

Introduction to Models of Ministry with Children and Young People (TMM2897)

Module Level: 5

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination
of Modules: None

Aims:

To develop students' knowledge and understanding of historical and contemporary models of ministry with children and young people, with their theological, contextual, and social dimensions.

To enable students to evaluate different models of ministry with children and young people, and to adapt them creatively within their ministry setting.

To enable students to understand the theological framework within which ministry with children and young people has developed.

Content:

Models and critiques of ministry with children.

Models and critiques of ministry with young people.

The interplay of Christian and secular approaches of models of children's and youth ministry.

Theological reflection on historical and contemporary approaches to ministry with children and young people.

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

Subject Specific Knowledge [SSK3]

Describe and analyse one or more models of ministry with children and/or young people including how they relate to aspects of church and society.

Subject Specific Skills [SSS3]

Begin to develop a critical analysis of one or more contexts in relation to models of ministry of ministry with children and/or young people, recognising underlying assumptions about the role of the child and church.

Key Skills [KS 1, 2, 3]

Identify, gather, analyse, and evaluate textual source materials for a range of purposes, and communicate their findings with clarity and fairness.

Undertake a critical analysis of information and arguments, communicating these effectively showing critical 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'.
Learning Hours:	Learning 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 undergraduate modules.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.