

## Perspectives on the Spiritual Realm (TMM2867)

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Module Level:	5
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

**Aims:** To enable learners to examine the role and importance of the spiritual realm in spiritual formation and ministerial development.

To enable learners to reflect theologically and consider a range of theological responses to the spiritual realm.

To equip learners with knowledge and practical understanding that will enable them to learn how to nurture the spiritual well-being of others in life, ministry, and mission.

**Content:** This module will:

- explore a biblical and theological outline of the spiritual realm (God's entourage, spirits, angels, demons);
- consider some ways in which the spiritual realm is experienced in contemporary society and culture today (for example, the rise of pagan and occult practices);
- explore appropriate Christian responses to the spiritual realm (e.g., spiritual disciplines)

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

***Subject Specific Knowledge [SSK 2, 3]***

Describe and analyse some core aspects of and perspectives on the spiritual realm

Demonstrate a theological and biblical understanding of the spiritual realm as it is relevant for spiritual and ministerial formation, and articulate how this shapes one or more key Christian practices in response

### ***Subject Specific Skills [SSS 3]***

Reflect on contemporary situations that intersect with the spiritual realm, critically analysing the impact of the unseen on discipleship, mission, and ministry.

### ***Key Skills [KS 1, 2, 3]***

Identify, gather, analyse and evaluate textual source materials for a range of purposes.

Undertake a critical analysis of information and arguments, communicating these effectively, showing critical self-awareness of their own beliefs, commitments and prejudices.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines; evaluating the task and learning from it.

Modes of Teaching and Learning:	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'
Contact Hours:	Contact hours to be specified by each TEI using the 'Guidelines for Learning Hours'.
Formative Assessment:	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment:	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for postgraduate modules.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.