

Programme Specification



1. Programme title	BA Hons Theology and Youth Ministry
2. Awarding institution	Middlesex University
3. Teaching institution	St Mellitus College
4. Details of accreditation by professional/statutory/regulatory body	n/a
5. Final qualification	BA Hons Theology and Youth Ministry DipHE in Theology and Youth Ministry CertHE in Theology and Youth Ministry
6. Year of validation	2011
Year of amendment	2017
7. Language of study	English
8. Mode of study	Full-time/Part Time

9. Criteria for admission to the programme

Students pursuing the BA Hons in Theology & Youth Ministry do so while engaged and/or employed in church-related youth work. Beyond this they are subject to the general St Mellitus College admission criteria for independent students (see below).

Extract from the College's Admissions Policy with respect to BA TYM students. The full policy can be found [here](#).

- Applicants must be 18 by the time they enrol.
- Sympathy with and willingness to engage fully with the worshipping life of the Centre at which they are studying.
- Willingness to engage appropriately with the rest of the student body and staff team at both their own centre of study and, where relevant, the wider SMC student body.
- Evidence of maturity of character suitable for Christian ministry and theological study.

- Evidence of involvement in and commitment to the mission of a local church, which would normally be part of a member denomination of Churches Together in Britain and Ireland and/or the Evangelical Alliance.
- Involvement in ministry and preferably leadership in a local church or church-related context.
- Evidence of good interpersonal skills on a one to one basis.
- Evidence of ability to work collaboratively as part of a group.
- Potential for growth into future leadership or leadership positions within the church.
- Desire to study the breadth of topics covered by the course.
- Adequate ability to understand and communicate in written and oral English.
- Fit of the student with the ethos of the College and suitability for cohort and group participation and involvement.

10. Aims of the programme

The programme aims to:

- Prepare and equip students for Christian youth ministry and/or work with young people in a variety of sectors.
- Foster a contextual understanding of Christian youth ministry and mission and engagement that relates theology to contemporary culture, religious diversity, social justice and the integrity of creation.
- Train students in a pattern which is contextualised and integrated with their ongoing work in Christian based youth ministry.
- Involve students' supervisors, other clergy and staff and the wider community in their formation for Christian youth ministry.
- Nurture Christian formation and theological learning that will be life-long, thus enabling students to be adaptable and versatile in progressing to and within different forms of Christian and secular youth ministry.
- Equip students with theological and practical knowledge and skills relevant to their future youth ministry, so fulfilling the needs of their placement organisation or church, and of the future organisations, contexts and communities they will lead.
- Undergird development of students' vocational and contextual skills and competencies with academic theological rigour appropriate to the Christian youth ministries with which they will be engaged.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

- 1) the diversity and pluralism of

Teaching/learning methods

Students gain knowledge and understanding through:

- interactive and participative class-work with reference to Biblical, theological and

<p>contemporary youth cultures and the challenges and opportunities they present to Christian mission and ministry;</p> <p>2) the resources afforded by the Bible, the Christian tradition and the insights of appropriate social and behavioural sciences, humanities and arts for constructing, articulating and defending a Christian world-view;</p> <p>3) the approaches of other religions and world-views to an understanding of human identity and context and of how human beings and communities in general, and young people in particular may experience transformation;</p> <p>4) their own identity as Christian disciples and youth ministers in relation to the Christian community, and their need for continuing personal development.</p>	<p>other resources as facilitated by staff members;</p> <ul style="list-style-type: none"> • directed preparatory reading and exercises; • wider reading and independent study; • appropriate input in class, sometimes supported by audio-visual material; • preparation of assigned work which may be either individual or collaborative; • reflection on their own discipleship and ministry experience; • project work; • the creation of group and individual presentations. <p>Students are expected and encouraged to take their own initiative in researching appropriate materials through books, articles, websites etc, and to draw critically on their own experience in theological reflection.</p> <p>Assessment methods Students' knowledge and understanding is assessed by coursework essays, individual and group presentations, case studies, project-work and non-verbal assignments.</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>1) think independently, critically and analytically, appreciating, evaluating and interpreting a variety of standpoints, challenging and confronting stereotypes and creatively questioning received traditions;</p> <p>2) observe, juxtapose, synthesise and expound facts and data, and contextualise issues logically and coherently, particularly as related to the life and faith of young people;</p> <p>3) initiate and undertake critical analysis, evaluation and interpretation of information, and to engage in scholarly debate by constructing arguments marked by coherent theoretical, objective and lateral thinking;</p>	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • interactive and participative class-work with reference to Biblical, theological and other resources, facilitated by staff members; • directed preparatory reading and exercises; • wider reading and independent study; • appropriate input in class, sometimes supported by audio-visual material; • preparation of assigned work which may be either individual or collaborative; • project work; • the creation of group and individual presentations. <p>Students are expected and encouraged to take their own initiative in researching appropriate materials through books, articles, websites etc, and to draw on their own experience in theological reflection.</p>

<p>4) bring reflection on godly wisdom, theological understanding and personal experience to bear in appropriate ways to help the Christian community hear and respond to the call of God, particularly as related to ministry among young people.</p>	<p>Assessment methods Students' cognitive skills are assessed by coursework essays, individual and group presentations, and analysis of case studies.</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1) make imaginative and creative use of the resources of the Bible, the Christian tradition and related fields of enquiry to interpret the good news of God's rule in the context of human communities, and youth communities in particular; 2) be a sensitive and creative Christian youth leader, effective in communicating the Christian tradition and, where appropriate, directing worship and pastoral care; 3) work collaboratively and lead and facilitate the work and ministry of others, especially those working with young people; 4) offer leadership in ways appropriate to circumstances and to be able to work effectively under the leadership of others; 5) demonstrate expertise in presenting sustained and persuasive written and oral arguments, and make use of IT resources and artistic creativity to communicate effectively and professionally. 6) Demonstrate knowledge of legal, ethical and good practice requirements related to youth work in general and Christian youth ministry in particular 	<p>Teaching/learning methods Students learn practical skills through:</p> <ul style="list-style-type: none"> • interactive and participative class-work, facilitated by staff members; • directed exercises and supervised project work; placements; • supervised competency development; • preparation of assigned work which may be either individual or collaborative; • the creation of group and individual presentations. <p>Students are also expected and encouraged to take their own initiative in reflecting on their own competencies and forming strategies for appropriate development in conjunction with their peer group, supervisors and support networks. They are expected to identify their own needs for skills development, and to draw on their own experience in theological reflection.</p> <p>Assessment methods Students' practical skills are assessed by individual and group presentations, a non-verbal assignment and project-work.</p>
<p>D. Graduate skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1) demonstrate personal development; 2) engage in effective learning; 	<p>Teaching/learning methods Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • the teaching and learning of individual modules; • class-work seminars, tutorials and independent study

<p>3) communicate effectively and display skills in IT;</p> <p>4) demonstrate appropriate use of numeracy;</p> <p>5) work in teams and show initiative.</p>	<p>Assessment methods Students' graduate skills are assessed by group presentations, written work and tutorial supervision.</p>
---	--

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The BA Hons in Theology and Youth Ministry is assessed at credit levels 4, 5 and 6. Students normally complete it in three years of full-time study. The College does not currently admit students to the part-time mode of the programme, but students whose personal circumstances necessitate a change in the pace at which they take the programme may apply to switch to part-time status.

Please see below for a diagram of the programme (full-time). In the event of a student being granted part-time status, the Course Leader will agree a suitable pathway with them at the time.

