

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Values of Youth and Community Ministries L7			
Code: THEO07029	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	P Beautyman		
Summary of Module			
<p>This module will equip participants to explore and understand the values that underpin youth and community ministries in a Christian context or in a Christian perspective. It draws on theological principles consistent with CLD youth and community work while rooting these values in Christian tradition expressed through Scripture, theology, general church practice and particular expressions of Christian faith communities. The module will then support participants to construct and reflect on their own convictions before exploring the values which enable partnership working in communities and churches expressed either in Christian youth ministry, youth or community work, or in relevant secular work or volunteering roles. This module operates alongside the 'Practices of Youth and Community Ministries'.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

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	Identify sources in Christian theology, Scripture and Church practice for various youth and community ministries.
L2	Describe how theological principles relate to CLD values.
L3	Articulate a consistent value base for working in both detached and church context.
L4	In the context of youth and community ministry, demonstrate an informed awareness of how ones' own practice is shaped by one's values and experiences.
	Click or tap here to enter text.

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 7 Understanding and explaining a variety of biblical, theological, and practical approaches to community and youth engagement.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Applying theological and practical insights to particular youth and community ministry contexts.
Generic Cognitive skills	SCQF Level 7 Describing and evaluating some of the theories, principles and perspectives of youth and community work.
Communication, ICT and Numeracy Skills	SCQF Level 7 Discovering, retrieving, selecting, organising, and using printed and electronic resources in relation to the issues explored in this module.

Autonomy, Accountability and Working with others	SCQF Level 7 Working with others in discussing and exploring issues relating to engaging in youth or community-based ministries.	
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	84
Independent Study	80
	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:

Borgman, Dean. Foundations for Youth Ministry: Theological Engagement with Teen Life and Culture 2nd ed. Grand Rapids: Baker Academic, 2013.

Derr, Colleen. Renewing Communication: Spirit-Shaped Approaches for Children, Youth, and Families. Downers Grove, Illinois: IVP Academic, 2020.

Nash, S. and Whitehead, J. (eds). Christian Youth Work in Theory and Practice, London: SCM Press, 2014.

Ward, P. Introducing Practical Theology. Mission, Ministry and the Life of the Church, Grand Rapids: Baker Academic, 2017.

(*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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Divinity
Moderator	G Meiklejohn
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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.</p>
Assessment 1: Essay 30%
Assessment 2: Essay 70%
<p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓				30	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay		✓	✓	✓	70	0

Combined Total for All Components					100%	0 hours
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