may struggle to demonstrate their value for ministry praxis, research can be an invaluable tool for the enhancement of ministry activity. This is particularly the case where those activities involve people, either as active practitioners or as recipients. Qualitative research has demonstrated its value as a tool to investigate real life contexts and to examine real-life experiences of people, and as such is a tool that can be deployed within the context of applied theology to explore and enhance the effectiveness of ministry practice. These skills will be of value to any students who will be involved in ministry practice in the future. The module will also provide the framework for ongoing research and learning beyond the programme.

This module aims to:

* explore how a range of tools of qualitative research can be used as evaluation methods in ministry contexts;
* explore how action research can be used in ministry contexts;
* develop lifelong learning skills;
* develop a commitment to ‘research informed’ ministry;
* enable students to write research proposals;
* equip students to design and implement research;
* engage in field research;
* equip students to report on and analyse field research findings;
* reflect on the value of research in a ministry context;
* enable students to be become critically engaged researchers.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. prepare a research proposal for a specified research project;
2. reflect on the value of research for ministry;
3. report on a specified piece of active research.

# **3AT01 Ministry and Personal Development 3 (A)**

As students reach the end of the programme it is essential that they are encouraged to think not just about their learning, but about how that learning relates to their future ministry and/or employment. It is, therefore, important that students are enabled to reflect self-critically on their learning at IBI and how that relates to their ongoing personal development. The programme aims and outcomes will be used as the basis for this aspect of the module. For students who wish to enhance their Christian ministry and practice, they need to develop skills, attitudes, values and practical resources to think about their future employability and the roles they may wish to pursue.

This module builds on learning acquired through 2AT01 Ministry and Personal Development 2 and 1AT01 Ministry and Personal Development 1.

This module aims to:

* enable students to continue to develop as critically informed reflective practitioners;
* enhance students’ ability to relate biblical and theological concepts to praxis;
* develop self-critical evaluation of learning at IBI;
* develop skills to manage self-learning and self-presentation;
* develop skills and attitudes for lifelong learning;
* explore issues of future employability;
* reflect critically on vocation.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. self-critically analyse aspects of their learning journey at IBI;
2. critically reflect on the link between learning at IBI and selected ministry contexts;
3. construct documents for a selected employment context.

# **3AT02 Ministry and Personal Development 3 (Leadership) (A)**

This module is compulsory on the BA (Hons) Applied Theology with Christian Leadership.

As students reach the end of the programme it is essential that they are encouraged to think not just about their learning, but about how that learning relates to their future ministry, leadership practice and/or employment. It is, therefore, important that students are enabled to reflect self-critically on their learning at IBI and how that relates to their ongoing personal development and how that will influence their future practice in a leadership context. The programme aims and outcomes will be used as the basis for this aspect of the module. For students who wish to enhance their Christian leadership ministry and practice, they need to develop skills, attitudes, values and practical resources to think about their future employability and the leadership roles they may wish to pursue.

This module builds on learning acquired through 2AT02 Ministry and Personal Development 2 (Leadership) and 1AT01 Ministry and Personal Development 1.

This module aims to:

* enable students to continue to develop as critically informed reflective practitioners;
* enhance students’ ability to relate biblical and theological concepts to leadership praxis;
* develop self-critical evaluation of learning at IBI;
* develop skills to manage self-learning and self-presentation;
* develop skills and attitudes for lifelong learning and enhanced leadership practice;
* explore issues of future employability;
* reflect critically on vocation.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. self-critically analyse aspects of their learning journey at IBI;
2. critically reflect on the link between learning at IBI and selected leadership contexts;
3. construct documents for a selected employment context.

# **3AT03 Developing Old Testament Theology (20/21)**

There are a range of ways of approaching the Old Testament that, while wishing to respect it, have the end result of undermining it. Frequently the Old Testament is ‘discounted’ or ignored in favour of the New Testament, especially as its various perspectives on faith and life are not always the same as those encountered in the New Testament. Students who wish to enhance their Christian practice and their use of the Bible as Christian Scripture need to engage with the Old Testament and its thought world on its own terms, approaching it critically and reflectively. Developing an Old Testament theology is one way of doing this.