Year 1								
Term 1			Term 2			Term 3		Other
am	pm	Teaching Week 1	am	pm	Teaching Week 2	am	pm	
CP1 Foundations for Theology & Reflective Practice (20 credits)	4YMF Youth Ministry Foundations 1 (10 credits)	CP3H Introduction to Church History (20 credits)	CP2 Introduction to the Bible (20 credits)	4YMCO Youth Ministry in Context 1, (20 credits), pt 1	4YMC Youth Ministry & Communication, (10 credits), pt 1	4YMC Youth Ministry & Communication, (10 credits), pt 2	4YMC Youth Ministry in Context 1, (20 credits), pt 2	4YMRR Youth Ministry Research & Reflection (In placement with formation Group input during terms 1 & 2) (20 credits)
		CP3S Spirituality & Discipleship (10 credits - L5) pt1			CP3S Spirituality & Discipleship (10 credits - L5) pt2			

Year 2								
Term 1			Term 2			Term 3		Other
am	pm	Teaching Week 1	am	pm	Teaching Week 2	am	pm	
CP5 Topics in Christian Doctrine (20 credits)	5YMF Youth Ministry Foundations 2 (10 credits)	CP4 Bible in Context (10 credits)	CP6 Ecclesiology & Christian Ethics (20 credits - L6)	5YMCO Youth Ministry in Context 2 (20 credits) pt 1	5YMLC Youth Ministry Leadership & Character (20 credits)	5YMC Youth Ministry & Communication, (10 credits) pt 2	5YMC Youth Ministry in Context 2 (20 credits), pt 2	5YMRR Youth Ministry Research & Reflection 2 (In placement with teaching input during teaching week 1 & formation group support) (20 credits)
					5YMC Youth Ministry & Communication, pt 1 (10 credits)			

Year 3								
Term 1			Term 2			Term 3		Other
am	pm	Teaching Week 1	am	pm	Teaching Week 2	am	pm	
6YMF Youth Ministry Foundations Advanced (20 credits)	CPY Tutorials & study time, (20 credits)	6YMLDD Youth Ministry Leadership, Discipleship & Development (20 credits) pt 1	6YMCO Youth Ministry in Context 3, (20 credits)	6YMCO Youth Ministry in Context 3, (20 credits)	6YMLDD Youth Ministry Leadership, Discipleship & Development (20 credits) pt 2	No academic input in Term 3 – additional study time, assessments, ministry input and formation	No academic input in Term 3 – additional study time, assessments, ministry input and formation	6YMRR Youth Ministry Research & Reflection 3 (Alternative placement with formation group support) (20 credits)
Key:								
	Youth Min Modules							
	Theology Modules							
	No academic input							
	Term 1							
	Term 2							
	Term 3							
	Placement based with formation support							

12.2 Levels and modules	
Level 4	
COMPULSORY	PROGRESSION REQUIREMENTS FOR
Students must take all of the following:	
CP1: Foundations for Theology and Reflective Practice	
CP2: Introduction to the Bible	CP4
CP3H: Introduction to Church History	CP5
4YMF Youth Ministry Foundations 1	5YMF
4YMCO Youth Ministry in Context 1	5YMCO
4YMC Youth Ministry and Communication 1	5YMC
4YMRR Youth Ministry Research and Reflections 1	5YMRR
Level 5	
COMPULSORY	PROGRESSION REQUIREMENTS FOR
CP3S: Spirituality and Discipleship	
CP4: Bible in Context	
CP5: Topics in Christian Doctrine	
5YMF	6YMF
5YMCO	6YMCO
5YMC	
5YMRR	6YMRR
5YMLC	6YMLDD
Level 6	
COMPULSORY	

CP6
6YMF (Advanced)
6YMCO
CPY
6YMRR
6YMLDD

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
4	None
5	None
6	6YMF, 6YMRR

13. Curriculum map
See table 1 above and Learning Outcomes table 3 in section 22 below.

14. Information about assessment regulations
The College follows the Regulations as laid down by the University.

15. Placement opportunities, requirements and support (if applicable)

The programme is based on dynamic interaction between the student’s youth ministry context within their placement and St Mellitus College. In this sense, the student is permanently placed in the church, charity, or organisation in which they are employed to work with young people. The incumbent, senior minister or organisational director who oversees and/or manages them in that context thus acts as their main supervisor for the duration of their training although students may also interact with other professionals in a supervisory manner (e.g. school staff).

The College provides training and support for supervisors in the main placement context in the form of an annual supervisor training day at the College site as well as regular in-situ visits by Youth Ministry staff. Supervisors are expected to communicate and meet with specialist St Mellitus staff as and when appropriate, to foster and monitor their student’s development and co-operate on the production of annual reports and reviews and assist with context based research work as appropriate.

Organisations or churches wishing to act as a placement for a student or to receive a student

who applies to the programme undertake an application process in which their support structures, opportunities for ministry practice and practical arrangements are checked to ensure robust and effective line management and reflection are in place for the duration of the course.

16. Future careers (if applicable)

Satisfactory completion of the programme equips students for deployment in public youth ministries by negotiation with a specific congregation or church network. In addition, the development of the programme as outlined in this document equips students for a wide variety of workplaces in which a Christian youth minister might engage with young people – not only churches but schools, charities and community organisations. In this way, students are prepared to be responsive in their understanding and engagement with contemporary and changing culture.

17. Particular support for learning (if applicable)

Every student is assigned a formation tutor who monitors and supports his or her progress and can be consulted about any aspect of the programme. There are currently two specialist Youth Ministry Tutors who oversee the programme, working alongside an experienced former youth worker who is in attendance during college lecture days.

Classroom work is supported by Moodle (VLE) platform, providing core texts, handouts and access to audio-visual material. Applicable modules are available to students from the beginning of each academic year along with assessment schedules and other information.

Study skills support is made available to all students in workshops on topics such as research methods and dissertation writing and in extra-curricular input which is optional. Students are also encouraged to consult staff at the preparation stage of submitting assignments.

Individual supervision is arranged with a member of the College's academic staff for the dissertation and at other intervals during each academic year to review progress.

Additional support is offered for students who are dyslexic and dyspraxic. Full details of this support and how to access it are in the College's Dyslexia Policy.

18. JACS code (or other relevant coding system)

V600 Theology and Religious Studies 50%
L530 Youth and Community Work 50%

19. Relevant QAA subject benchmark group(s)

Theology and Religious Studies
Youth and Community Work

20. Reference points

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) especially 4.17, 'descriptor for a higher education qualification at level 6 ...: bachelor's

degree with honours', pp. 28-29.

- Subject Benchmark Statement for Theology and Religious Studies.
- Subject Benchmark Statement for Youth and Community Work.
- MU Undergraduate Regulations;
- St Mellitus College Student Handbook.
- St Mellitus College Admissions Policy.
- The Quality Code.

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum maps and Progression for BA Hons Theology and Youth Ministry

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Ability to give integrated reflective and critical account of the diversity and pluralism of contemporary youth cultures and the challenges and opportunities they present to Christian mission and ministry.	C1	Ability to make imaginative and creative use of the resources of the Bible and the Christian Tradition and related fields of enquiry to interpret the good news of God's Rule in the context of human communities, and youth communities in particular.
A2	Ability to give integrated reflective and critical account of the resources afforded by the Bible, the Christian tradition and the insights of appropriate social and behavioural sciences, humanities and arts for constructing, articulating and defending a Christian world-view.	C2	Be a sensitive and creative Christian leader, effective in communicating the Christian tradition and, where appropriate, directing worship and pastoral care.
A3	Ability to give integrated reflective and critical account of the approaches of other religions and world-views to an understanding of human identity and context and of how human beings and communities in general, and young people in particular, may experience transformation.	C3	Ability to work collaboratively and to lead and facilitate the work and ministry of others, especially those working with young people.
A4	Ability to give integrated reflective and critical account of identity as Christian disciples and youth ministers in relation to the Christian community, and of the need for continuing personal development.	C4	Ability to offer leadership in ways appropriate to circumstances and to be able to work effectively under the leadership of others.
		C5	Demonstrate expertise in presenting sustained and persuasive written and oral arguments and making use of IT resources and artistic creativity to communicate effectively and professionally.
		C6	Demonstrate knowledge of legal, ethical and good practice requirements related to youth work in general and Christian youth ministry in particular.

