

Community Development and the Church (TMM1407)

Module Level: 4

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To provide an overview of the nature and scope of community development and the role churches can play in this.
- To introduce students to the skills required to research and profile a community.
- To enable students to reflect theologically on the practices, methods and outcomes of community development approaches to working in and with communities.

Content:

- Examination of various models of community development and the context within which these operate.
- Introduction to the process of researching, profiling and mapping of communities.
- Exploration of the values and skills required for effective community development.
- Discussion of the role of churches and theological reflection in community development.

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

Subject Knowledge [SSK 3]

Investigate and describe a range of models of community development and evaluate their appropriateness in different contexts, including the questions raised when relating them to the mission and ministry of the church.

Subject Skills [SSS 2, 3]

Carry out basic community research, mapping and profiling.

Reflect theologically on experiences and practices of community development, especially in relation to the life and role of the church, communicating their reflections clearly and reliably in a range of contexts.

Key Skills [KS 1, 2, 3]

Identify, gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.

Carry out a guided task that involves: independent inquiry; management of time and resources; using 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.