

The Church's Work with Children, Young People and Families (TMM46620)

Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To enable students to engage critically with the history of the Christian church's work with children, young people and families since 1750 and its implications.

To enable students to develop skills in relevant research methods, such as biographical, case study and narrative based research.

To enable students to critically evaluate the positives and negatives of intergenerational models of church

To enable students to critically evaluate the modern understanding of family

To enable students to reflect critically upon their own experience of models of church.

Content: Aspects of the historical development of the church's work with children, young people and families, e.g. the legacy of Robert Raikes and the development of Sunday School

Ecclesiology – how work with children found a place (or not) in the church, and the varying forms that has taken and may take

Understanding the strengths and weaknesses of Intergenerational Church and its missional impact

Aspects of the development of expressions of 'family' and what that looks like in a contemporary context

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

Subject Specific Knowledge [SSK 1 and 2]

Demonstrate a sophisticated understanding and depth of knowledge of aspects of the history of the church's work with children, young people and families since 1750 that is informed by research and original thinking at current boundaries of the subject.

Understand, assimilate, and evaluate critically advanced scholarship and research findings on a range of models of church and their relevance to work with children, young people and families

Understand, assimilate, and evaluate critically advanced scholarship and research findings on the subject of modern expressions of 'family'.

Subject Specific Skills [SSS: 1,2, and 3]

Apply their knowledge of the ways in which the church has worked with children, young people and/or families historically to inform and evaluate the churches current practices' in this area, reaching valid conclusions when confronted by new problems and situations, and reporting these findings effectively within the conventions of the relevant academic or professional community.

Make professional and/or academic judgments concerning the church's work with children, young people and/or families which may involve others and which recognise the limits of their own competence.

Reflect theologically on contemporary experiences of church and/or family in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with complex and ambiguous realities in the church and the world today.

Key Skills [KS 1, 2, and 3]

Communicate complex information and detailed argument with clarity, sensitivity, fairness and imagination.

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.

Exercise their independent learning skills to pursue further professional development or academic study.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Contact Hours: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

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.