Cognitive skills		Graduate Skills	
B1	Ability to think independently, critically and analytically, appreciate and evaluate a variety of standpoints, challenge and confront stereotypes and creatively question received traditions.	D1	Effective demonstration of personal development.
B2	Ability critically to observe, juxtapose, synthesise and expound facts and data, and contextualise issues logically and coherently, particularly as related to the life and faith of young people.	D2	Engagement in effective learning.
B3	Ability critically to evaluate and interpret information and engage in scholarly debate by constructing and arguments marked by coherent theoretical, objective and lateral thinking.	D3	Demonstration of effective communication and display skills in IT.
B4	Ability to bring godly wisdom, theological understanding and personal experience to bear in appropriate ways to help the Christian community hear and respond to the call of God, particularly as related to ministry among young people.	D4	Demonstration of appropriate use of numeracy.
		D5	Ability to work in teams and show initiative.

Programme outcomes																		
B5	B6	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
Highest level achieved by all graduates for specified learning outcomes																		
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Table 3: Learning Outcomes mapped to Modules

Level	Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
			4	Youth Ministry Foundations 1	4YMF	*	*			*		*		*				*		*	*
	Youth Ministry in Context 1	4YMCO	*	*	*		*	*	*	*	*				*	*			*	*	*
	Youth Ministry and Communication 1	4YMC		*		*	*	*		*				*	*	*	*	*	*		
	Youth Ministry Research and Reflection 1	4YMRR	*	*	*	*	*	*		*	*		*			*	*	*		*	
	Foundations for Reflective Practice	CP1	*	*			*	*		*					*			*			
	Introduction to the Bible	CP2		*			*	*	*		*				*			*			
	Introduction to Church History	CP3H		*			*		*	*	*				*			*	*		
5	Youth Ministry Foundations 2	5YMF		*	*	*	*	*	*	*	*	*		*	*	*	*	*	*		
	Youth Ministry in Context 2	5YMCO	*	*	*		*	*	*		*	*			*	*	*				
	Youth Ministry and Communication 2	5YMC		*		*		*		*					*	*	*	*	*		
	Youth Ministry Leadership and Character	5YMLC		*		*				*	*	*	*	*			*	*			*
	Youth Ministry Research and Reflections 2	5YMRR	*	*		*		*	*	*	*	*			*		*		*	*	
	Spirituality and Discipleship	CP3S	*	*		*	*		*	*	*				*		*		*		
	Bible in Context	CP4		*			*	*	*		*	*			*			*			
	Topics in Christian Doctrine	CP5		*	*		*		*		*				*			*			
6	Youth Ministry Advanced Foundations	6YMF	*	*	*	*	*	*	*	*	*		*		*	*	*	*	*	*	*
	Youth Ministry in Context 3	6YMCO		*	*	*	*	*	*	*	*			*	*		*	*	*		
	Youth Ministry Leadership, Discipleship and Development	6YMLDD		*		*	*	*	*	*	*	*		*	*		*	*	*		
	Youth Ministry Research and Reflection 3	6YMRR	*			*		*	*	*	*	*		*	*		*	*	*	*	
	Dissertation	CPY	*	*		*	*	*	*	*	*				*		*	*			
	Ethics and Ecclesiology	CP6		*				*		*	*				*				*		

Appendix 1: BA Hons in Theology and Youth Ministry – Assignments

Level 4		
4YMF	Youth Ministry Foundations	3000 word essay
4YMCO	Youth Ministry in Context	3000 word essay / Placement Review presentation (30 mins)
4YMC	Youth Ministry and Communication	Individual communication task (15 minutes) / 2000 word Reflection on Task
4YMRR	Youth Ministry Research and Reflections	Community Audit and written portfolio 3000 words
CP1	Foundations for Theology and Reflective Practice	3000 word essay / 3000 word essay
CP2	Introduction to the Bible	3000 word essay / 3000 word essay
CP3H	Introduction to Church History	3000 word essay / 1000 word Resource for Others with 2000 word Rationale
Level 5		
5YMF	Youth Ministry Foundations	3000 word essay
5YMCO	Youth Ministry in Context	3000 word essay / Seminar & Contextual Mission Reflection (3000 words)
5YMC	Youth Ministry and Communication	3000 word essay
5YMLC	Youth Ministry Leadership and Character	3000 word essay / Portfolio 3000 words equivalent
5YMRR	Youth Ministry Research and Reflections	6000 word research project and portfolio
CP3S	Spirituality and Discipleship	3000 word essay
CP4	Bible in Context	3000 word essay – New Testament OR Old Testament title
CP5	Topics in Christian Doctrine	3000 word essay / 3000 word essay or 1 x 5000 word essay
Level 6		
6YMF	Youth Ministry Foundations Advanced	Group Presentation (30 minutes) / 3000 word Reflection on Presentation
6YMCO	Youth Ministry in Context	3000 word essay / Individual presentation (30 minutes)
6YMLDD	Youth Ministry Leadership, Discipleship and Development	3000 word essay / Curriculum Plan and Rationale 3000 words
6YMRR	Youth Ministry Research and Reflections	3000 word Reflective Journal / 3000 word Placement Report
CPY	Dissertation	5000 word paper
CP6	Ethics and Ecclesiology	3000 word Essay (Ethics) / 3000 word essay (Ecclesiology)

Module Narratives

Level 4 Modules

Module Code: 4YMF

Module Title: Youth Ministry Foundations 1

Level 4

Credit Points: 10

Owning Subject: Theology & Youth Ministry

Module Leader: Alice Smith

Pre-requisite: None

Module Learning Outcomes: A1, A2, B1, B3, C1, C5, D1, D2, D3

Aims:

This module aims to give a firm vocational foundation for students beginning their studies in Youth Ministry and Theology. The history of youth ministry in the last few decades and the growth in the number of Youth Workers employed in Christian organisations - churches, charities and organisations - means that defining and understanding purpose, history and method as well as the changing and diversifying landscape of youth culture will be a constant feature of any youth minister's work. The parallel growth and decline in church based youth ministry alongside the significant cuts to local authority youth work bring this into sharp focus.

This module and its further Level 5 and Level 6 counterparts will examine claims for Christian youth ministry which present it as different from, and potentially more effective than, generic youth work – particularly claims based on the understanding that a Christian ethos in work with young people offers a more holistic or relational approach. Students will specifically be encouraged to engage with clear theological as well as sociological and psychological frameworks as they investigate these claims and assess their validity.

Syllabus:

The module begins by focusing on key aims for youth work, understanding the interplay between personal and individual values and those agreed by society, along with the theological principles which underpin youth ministry. A theological rationale for aspects of work amongst young people is provided throughout, outlining some key principles and good practice of Christian youth ministry, including safeguarding and issues of digital youth engagement and online identity, equipping students for effective work with young people.

In practical terms, the module moves on to focus on equipping students with an overall understanding of the historical scope of the profession, followed by providing skills around safeguarding, moving on to allow exploration and articulation of the vocation to

youth ministry and how that relates to several theological themes within the Christian tradition.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Demonstrate a clear understanding of the nature of youth ministry and the key principles associated with effective personal and collaborative development of youth work. (A1, B1)
2. Articulate and reflect the variety of influences on current youth ministry understanding, practice, and legislation and how that might impact their work and reflection (A1, B1, D1)
3. Understand and apply essential legal, ethical and good practice requirements related to youth work in general and Christian youth ministry in particular. (C6, D1)
4. Reflect theologically on the impact of their learning and their core values in their ministry or placement setting. (A2, B3, C1, C5)

This module will call for the successful student to demonstrate:

5. ability to work individually (C5, D3);
6. written presentation skills (C5, D3)

Learning, Teaching and Assessment Strategy:

- 20 hours class contact;
- 40 hours directed private study
- 40 hours reading or other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 4 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

Formative

As the summative assessment for this module will be the first opportunity students have to submit a Youth Ministry specific assignment, they are encouraged to submit a first draft or outline to their tutor well before the deadline for formative feedback.