This module aims to:

* critically analyse the Old Testament on its own terms, allowing its theological contribution to Christian faith and practice to be critically appreciated and embraced;
* reflect analytically and critically on the Old Testament;
* enable students to critically evaluate and reflect on their own opinions about the Old Testament;
* develop strategies and tools to enable aspects of the Old Testament to be embraced in contemporary Christian faith and practice.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse selected themes of Old Testament theology;
2. critically reflect on the value of the Old Testament for their Christian faith;
3. relate selected aspects of Old Testament theology to contemporary Christian practice and ministry contexts.

# **3AT04 New Testament Epistles (20/21)**

The Bible is a key text for Christian faith and practice. However, the way it is used, in both ordinary and academic contexts, sometimes ignores its literary nature. Where the focus is on individual verses or short passages, it is possible to lose the overall perspective of a whole book. For students who wish to enhance their Christian practice in the area of engaging with the Bible, it is important to develop the skills that enable them to locate verses or short passages within the overall flow of a whole book. This module aims to deliver those skills, by focusing on two shorter New Testament epistles. The pedagogy of the module is designed such that students will work on two different New Testament epistles. The first epistle will function as a worked example with the tutor leading the process; for the second epistle, the tutor will act as a facilitator, enabling students to practice and develop their own skills.

This module aims to:

* equip students with the tools and resources to engage with and critically analyse a whole New Testament epistles;
* develop a critical awareness of the literary character of New Testament epistles;
* explore how meaning and significance is developed by engaging with a whole New Testament epistle;
* critically reflect on the hermeneutical process that contribute to the contemporary relevance of New Testament epistles;
* develop an approach to a New Testament epistle that will be transferable to other Bible books.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse the structure, themes and overall flow of a New Testament epistle;
2. critically reflect on their attitudes to a whole book approach to New Testament epistles;
3. critically reflect on how this approach to a New Testament epistle can be used to engage a non-specialist audience

# **3AT05 Developing Biblical Interpretation (21/22)**

Christian ministry and practice has its roots in biblical narratives, images, concepts and values. The use of the Bible in ministry requires not only a clear knowledge of its contents but also the exegetical and hermeneutical skills to handle and apply it appropriately in contemporary contexts. The Level 4 module Interpreting and Applying the Bible provides students with a foundational knowledge of the Bible’s literary genres, its contextual nature, and an introduction to basic methods of interpretation. This module will build on this and develop the skills of responsible interpretation of biblical texts. Students studying on this module will be expected to develop not just exegetical skills, but a critical hermeneutical awareness of how the Bible is appropriated in the contemporary context.

This module aims to:

* equip students to apply exegetical tools and hermeneutical methods critically and responsibly;
* develop students’ commitment to interpreting and applying the Bible responsibly and relevantly in contemporary contexts;
* explore the influences of the reader in the interpretation process, enabling students to develop as self-reflective and self-aware interpreters;
* engage with selected issues of meaning raised by the study of hermeneutics;
* reflect on how the Bible is used in contemporary ministry contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically select and evaluate the application of interpretive approaches to biblical texts;
2. articulate a strategy for how they will use the Bible in practice;
3. critically compare and evaluate hermeneutical methods used to connect the Bible to life in selected ministry contexts.

# **3AT06 New Testament Christology (20/21)**

The New Testament itself can be understood as a collection of documents, written in light of the Israel’s scriptures, proclaiming and articulating the soteriological, ethical and missiological implications of Jesus being Israel’s Messiah and resurrected Lord. The identity of Jesus is therefore central to all Christian theology and practice. Given this perspective, students training for Christian ministry require in-depth familiarity with questions of New Testament Christology.

This module aims to:

* critically examine the diversity, content and development of New Testament Christology;
* enable students to engage critically and reflectively with personal and corporate implications of New Testament Christology for Christian worship, discipleship and mission;
* enhance Christian practice by offering students tools and resources to foster critical theological reflection on Christology in their personal and ministry context.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically examine an issue from differing Christological perspectives;
2. critically reflect on implications of New Testament Christology for Christian discipleship;
3. reflect critically on how an aspect of Christology relates to Christian ministry practice.

