Module Descriptor

Title	Values of Youth and Community Ministries L8		
Session	2026-27	**Status**	Inactive
Code	THEO08025	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	P. Beautyman		

Summary of Module

This module will equip participants to define and critically assess 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 critically 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'.

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)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Discuss and proficiently appraise sources in Christian theology, Scripture and Church practice for various youth and community ministries
L2	Demonstrate skills in critical analysis by explaining how theological principles relate to CLD values.
L3	Provide an argument for a consistent value base for working in both detached and church context.
L4	In the context of youth and community ministry, demonstrate a critical awareness of how ones' own practice is shaped by one's values and experiences.
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 8** Demonstrate a discerning knowledge and understanding of a variety of biblical, theological, and practical approaches to community and youth engagement.
Practice: Applied Knowledge and Understanding	**SCQF 8** Operating with a range of theological and practical insights, articulate their relevance and suitability to particular youth and community ministry contexts
Generic Cognitive skills	**SCQF 8** Analysing and critically evaluating some of the theories, principles and perspectives of youth and community work
Communication, ICT and Numeracy Skills	**SCQF 8** Using and evaluating a variety of printed and electronic resources in relation to the issues explored in this module
Autonomy, Accountability and Working with Others	**SCQF 8** Demonstrating awareness of one's own and others' roles, participating constructively in discussing issues relating to youth or community-based ministries.

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	12
Asynchronous Class Activity	84
Independent Study	80
n/a	
n/a	
TOTAL	200

Indicative Resources

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.

For the purposes of this module, academic engagement equates to the following:

Students must attend scheduled sessions, complete learning activites 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	External examiner

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay: 30%
Assessment 2
Essay 70%
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
Essay	☒	☐	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☒	☒	70	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%	hours

Change Control

What	When	Who
Module delivery methods updated to reflect new UWS categories	Feb 2025	E. Bell
Change of external examiner	Mar 2026	E Bell