Summative

- Individual Essay (3000 words)

The essay will engage with ONE of the key theological themes presented in the module: Incarnation and Relationships; Worship and Discipleship; or Mission and Evangelism. Students will explore how these theological foundations might find themselves in action within the context of youth ministry development, engagement and practice. Students should be demonstrating their understanding of the connections between these themes and the core youth work values along with basic historical understanding.

Assessment Weighting

Coursework 100%

Indicative Bibliography

BARKER, J and Hodes, DT, *The Child in Mind, A Child Protection Handbook* Routledge, 2004

BOOKER, Alison and David (eds.), *Young People and Mission – A Practical Guide* Church House Publishing, 2007

BRIGHT, Graham, *Youth Work: Histories, Policy & Contexts*. London: Palgrave, 2015

DEAN, Clark, Rahn (ed.), *Starting Right – Thinking Theologically about Youth Ministry*, Zondervan, 2001

DONOVAN, Vincent, *Christianity Rediscovered* SCM classic

GRIFFITHS, Steve, *Models for Youth Ministry: Learning from the life of Christ*. London: SPCK, 2013

INGRAM, Gina, *Delivering Good Youth Work: A Working Guide to Surviving and Thriving* Russell House Publishing Ltd. 2001

LINHART, T and Livermore D, ed. *Global Youth Ministry*, Zondervan, 2011

NASH, Sally ed. *Youth Ministry a Multifaceted Approach*, SPCK, 2011

NASH, Sally and Whitehead, Jo *Christian Youth Work in Theory and Practice* SCM Press, 2014

PIMLOTT, N and J, *Youthwork after Christendom*

DEAN, K.C. & Root, A. *The Theological Turn in Youth Ministry*, IVP, 2011

ROOT, Andrew, 2013, *The Incarnation, Place Sharing and Youth Ministry: Experiencing the Transcendence of God* in *The Journal of Youth Ministry*, 12 no 1 Fall 2013, p 21-36

ROUNDS, Dayle, Roland Martinson, Amy Scott Vaughan & Kenda Creasy Dean, *OMG: A Youth Ministry Handbook*. Nashville: Abingdon, 2010.

SAPIN, Kate, *Essential Skills for Youth Work Practice* Sage Publications Ltd. 2008

THOMPSON, Neil, *People Skills* Palgrave Macmillan; 2nd Revised edition. June 2002

WARD, Pete, *Youthwork and the Mission of God* SPCK 1997

WARD, Pete, *Youth Culture and the Gospel*, Marshall Pickering, 1992

WHITE, D. F., Warren, M., & Mahan, B. *Awakening Youth Discipleship: Christian Resistance in a Consumer Culture*. Eugene, OR: Cascade Books 2007

YACONELLI, Mark, *Contemplative Youth Ministry*. London: SPCK, 2006

Module Code: 4YMCO

Module Title: Youth Ministry in Context 1

Level: 4

Credit Points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scanlan

Pre-requisite: None

Learning Outcomes: A1, A2, A3, B1, B2, B3, B4, C1, C5, C6, D3, D4, D5

Aims:

This module complements YMF1 by providing contextual foundations for ministry to young people. This module aims to help students understand the importance of context for youth ministry. It is important that students recognise the challenges and opportunities for work with young people in the different places that this work will take place. In addition, understanding the origins of urban, inner-city, suburban and/or rural society provides a vital background to thinking about how we can effectively engage with young people and their communities in their geographical contexts. This module aims to provide students with a detailed contextual understanding of the ubiquitous issues associated with many inner-city estate communities and/or suburban youth cultures and seeks to equip students to know where to look for help in understanding and reflecting on issues they will subsequently encounter in their studies, youth work and ministry.

Syllabus:

The module begins by framing the focus on contexts by way of an understanding of culture and youth cultures in particular. It will provide students with tools to become interpreters of the culture of young people they work with in order to prevent them from operating out of stereotyped or caricatured perspectives. From here the module will provide detailed overviews of the main contexts in which students will be working with young people in their placements: schools ministry, church-based youth work, detached settings, within family life and other community based youthwork, alongside urban (incl. gangs) and rural distinctives. The module will finish with students being

equipped to present a review of their placement context drawing on reflections from the module (see Assessment below)

Learning Outcomes:

Students successfully completing this module will be able to:

1. articulate and reflect on the different forms of youth ministry practice that are appropriate to the different contexts in which Christian work with young people will take place (A1, B1, C6)
2. demonstrate critical and detailed awareness and understanding of the complex social dynamics related to living in an urban context particular pertaining to young people and gang culture (A1, A3); and
3. assess the opinions of experts, commentators and practitioners with whom these subjects are associated (A3, B1, B2, B3);
4. relate these understandings to their theological and spiritual studies (A2, B4, C1).

This module will call for the successful student to demonstrate:

5. ability to work individually (C5, D3);
6. written presentation skills (C5, D3);
7. oral presentation skills (C5, D3, D4).

Learning, Teaching and Assessment Strategy:

- 40 hours class contact;
- 80 hours directed private study
- 80 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 8 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

1. Individual Essay (3000 words)
2. Placement Review Presentation (30 minutes total)

The grade for the module will be determined by the essay (50%) and the individual presentation (50%). Both assessments must be passed for completion of the module.

The essay will take the form of a critical reflection on a key youth ministry text in the light of a specific context in which the student is working with young people. The student will be required to demonstrate an understanding of the text in question and reflect on the appropriateness of the understanding of youth ministry within it for the setting in which they are working. The essay should outline both strengths and weaknesses of the approach and offer reflections from wider literature to demonstrate how the student is able to integrate various ideas as they reflect on their practice.

The placement review presentation will take the form of a 15-minute presentation to a small group of peers followed by a facilitated discussion for a further 15 minutes on a key issue arising from the presentation. Students will be required to include the following areas within their presentation: their main responsibilities, the aims of the youth work they are involved in, their role and development as part of a team, their expectations vs the reality of the context and a key issue or question for the ministry that is arising out of a context in which they work. The assessment will cover both the presentation itself and the way in which the student facilitates the subsequent peer group discussion.

Assessment Weighting

Coursework 100%

Indicative Bibliography

BECKFORD, R, *God and the Gangs* London: DLT 2004

BRADBURY, Jen *Sticky Faith - What keeps kids connected to church?* in *The Christian Century*, 130 no 11 May 29 2013

BRIERLEY, D. *Joined Up*, Carlisle, Paternoster, 2003.

DE VRIES, Mark, *Family Based Youth Ministry*, InterVarsity Press, 1994.

GARDNER, Jason, *Mend the Gap*, Intervarsity Press, 2008

HOLBIRD, Derek. *Churches and Dioceses Resourcing Community Schools*. Grove Education Series, Cambridge: Grove Books, 2011.

JACKSON, Lee. *Effective Schools Work*. Eastbourne: Kingsway Communications, 2003

MAYO, B *Ambiguous Evangelism*, Chapter 4 (SPCK)

NASH, S (ed.) *Christian Youth Work in Theory and Practice*, SCM Press

PASSMORE, Richard, *Meet Them Where They're At*, Scripture Union Publishing 2003

PETERSON, A., Lexmond, A., Hallgarten, J., & Kerr, D *Schools with Soul: A new approach to Spiritual, Moral, Social and Cultural Education* SMSC, March 2014

SCANLAN, Mark, *Youth Ministry Creating Ecclesial Space*, *Journal of Youth & Theology* Vol 14 No 1 2015

SENDER III, M with NEL, M. Clark, C & Black, W, *Four Views of Youth Ministry and the Church*, Youth Specialties Books & Zondervan, 2001 (Introduction)

TURKLE, Sherry. *Alone Together*, Basic Books, 2011

WORSLEY, Howard. *Churches Linking with Schools*. Grove Education Series, Cambridge: Grove Books, 2010. Chapter 2

“Released for Mission - Growing The Rural Church” para 47 - 73 and, at the end of the report, the Recommendations section.