# **3AT07 The Holy Spirit and the Christian Life (21/22)**

The 20th century growth and global development of Pentecostal and charismatic traditions has re-emphasised the inseparability of pneumatology and church theology and practice for Christian communities and denominations - with the church as the creation of the Spirit, and individual believers equipped and resourced with the Spirit’s gifts and characterised by the Spirit’s fruit. Those who are extending their Christian discipleship towards greater responsibility for ministry and leadership in their churches need to engage with the resources of pneumatology and its deep connections to ecclesiology, mission, soteriology and the Christian life, Christology, and eschatological hope.

This module aims to:

* enable students to think critically and exegetically about the person and work of the Holy Spirit within a biblical theological framework;
* critically evaluate differing theological views of the work of the Holy Spirit;
* help students to engage in critical self-reflection with implications of pneumatology for the Christian life;
* resource students to think critically about enhancing Christian practice related to the Spirit in their own church contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse selected New Testament texts related to the Holy Spirit;
2. self-critically reflect on implications of pneumatology for the Christian life;
3. articulate and justify practical proposals for personal and church reform.

# **3AT08 Issues in Contemporary Theology (21/22)**

Ideas, concepts and themes within the increasingly globalised world of contemporary academic theology can appear somewhat removed from the world of Christian ministry and practice. However, as academic research is “popularised” these worlds can overlap. It is, therefore, important that students who are studying for a degree in applied theology are aware of significant issues in global contemporary theology, especially how these influence Christian thinking, practice and ministry. A corollary will be an enhanced ability to engage critically with their own theological commitments and their practical implications.

This module aims to:

* analyse, explore and critically evaluate selected contemporary developments and figures in modern Christian theology;
* engage with empathy, integrity and critical reflection with the convictions and behaviours of others;
* critically apply knowledge and understanding to think theologically and contextually about issues arising within ministry practice and personal faith;
* develop interest in, and independent research skills for, investigating new problems and ideas.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically evaluate a selected modern theology or theologian;
2. reflect self-critically on the interaction between a selected modern theology or theologian and the student’s own theological commitments;
3. critically evaluate the implications of a selected theological issue for contemporary ministry practice.

# **3AT09 Faith in Contemporary Culture (20/21)**

No culture is benign or neutral and western culture carries with it a raft of values and beliefs of profound relevance for theology and Christian discipleship. Students who wish to enhance their Christian practice, therefore, need to be able to ‘read’ critically their social and cultural context, and to understand how the practice of faith and the faith community are shaped by them, in order better to respond in mission and counter-cultural witness. Without such critical evaluation, Christianity in the West can either ignore deep theological challenges or adopt an uncritical dualism that spiritualizes and privatizes faith in a way that brackets out questions of what it means to be a Christian in the world. This module provides an opportunity for students to develop in their understanding and critical awareness of how Christian faith is shaped by and critiques contemporary culture.

This module aims to:

* identify and critique values, beliefs and attitudes intrinsic to contemporary Western culture;
* encourage students to consider critically personal and theological responses to life within contemporary Ireland;
* stimulate students to reflect critically on their own spirituality and lifestyle in light of their studies, particularly affective and behavioural implications.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse beliefs and values associated with a selected aspect of contemporary culture;
2. critically reflect on personal priorities and values in light of learning on this module;
3. critically construct a proposal for enhanced Christian practice in light of learning on this module.

# **3AT10 Christian Ethics (20/21)**

The complexity of modern society, the gradual erosion of Christian values, the range of moral choices on offer, and the particular religious history of Ireland have created an environment where engaging with issues of ethics is, arguably, more important than ever. In this context, Christian ethical thinking that is both rigorous and relevant is an important part of an applied theology. This module will explore and examine ethical theories and frameworks in order to critically analyse how biblical and theological resources can be used in constructing Christian ethical positions. Students who have completed an Applied Theology degree also need to be able to communicate ethical frameworks and issues to others. The module will facilitate students to think about how they might communicate with selected audiences on ethics-related topics. It is also important within the framework of this programme that ethics and personal/community virtue are considered together. The module will therefore encourage students to reflect on their own ethical commitments, personally and as members of Christian communities.