<https://www.churchofengland.org/more/media-centre/news/released-mission-growing-rural-church>

Module Code: 4YMC

Module Title: Youth Ministry & Communication 1

Level: 4

Credit Points: 10

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scanlan

Pre-requisite: None

Learning Outcomes: A2, A4, B1, B2, B4, C4, C5, C6, D1, D2, D3

Aims:

This module aims to facilitate excellence of practice in youth ministry in the area of communication and the related area of ministry development. It will introduce communication theory and consider communication in a variety of settings relevant to youth ministry. It will also provide practical advice on communication and organizational development and leadership with a broad range of audiences in mind – children, young people, adults, teachers, ministers, funders, supports, volunteers and parents. The overall aim will be to increase the effectiveness of ministry communication and avoid miscommunication and the consequences. It is essential for a youth worker to become an effective communicator if they are to be able to help young people, secure support for their work, and be able to act in an advocacy capacity.

Syllabus:

The module begins with teaching on communication theory, body language and non-verbal forms of communication to set in context the more practical subjects tackled as the module proceeds. Following this the module will detail theory and practical skills in specific forms of communication to young people common within youth ministry. In particular this will cover youth ministry talks and speaking without notes, small group communication and effective one-to-one communication including mentoring skills. The module concludes with space for communication practice with peer feedback linked to the assessment for this module.

Learning Outcomes:

Students successfully completing this module will be able to:

1. demonstrate a critical awareness and understanding of communication theory and practice and the issues, challenges and pitfalls involved in verbal, written and electronic communications (A2, B2);
2. relate these understandings to their ministry (A4, D1);
3. understand the factors in determining the nature of a recipient or audience and the most appropriate form and means of communication (C5, D3)

This module will call for the successful student to demonstrate:

4. their ability to understand and relate to a broad range of beneficiaries and stakeholders (B1, C4)

5. ability to work individually (B2, C5);
6. oral presentation skills (C5, D3);
7. individual initiative and research skills (B2, B4, D2)
8. ability to process, communicate and inculcate legal, ethical and good practice requirements related to youth work in general and Christian youth ministry in particular (C6)

Learning, Teaching and Assessment Strategy:

- 20 hours class contact
- 40 hours directed private study
- 40 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 4 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student engagement with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme:

1. Individual communication task (20 minutes)
2. Written reflection on presentation (2000 words)

The grade for the module will be determined by the individual communication task and written reflection. (100%)

The individual communication task will be focused on developing teaching and communication skills. The student will be expected to communicate an element of Christian doctrine through creative engagement. The student must declare the audience to which they have aimed their talk at the outset.

Students can choose to use story, analogies from pop culture, topical debate or a mix of verbal, visual and auditory media. They must display a good knowledge of wider issues related to the topic and will be expected to field questions. The presentation will last around twenty minutes and will be delivered in dedicated class time during the latter half of the module.

The written reflection will be submitted at the end of the module and reflect back on the students' presentation to their peers alongside a consideration of the theories, tools and methods they utilised and an assessment and reflection of their own skills and areas for improvement.

Indicative Bibliography

- ADAMS, J. E., *Preaching with a Purpose*, Grand Rapids: Zondervan, 1982.
- ALLEN R J, *Preaching is Believing*, Louisville: WJK, 2002
- ATKINS, Martyn D. *Preaching in a Cultural Context*, Foundry Press, 2001.
- BARTLETT, D. L., *Between the Bible and The Church*, Nashville: Abingdon, 1999.
- BEASLEY-MURRAY, G.R., *Preaching the Gospel from the Gospels*. Peterborough: Epworth, 1965.
- BOWEN, R., *A Guide to Preaching*, London: SPCK, 2005.
- BRUEGGEMANN, Walter, *Finally Comes the Poet: Daring Speech for Proclamation*, Fortress, 1989.
- _____, *The Practice of Prophetic Imagination: Preaching an Emancipating Word*, Fortress Press, 2012.
- BUTTRICK, David, *Homiletic: Moves and Structures*, London: SCM, 1987
- COLLINS, G.R., *Christian Counselling*. Nashville, Tn: Word, 1988.
- COMBI, Chloe, *Generation Z: Their Voices, Their Lives*, Windmill Books, 2015
- DAY, D. *Embodying the Word*, London: SPCK, 2005
- DEAN, K. C., *Sticky Faith*, Zondervan, 2011
- DIMBLEBY, R. & Burton, G., *More Than Words: An Introduction to Communication*. London: Routledge, 1985.
- EBY, D., *Power Preaching for Church Growth*. Dublin: Mentor, 1996.
- EMERY-WRIGHT, Steve, *Empowering Young People in Church*, Grove Books Ltd, 2008
- EMERY WHITE, James, *Meet Generation Z: Understanding and Reaching the New Post-Christian World*, Baker Books, 2017
- FISKE, J., *Introduction to Communication Studies*. London: Routledge, 1993.
- GRIFFIN, Em, *A First Look at Communications Theory*. Columbus, Oh: McGraw Hill, 1991.
- HAUERWAS, Stanley, *A Cross-Shattered Church: Reclaiming the Theological Heart of Preaching*, Brazos Press, 2009.
- JOHNSTON, G. *Preaching to a Postmodern World*, Leicester: IVP, 2001.
- LANGFORD, J. *Can we have a chat?* Grove Books Ltd, 2006.
- LOWRY, E. L., *The Homiletical Plot: The Sermon as Narrative Art Form*, Louisville: Westminster: John Knox Press, 1980.
- Office of the Children's Commissioner, *Life in 'Likes' – Report into Social Media use among 8-12 year olds* <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes.pdf> 2015

PRICE, S., *Media Studies*. London: Longman, 1998.

QUICKIE, M.J. *360 Degree Preaching: Hearing, Speaking and Living the Word*. Grand Rapids: Baker, 2003.

SANGSTER, W. E., *The Craft of Sermon Construction*. London: Pickering and Inglis, 1978.

SPURGEON, C.H., *Lectures to my Students*, Baker Book House, 1977.

STANLEY, Andy and Jones, Lane, *Communicating for a Change*. North Point Resources, 2006.

STEVENSON, Geoffrey & WRIGHT, Stephen, *Preaching with Humanity*, Church House Publishing, 2008.

TAYLOR, J. B., *Preaching as Doctrine*. Foundry Press, 2001.

WEBB, Joseph, *Preaching Without Notes*, Abingdon Press, 2001

WRIGHT, N. T. *Scripture and the Authority of God*, London: SPCK, 2005.

YOUNG, Frances, *The Art of Performance: Towards a Theology of Holy Scripture*, London: DLT, 1990.

Module Code: 4YMRR

Module Title: Youth Ministry Research and Reflection 1

Level: 4

Credit points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scanlan

Pre-requisite: None

Learning Outcomes: A1, A2, A3, A4, B1, B2, B4, C1, C3, C6, D1, D2, D4

Aims:

Youth Ministry Research and Reflection builds on the strengths of training at St Mellitus College where students study theology while remaining immersed in a youth ministry setting. This module enables students to engage in theological reflection and the exploration of gospel meanings in the particular context of their local community, so as to take full advantage of the circumstances in which they are placed. The module takes the form of a **small scale** research project or community audit that enables and requires the student to either:

- a. find out something about young people from the community in which they are placed outside of the regular context in which they work, or
- b. find out something about their community outside of the regular context in which they work that impacts the lives of young people.