This module aims to:

* provide students with critical tools and resources for a considered and critical approach to ethical questions;
* develop biblical, theological and philosophical foundations for approaching selected ethical issues;
* critically explore Christian contributions to contemporary ethical debates;
* encourage students to critically explore and develop their own ethical frameworks;
* encourage students to reflect critically on their own development of virtue ethics;
* develop the skills to communicate about ethics related issues to selected audiences;
* critically reflect on the ethical implication of ministerial contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse the use of biblical and theological resources in constructing Christian ethical principles;
2. critically reflect on their own commitment to ethics in everyday personal contexts;
3. plan a strategy for the exploration of an ethical issue with a selected audience.

# **3AT11 Christian Mission in Contemporary Ireland (20/21)**

The demise in influence and legacy of the Catholic Church (and associated Christendom ways of thinking and acting) in Irish society, coupled with the rise in a liberal, and often aggressive, secularisation have created a challenging context not just for Christian faith but for Christian mission in particular. The situation in Ireland may be unique, but there are missional insights from the global Christian community that need to be engaged. It is important, therefore, to allow biblical, theological, missiological and other relevant resources to critically inform and shape the practice of mission in contemporary Irish culture.

This module aims to:

* critically explore theologies of mission;
* critically examine biblical, theoretical and practical aspects of expressing and sharing Christian faith in the contemporary context;
* critically analyse the missiological (post-Christendom) context of contemporary Ireland;
* engage with a range of missiological approaches as a means of understanding and practicing mission;
* provide resources to allow students to formulate mission strategies for their contexts;
* reflect on and develop the skills to enable others in mission;
* provide resources to allow students to examine their own attitude to and practice of mission.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse theological frameworks for mission;
2. reflect critically on personal attitudes and practices of Christian mission;
3. critically apply a selected model of mission to formulate a strategy for mission in a specified context.

# **3AT12 Developing Pastoral Care (21/22)**

The developments in the religious landscape in Ireland mean that increasingly people would not think of the church as a source of pastoral care and encouragement. However, Christian communities that are seeking to be biblical in their expression of shared life have significant resources at their disposal to be effective communities of care. While pastoral caring may occur ‘naturally’ as part of a Christian community, it is important in any ministry context to critically reflect biblically and theologically on this activity. This module builds on the learning and experience of 1AT07 Introduction to Pastoral Caring and develops a critical framework for understanding and evaluating caring in the context of a local church community. It is also important for anyone involved in any aspect of care-giving to be able to critically reflect biblically and theologically on issues of caring; this module will provide tools for this.

This module aims to:

* enable students to critically reflect biblically and theologically the role of pastoral care in contemporary church life;
* encourage students to evaluate and critically reflect on their practice of pastoral care;
* enable students to critically evaluate their listening practice;
* develop attitudes of empathy;
* critically reflect on selected pastoral care issues in the context of church community.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically evaluate the role of the local church in pastoral care;
2. critically reflect on the responses of a local church to selected pastoral care issues;
3. critically evaluate their implementation of a model of listening skills.

# **3AT13 Teaching and Preaching the Old Testament (21/22)**

For most Christian communities, teaching/preaching continues to be a core element in acts of worship and one of the most important means of Christian education. This is the case in spite of a range of social and cultural changes that have challenged the value of preaching. A student who will be engaged in a teaching/preaching ministry of any kind needs to have given attention not only to the issues that teaching/preaching in the twenty first century raises (for example, the contemporary cultural context, the learning processes and abilities of those at the receiving end of preaching, etc.), but also to the skills of planning, preparing and delivering talks. When the neglect and lack of general engagement with the Old Testament are added as additional factors, those whose Christian practice is leading them into greater responsibility in the area of teaching/preaching need, therefore, to attend to the theology, traditions and resources that contribute towards the attainment of excellence in Old Testament teaching/preaching. This module will build on and deepen the learning of 1AT09 Communicating in a Ministry Context.

This module aims to:

* explore the contemporary context for teaching/preaching the Old Testament;
* critically evaluate the concept of learning as an aspect of teaching/preaching the Old Testament;
* enable students to develop their own teaching/preaching/communication styles;
* critically explore Old Testament literature and genres and their use in preaching;
* empower students to give and receive critical feedback on prepared talks;
* explore resources to enhance the effectiveness of teaching/preaching the Old Testament;
* enable students to reflect critically on their own attitudes to teaching/preaching the Old Testament.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically evaluate factors that influence learning in the context of teaching/preaching the Old Testament;
2. plan, prepare and deliver an Old Testament talk and respond to peer evaluation;
3. critically reflect on their own attitudes to preaching/teaching the Old Testament in light of their learning on this module.