Syllabus:

This is primarily an independent project but is introduced within a Formation Group during term one with a further Formation Group in term two to support progress and ensure the project is on track. The module consists of a Community Audit Project. This is presented in a portfolio format for assessment containing the report and the appendices. Student's reflection on their learning about mission and ministry in the context will show evidence of knowledge and understanding at level 4 with reference to relevant academic reading and skills of critical evaluation. The report section of the portfolio will set a short action plan for future learning arising out of the project.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Identify ways in which the gospel and its values intersects with the goals, values and activities of their youth ministry and its community (A1, A2, A3 B1, C1);
2. Analyse the consequences of this intersection for their own role in youth ministry (B2, B4, D1, D2);
3. Demonstrate skills in observing, analysing and reflecting on the context of their local community (C6, D2, D4)

The module will call for the successful student to demonstrate:

4. Ability to work alone with the support of an incumbent or supervisor or equivalent (C3);
5. Ability to work individually (D1, D2);
6. Written presentation skills (C5);
7. Ability to reflect theologically on ministry practice (A4, B4, C1)

Process

* TERM 1:

- Agree the aims for your project with the formation tutor and placement supervisor within the parameters of the overall portfolio title (see below) and module learning outcomes.
- Use existing research to develop a demographic portrait of your community and the young people within the placement context. This is to be presented to the rest of the formation group by the end of term 1.
- In the light of this demographic portrait and within the learning outcomes given, identify three or four specific learning objectives for yourself. These should be specific issues which you wish to explore. They should arise out of the title and your demographic research and provide a clear indication of areas you will explore in your community audit research.

*TERM 2

- Write down the outline for your project, your aim, learning objectives and the process you are going to use to conduct your community audit and discuss it with the your formation tutor before starting your Community Audit Project.
- Apply for ethical approval from college for the intended research.

- Conduct your Community Audit Project.

***TERM 3**

- Write up your final project report and submit.
- Arrange to meet with your placement supervisor at the end of the project to reflect on this piece of work, to reflect on your learning and to identify areas for future development.

Learning, Teaching and Assessment Strategy:

- 120 hours directed private, reading, research and study
- 10 hours of formation group input and tutorial time.
- Up to 70 hours in placement/local community context and in tutorial time with placement supervisors and College staff.

Students set their own subsidiary learning objectives within the context of the learning outcomes. The assessment for this project will take the form of a written portfolio.

Assessment Scheme:

- Individual portfolio containing a 3,000 word report with appendices showing evidence of community audit/research undertaken (appendices are excluded from the word count). The portfolio be written under the following title with specific learning objectives set as per the outline above:

A critical theological reflection on the lives of young people in [placement context / parish name] and the opportunities / challenges for youth ministry.

The grade for the module will be determined by the report (50%) and the appendices (50%)

Assessment Weighting:

Coursework 100%

Indicative Bibliography

BAELZ P. and W. Jacob, *Ministers of the Kingdom*, CIO 1985

BELL, Judith. *Doing your Research Project*, Buckingham, Open University Press 2005

BECKER, Lucinda and Jean Van Emden, *Presentation Skills for Students*, Palgrave Macmillan 2004

BRACE, Ian. *Questionnaire Design, How to Plan, Structure and Write Survey Material for Effective Market Research*, Kogan Page, 2004

BRYMAN, Alan. *Social Research Methods* 4th edition, Oxford University Press, 2012 (Chapter 1)

BROWN, David and Ann Loades (Eds.) Jeff Astley, *God in Action*, London, Continuum, 2004

DAVIE, Grace. *Religion in Britain since 1945: Believing without Belonging*, Blackwell 1994

DAVIE, Grace (ed) *Predicting Religion, Christian Secular and Alternatives Futures*, Ashgate 2003

FRANCIS, J M M and L J Francis (Eds.) *Tentmaking*, Gracewing, 1998

HARERBERG, A and A Reiple, *The Strategic Management of Organisations*, Prentice-Hall 2001

JACKSON, R *Hope for the Church*, CIO 2002

LEVIN, Peter, *Successful teamwork! For Undergraduates and Taught Postgraduates Working on Group Projects (Student- Friendly Guide Series)* Buckingham, Open University Press 2004

MUNN, Pamela and Eric Denver, *Using Questionnaires in Small scale Research; A Beginners Guide*, The SCRE Centre 2004

ORNA, Elizabeth and Graham Stevens, *Managing Information for Research*, Buckingham Open University Press 1995

PETERSON, Robert A. *Constructing Effective Questionnaires*, Sage Publications Ltd 2000

YANCEY, Philip. *Finding God in Unexpected Places*, London, Hodder & Stoughton Religious, 2005

Module Code: CP1

Module Title: Foundations for Theology, Mission and Reflective Practice

Level: 4

Credit points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Jane Williams

Pre-requisite: None

Module Learning Outcomes: A1, A2, B1, B2, B4, C5, D2

Aims

This module aims to introduce students to the basic themes and principles of theological study as tools for effective Christian witness. Theological principles will be examined in the context of the mission and ministry of the Church in general, and of the British Church in particular.

Christian leaders are called to help God's people bear witness to God's reign – 'on earth', as well as 'in heaven'. Effective formation for the various ministries to which students are called thus requires engagement with key recognised sources of Christian faith and practice – Scripture, tradition, reason and experience. It also entails reflection

on the meaning of mission – historically, in relation to contemporary culture, and with more specific regard to the Anglican tradition.

Syllabus

Introduction to key models of theology in general, and how they shape and are shaped by the missional context; major paradigms of church, mission and ministry; engagement with the idea of the reign or kingdom of God in relation to those paradigms; the rise and demise of Christendom and the effect of that rise and demise on church, mission and ministry; emerging and evolving expressions of Church; ministry in the current context; ministry in Anglican context, past and present.

Learning Outcomes

Students successfully completing this module will be able to:

1. Understand and expound key models of theology in general and contextual, missional theology in particular (A1, A2)
2. Explain the significance of historic and contemporary changes in approaches to mission and ministry for the doctrine, life and governance of the church. (B4)
3. Apply the implications of these approaches to theology, church and mission to their own expectations of and preparation for youth ministry and Christian leadership. (A1, D2)

This module will call for the successful student to demonstrate:

4. Ability to work alone with the support of distance learning materials (C5, D2)
5. Individual initiative and research skills (B1, B2, D2)
6. Written presentation skills (C5)

Learning, Teaching and Assessment Strategy

- At least 25 hours class contact;
- 75 hours directed private study
- 100 hours reading and other preparation

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work with reference to Biblical and theological resources, following directed preparatory reading and exercises, is facilitated by staff members. Facilitators offer appropriate input in class.

Assessment Scheme

1. Individual essay (3000 words) in the form of a book review (50%)
2. Individual essay (3000 words) in the form of a theological reflection (50%)

Individual student grades for the module will be determined by performance in the assessed essays (100%).

Assessment Weighting

Coursework 100%

Indicative General Bibliography

General Introductions to Theology

MIGLIORE, Daniel L., Faith Seeking Understanding: An Introduction to Christian Theology. Grand Rapids: Eerdmans, 1996 [GB]

MCGRATH, Alister E., Christian Theology: An Introduction (4th Edition) Oxford Blackwell, 200 [GB]

BEVANS, Stephen B., Models of Contextual Theology (Revised & Expanded Edn). Maryknoll: Orbis, 2005.

GREEN Laurie, Let's Do Theology: A Pastoral Cycle Resource Book. London: Continuum, 2002 (New Edition Due November 2009).

FORD, David F. Theology: A Very Short Introduction. Oxford: Oxford University Press, 2000.

STONE, Howard W. & James O Duke, How to Think Theologically (2nd Revised Edition). Augsburg: Fortress, 2006.

HODGSON, Peter & Robert King, Christian Theology: An Introduction to its Traditions and Tasks (3rd Revised Edn). London: SPCK, 2008.

JONES Gareth, Christian Theology: A Brief Introduction. Cambridge: Polity Press, 1999. [GB]

MacQUARRIE, John, Principles of Christian Theology (Revised Edn). London: SCM, 2003. [GB]

SOLLE Dorothee, Thinking about God: An Introduction to Theology. Philadelphia: Trinity Press International, 1991.

JONES, Serene & Paul Lakeland (eds), Constructive Theology: A Contemporary Approach to Classical Themes. Minneapolis: Augsburg Fortress, 2005.