# **3AT14 Teaching and Preaching the New Testament (21/22)**

For most Christian communities teaching/preaching continues to be a core element in acts of worship and one of the most important means of Christian education. This is the case in spite of a range of social and cultural changes that have challenged the value of preaching. A student who will be engaged in a teaching/preaching ministry of any kind needs to have given attention not only to the issues that teaching/preaching in the twenty-first century raises (for example, the contemporary cultural context, the learning processes and abilities of those at the receiving end of preaching, etc.), but also to the skills of planning, preparing and delivering talks. Those whose Christian practice is leading them into greater responsibility in the area of teaching/preaching need, therefore, to attend to the theology, traditions and resources that contribute towards the attainment of excellence in this area in New Testament teaching/preaching. This module will build on and deepen the learning of 1AT09 Communicating in a Ministry Context.

This module aims to:

* explore the contemporary context for teaching/preaching the New Testament;
* critically evaluate the concept of learning as an aspect of teaching/preaching the New Testament;
* enable students to develop their own teaching/preaching/communication styles;
* critically explore New Testament literature and genres and their use in preaching;
* empower students to give and receive critical feedback on prepared talks;
* explore resources to enhance the effectiveness of teaching/preaching the New Testament;
* enable students to reflect critically on their own attitudes to teaching/preaching the New Testament.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically evaluate factors that influence learning in the context of teaching/preaching the New Testament;
2. plan, prepare and deliver a New Testament talk and respond to peer evaluation;
3. critically reflect on their own attitudes to teaching/preaching the New Testament in light of their learning on this module.

# **3AT15 Developing Leadership (20/21)**

This module is compulsory for award on the BA (Hons) Applied Theology with Christian Leadership. It is also an elective module for the BA (Hons) Applied Theology

The health of any institution will depend to some degree on the nature and quality of its leadership. This is true of church communities. There are many contemporary perspectives on leadership, both within the church community and in the wider culture. There is also a range of factors that influence leadership and the way it is both conceptualised and practiced. It is important for students who wish to enhance their Christian leadership practice to engage in deep reflection not just on the biblical and theological resources and foundations for leadership, but also on how the contemporary context influences them. This module enables students to develop critical thinking in areas of knowledge, skills and attitudes in order to apply Christian and secular leadership theory to practice in their own context. It encourages future leaders critically to evaluate a range of theological concepts within the context of Christian ministry and leadership practice, while demonstrating a critical commitment to self-leadership. It will also challenge students to engage in critical self-reflection on their own character, values, practices and attitudes required for Christian ministry and leadership.

This module aims to:

* challenge students to critically consider the model of “servant leadership” in relation to other models within general leadership theory and the biblical narrative;
* allow students to enhance self-awareness through tests, critical self-reflection and engagement with others around their leadership abilities/gifts and leadership style;
* encourage students to consider how their personality and abilities aligns with possible ministry contexts;
* develop specific skills for working with others within Christian ministry practice in a way that fosters others’ gifts and abilities;
* foster teamwork and mutual partnerships in ministry settings by critically reflecting on and applying skills and attitudes necessary to enhance relationships;
* develop frameworks for self-leadership.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically evaluate selected leadership principles in a specified ministry context;
2. reflect critically on the development of their leadership style;
3. critically evaluate skills and attitudes which effect teamwork and develop strategies for enhanced practice.

# **3AT16 Church and Ministry (21/22)**

This module is compulsory for award on the BA (Hons) Applied Theology with Christian Leadership. It is also an elective module for the BA (Hons) Applied Theology.

Behind each expression of church in a local context there is an underlying ecclesiology which is a combination of a wide range of biblical, theological and historical resources, along with a range of other cultural, social and even personal factors. The result is an array of commitments and practices, for example, in the areas of leadership, church government, sacraments, mission, and ministry structures. Those who are extending their Christian discipleship towards greater responsibility for ministry and leadership in their churches need to give consideration to ecclesiology, as commitments in this area have significant implications for how church communities function. It is important for students to engage with a range of biblical, theological and other resources to enrich the important work of forming Christian communities for mission.

This module aims to:

* evaluate key theological perspectives and biblical texts relating to the church and their relation to the church’s role and mission in the contemporary context;
* critically explore issues of leadership in the context of church communities;
* evaluate how ecclesiological commitments influence practice;
* explore the differences that ecclesiological commitment produce in communities;
* resource students for the development of missional communities in their own church contexts;
* enable students to understand, critique and appreciate differences between Christian communities;
* enable students to reflect critically on their personal experiences of church and its practices.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically analyse selected theological and biblical perspectives of the church;
2. develop a strategy to enhance a selected function of the church in their context;
3. critically reflect on their own attitude to church.

# **3AT17 The Story of the Irish Church (20/21)**

History is a storehouse of information about how people and society have functioned in the past. The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Throughout Irish history there have been key developments that have helped shape the Irish church. The story of the Irish church module will facilitate the student to identify, evaluate and appraise key developments that occurred in Ireland between the 4th century and the 19th century. The module will assist the student to demonstrate research skills of a critically informed independent learner via gathering, synthesising and evaluating information from a wide range of academic sources. The module will aid the student to analyse, explore and critically evaluate different historical perspectives and be able critically to analyse diverse views fairly and accurately. The module will facilitate the student to develop a critically informed understanding of Irish church history, with particular reference to the contemporary context.

This module aims to:

* identify and critically appraise key developments in Irish church history;
* critically evaluate issues of historiography, hagiography and the use of primary sources;
* develop and enhance research skills and the ability to identify and evaluate sources of information;
* critically assess the contemporary implications of the historical key developments that occurred in the Irish church;
* develop the skills required to relate the story of the Irish church to the rest of the student’s studies in IBI, to their personal life and ministry contexts.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. critically evaluate selected key developments in Irish church history;
2. reflect self-critically on their own attitudes regarding the significance and value of key developments the Irish church;
3. critically reflect on the implications for the contemporary church in light of their learning on this module.

# **3AT20 Dissertation (A)**

The Dissertation at Level 6 may be taken as an alternative to any two of the taught modules in the programme. It provides students with an opportunity to carry out in-depth independent research into a topic of their own choosing within the broad field of study encompassed by applied theology. It is advisable for any student considering registering for this module to complete 2AT25 Researching Ministry Practice (2AT25 is not a pre-requisite for this module).

This module aims to:

* enable the student, under the guidance of a supervisor, to demonstrate and develop their independent research and writing skills within a longer piece of written work, which can be in essay form or a research project;
* enhance critical awareness of a chosen research subject through research and academic writing;
* provide opportunity for the application of selected research methodologies to a specific field of study within applied theology;
* facilitate a critical analysis that integrates academic and contextual / practical learning.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. identify, utilise and critically apply a range of appropriate biblical and theological resources to a selected research issue/topic;
2. critically reflect on a selected research issue/topic identifying academic, professional and personal outcomes;
3. demonstrate skills of a critically informed independent learner in research, analysis and evaluation of information and data.

# **3AT21 Dissertation (Leadership) (A)**

The Dissertation at Level 6 may be taken as an alternative to any two of the taught modules in the programme. Within the leadership strand of the degree, it provides students with an opportunity to carry out in-depth independent research into a leadership topic of their own choosing. It is advisable for any student considering registering for this module to complete 2AT25 Researching Ministry Practice (2AT25 is not a pre-requisite for this module).

This module aims to:

* enable the student, under the guidance of a supervisor, to demonstrate and develop their independent research and writing skills within a longer piece of written work, which can be in essay form or a research project;
* enhance critical awareness of a chosen leadership related subject through academic writing;
* provide opportunity for the application of selected research methodologies to a leadership field of study within applied theology;
* facilitate a critical analysis that integrates academic and contextual/practical learning.

Learning Outcomes

*Upon successful completion of the module students will be able to*:

1. identify, utilise and critically apply a range of appropriate biblical and theological resources to a selected leadership issue/topic;
2. critically reflect on a selected leadership issue/topic identifying academic, professional and personal outcomes;
3. demonstrate skills of a critically informed independent learner in research, analysis and evaluation of information and data.