General Readers in Theology

McGRATH, Alister E. The Christian Theology Reader. Oxford: Wiley-Blackwell, 2007 [GB]

GUNTON, Colin E., Stephen R. Holmes & Murray A. Rae (eds), The Practice of Theology: A Reader. London: SCM, 2001 [GB]

GERHART, Mary, and Fabian E. Udoh, The Christianity Reader. Chicago: University of Chicago Press, 2007.

HODGSON, Peter & Robert King, Readings in Christian Theology. London: SPCK, 1986

Introductions to Sources for Theology

Scripture

MOYISE, Steve, Introduction to Biblical Studies (2nd Revised Edition). Edinburgh: Continuum/T&T Clark, 2004.[GB]

DYCK, Elmer, The Act of Bible Reading: A Multi-Disciplinary Approach to Biblical Interpretation. Downers Grove: Intervarsity Press, 1996.

Tradition

HOLMES, Stephen R, Listening to the Past: The Place of Tradition in Theology. Grand Rapids: Baker Academic, 2003.

BROWN, David, Tradition and Imagination: Revelation and Change. Oxford: Oxford University Press, 1999. [On QUESTIA]

Reason

SOKOLOWSKI, Robert, The God of Faith and Reason: Foundations of Christian Theology. Washington, D.C.: Catholic University of America Press, 1995. [GB]

MILLER, Eddie Leroy. God and Reason: A Historical Approach to Philosophical Theology. New York: Macmillan Co.; London: Collier-Macmillan, 1972.

KIRK, J. Andrew. The Future of Reason, Science and Faith: Following Modernity and Post-Modernity, Transcending Boundaries in Philosophy and Theology. Aldershot: Ashgate, 2007.

Experience

HOOD, Adam, Baillie, Oman, and Macmurray: Experience and Religious Belief, (Ashgate New Critical Thinking in Religion, Theology, and Biblical Studies) Aldershot ; Burlington, Vt.: Ashgate, 2003. [GB]

WIDDICOMBE, David William, Theology and Experience: Methodological Issues in the Theology of P.T. Forsyth. Oxford: Oxford University Press, 2000. [On QUESTIA].

Culture

AVIS, Paul, D. L.. A Church Drawing Near: Spirituality and Mission in a Post-Christian Culture. London/New York: T & T Clark International, 2003.

GIBBS, Eddie & Ryan K. Bolger Emerging Churches: Creating Christian Community in Postmodern Cultures. London, SPCK, 2006.

SANNEH, Lamin, Whose Religion is Christianity? The Gospel Beyond the West. Grand Rapids: Eerdmans, 2004.

TOMLIN, Graham, *The Provocative Church* (2nd revised edn). London: SPCK, 2004.

WARD, Pete, *Liquid Church*. Carlisle: Paternoster, 2002.

Mission

BOSCH, David J., *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll: Orbis, 2000.

BEVANS, Stephen & Roger P. Schroeder, *Constants in Context: A Theology of Mission for Today*. Maryknoll: Orbis, 2001.

MISSION AND PUBLIC AFFAIRS COUNCIL OF THE CHURCH OF ENGLAND, *Mission-Shaped Church: Church Planting and Fresh Expressions of Church in a Changing Context*. London: Church House Publishing, 2004. [GB]

NEWBIGIN, Lesslie, *The Open Secret: An Introduction to the Theology of Mission*. London, SPCK, 1995. [GB]

WEBBER, Robert C., *Ancient-Future Evangelism*, Grand Rapids: Baker, 2003

TAYLOR, William D. (ed.), *Global Missiology for the 21st Century: The Iguassu Dialogue*. Grand Rapids: Baker Academic, 2000.

Church

AVIS, *The Christian Church: A Introduction to its Major Traditions*. London: SPCK, 2002.

CROFT, Stephen, *Ministry in Three Dimensions (New Edition)*. London: DLT, 2008.

CLOWNEY, Edmund P., *The Church*. Leicester: IVP, 1995.

DULLES, Avery, *Models of the Church (Expanded edition)*. New York: Image, 2002.

GILES, Kevin, *What on Earth is the Church? A Biblical and Theological Inquiry*. London: SPCK, 1995.

GREENWOOD, R., *Transforming Church Structures for Ministry*. London: SPCK, 2002.

WORLD COUNCIL OF CHURCHES, *The Nature and Mission of the Church*. Faith & Order Paper No. 198. WCC: Geneva, 2005.

Spirituality

BARTON, Stephen C (ed.), *Holiness Past & Present*. London: T&T Clark, 2003.

CHITTISTER, J. and S. A. o. M. C. R. Benedict (1992). *The Rule of Benedict*, St. Pauls.

GARVEY, John (ed.), *Modern Spirituality: An Anthology*. London: DLT, 1986.

MURSELL, Gordon, English Spirituality: From 1700 to the Present Day. London: SPCK, (2001).

WAKEFIELD, Gordon (ed.), A Dictionary of Christian Spirituality. London: SCM, 1983.

Module Code: CP2

Module Title: Introduction to the Bible

Level: 4

Credit points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scarlata

Pre-requisite: None

Learning Outcomes: A2, B1, B2, B3, C1, C5, D2

Aims

The Scriptures of the Old and New Testament are recognised throughout the Christian Church as the uniquely authoritative record of God's revelation to his people, focussed in the life, death and resurrection of Jesus Christ. Christian theological reflection is impossible without the use of the Bible. This unit is an introduction to the study of the Old and New Testaments as a resource for theological reflection and understanding.

It sets out to equip students to:

- Give a critical account of the contents of the Old and New Testaments, and the varieties of biblical literature and their main characteristics.
- Analyse the importance of significant sections and major themes of the Bible.
- Make appropriate reference to sections of the Bible and strands of biblical theology to inform theological reflection on issues facing the Church and Christians today.

Syllabus

The Biblical literature is explored as texts reflecting the experience of God's people in their encounter with him. The Old Testament section explores the stories of the Patriarchs and the Exodus, the message of the prophets, and the contents of the Psalter, concluding with a review of the significance of the creation narratives at the start of Genesis. The New Testament section explores the response of the primitive church to the ministry of the historical Jesus in the light of contemporary scholarship, before moving on to the development of its theology, which is considered through the medium of the writings of St Paul. Attention is given to the way in which the biblical literature came to be organised in its present form, and the underlying issues in the experience of those who understood themselves to be God's people.

Learning Outcomes

BAKER, D W & B T Arnold, *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker Books, 1999

BARTHOLOMEW, Craig G. and Michael W. Goheen, *The Drama of Scripture: Finding Our Place in the Biblical Story*. Grand Rapids: Baker Academic, 2004.

BARTON, John and John Muddiman (eds.), *The Oxford Bible Commentary*. Oxford: OUP, 2001.

BORG, M & N T Wright, *The Meaning of Jesus*. London: SPCK, 1999.

BIRCH, B C, W Brueggemann, T E Fretheim & D L Petersen, *A Theological Introduction to the Old Testament*. Nashville: Abingdon, 1999.

BROWN, Raymond E., *An Introduction to the New Testament*. London: Doubleday, 1997.

BRUEGGEMANN, W, *Old Testament Theology*. Minneapolis: Fortress 1998

BRUEGGEMANN, W., *An Introduction to the Old Testament*. Louisville: Westminster John Knox, 2003. [GB]

BURRIDGE, R., *Four Gospels, One Jesus? A Symbolic Reading*. London: SPCK, 1994.

CAMPBELL, Douglas A. *Paul: An Apostle's Journey*. Grand Rapids, Mich.: Eerdmans, 2018

CARSON, Donald A. (ed.), *New Bible Commentary: 21st Century Edition*. Leicester: IVP, 1994.

COGGINS, R., *Introducing the Old Testament*. Oxford: OUP, 1990. [On QUESTIA].

DUNN, J. D. G., *The Theology of Paul the Apostle*. Edinburgh: T&T Clark, 1998.

DESILVA, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Leicester: Apollos, 2004

HAYES, R. B., *First Corinthians: Interpretation Commentary*. Louisville: Westminster John Knox, 1997.

HORRELL, David G. *An Introduction to the Study of Paul*. London: T & T Clark, 2015.

KUGLER, Robert and Patrick HARTIN. *An Introduction to the Bible*. Grand Rapids, Mich.: Eerdmans, 2009

POWELL, M. A., *The Jesus Debate: modern historians investigate the life of Christ*. Oxford: Lion, 1999

POWELL, M. A. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, Mich.: Baker Academic, 2009.

SANDERS, E. P., *Paul (Past Masters Series)*. Oxford: OUP, 1991

SANDERS, E. P., *The Historical Figure of Jesus*. London: Penguin, 1993

TRAVIS, S., I. Paul & I. H. Marshall, *Exploring the New Testament: The Letters and Revelation*. London: SPCK, 2002

WENHAM, D., *Paul: Follower of Jesus or Founder of Christianity?*. Grand Rapids: Eerdmans, 1995

WENHAM, D. & S. Walton, *Exploring the New Testament: Gospels and Acts*. London: SPCK, 2001

WRIGHT, N. T., *Christian Origins and the Question of God, Vol 2: Jesus and the Victory of God*. London: SPCK, 1996

WRIGHT, N. T., *Christian Origins and the Question of God, Vol 3: The Resurrection of the Son of God*, London: SPCK, 2003

ZEISLER, J. A., *Pauline Christianity*. Oxford: OUP, 1990 (revised edn.)

Module Code: CP3H

Module Title: Introduction to Church History

Level: 4

Credit Points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Renie Choy

Pre-requisite: CP1

Learning Outcomes: A2, B1, B2, B3, B4, C1, C5, D2, D3

Aims

Knowing the church's past is like knowing one's own family history – it helps understand who we are as Christians in the world. It also provides a vital background to thinking about the place and future of Christian faith in the modern world.

This is an important foundational course, which introduces students to some of the key themes, movements and personalities in Christian history and theology. We cannot hope to understand the meaning of the Christian faith today without some sense of how Christians in the past have shaped the community to which their successors today

belong. This unit aims to provide students with an outline 'map' of the Christian tradition that will help them to know where to look within it for help in understanding and reflecting on issues they will subsequently encounter in their studies and ministry.

The module sets out to equip students to be able to:

- Give a considered account of the overall narrative sequence of the story of the Christian Church, with particular reference to the history of Western Christendom and of the Church in England;
- Demonstrate critical awareness of some major strands in Christian thought, and assess the significance of historical figures with whom they are associated;
- Contextualise the response of Christian thinkers of the past to the issues of their own time and issues that face the Church and Christians today;
- Use the resources of the Christian tradition for further insight into issues of theology that confront Christians in their encounter with the contemporary context.

Syllabus

This module will explore the history and theological resources of the Christian tradition. It will give an overview of the main periods and themes of Christian history, and examine some major theologians of the past and their contribution, to discover their relevance and connection to ministry and Christian life today.

Learning Outcomes

Students successfully completing this module will be able to:

1. Demonstrate critical awareness of some major strands in Christian thought, and assess the significance of historical figures with whom they are associated (A2)
2. Contextualise the response of Christian thinkers of the past to the issues of their own time and issues that face the Church and Christians today (A2, B4, C1)

This module will call for the successful student to demonstrate:

3. Ability to work alone with the support of distance learning materials (B1, C5, D2)
4. Written presentation skills (C5, D3)
5. Individual initiative and research skills (B3)

Learning, Teaching and Assessment Strategy

- 20 hours class contact;
- 90 hours directed private study
- 90 reading and other preparation

Teaching/learning approaches combine direct input with distance learning, participative reflection in class and assessment arrangements, to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-

work with reference to historical and theological resources, following directed preparatory reading and exercises, is facilitated by staff members. Teachers offer appropriate input (which may include the use of multimedia presentations) in class. Specified preparatory reading (maximum 8 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

The module is assessed by means of one individual essay (3000 words) and one Resource for Others in the form of a magazine article (3000 words total).

1. Individual Essay (3000 words)
2. Resource for others (1000 words) with accompanying rationale (2000 words)

The grade for the module will be determined by the two assignments (50% for each)

Assessment Weighting

Coursework	100%
------------	------

Bibliography

The required textbook for this module is:

MCGRATH, Alister, *Christian History: An Introduction* (Chichester: Wiley-Blackwell, 2013), which can be easily purchased on Amazon.

Students with specific interest in the history of Christianity in the following regions will find this textbook and associated chapters with accompanying bibliography useful:

HASTINGS, Adrian, ed., *A World History of Christianity* (London: Cassell, 1999).

- India, chapter 5 (pages 147-191)
- Africa, chapter 6 (pages 192-237)
- Eastern Europe, chapter 8 (pages 282-327)
- Latin America, chapter 9 (pages 328-368)
- China, chapter 10 (pages 369-415)
- Australasia and the Pacific, chapter 13 (pages 508-536)

Indicative Module Bibliography

GENERAL BOOKS AND INTRODUCTIONS

BEBBINGTON, D.W., *Patterns in History: A Christian Perspective on Historical Thought*, Leicester: Apollos, 1991.

CROSS, F. L. and E. A. Livingstone, *The Oxford Dictionary of the Christian Church*. Oxford: New York, Oxford University Press, 2005.

HILL, J. *The History of Christian Thought*. Oxford, Lion, 2003.

MCGRATH, A. E. *Christian Theology: An Introduction*. Oxford, Blackwell, 2001.

PELIKAN, J. *Credo: Historical and Theological Guide to Creeds and Confessions of Faith in the Christian Tradition*. New Haven, Yale, 2003.

WILLIAMS, R. *Why Study the Past? The Quest for the Historical Church*. Grand Rapids, Eerdmans, 2005.

EARLY CHURCH HISTORY

BRAY, G. *Creeds, Councils and Christ: The Continuity between Scripture and Orthodoxy in the First Five Centuries*. Leicester, IVP. 1984.

CHADWICK, H. *The Church in Ancient Society: from Galilee to Gregory the Great*. Oxford, Oxford University Press, 2001.

FREND, W. H. C. *The Rise of Christianity*. London, Darton, Longman & Todd, 1984.

GRANT, R. M. *Greek Apologists of the Second Century*. Philadelphia, Westminster, 1988.

HALL, S. G. *Doctrine and Practice in the Early Church*. London, SPCK, 1991.

LANE FOX, R. *Pagans and Christians*. London, Penguin, 1988.

LEHANE, B. *Early Celtic Christianity*. London, Constable, 1994.

STARK, R. *The Rise of Christianity*. New York, HarperOne, 1997.

WILLIAMS, R. *Arius: Heresy and Tradition*. London, Darton Longman & Todd, 1987.

THE MIDDLE AGES AND THE EUROPEAN REFORMATIONS

BOSSY, J. *Christianity in the West, 1400-1700*. Oxford, Oxford University Press, 1985.

CAMERON, E. *The European Reformation*. Oxford, Clarendon, 1991.

DUFFY, E. *The Stripping of the Altars: Traditional Religion in England 1400-1580*. New Haven, Yale, 1992.

EVANS, G. R. *Fifty Key Medieval Thinkers*. London, Routledge, 2002.

EVANS, G. R. *The Church in the Early Middle Ages*. London, I. B. Tauris, 2007.

GEORGE, T. *Theology of the Reformers*. Leicester, Apollos, 1988.

LINDBERG, C. *The Reformation Theologians*. Oxford, Blackwell, 2002

- LOHSE, B. *Martin Luther's Theology: Its Historical and Systematic Development*. Minneapolis, Fortress Press, 1999.
- LYNCH, J. *Medieval Church: A Brief History*, Longman, 1992.
- MACCULLOCH, D. *Thomas Cranmer: A Life*. New Haven, CT., London, Yale University Press 1996.
- MACCULLOCH, D. *Reformation: Europe's House Divided 1490-1700*. London, Penguin, 2003.
- MATHESON, P. *The Imaginative World of the Reformation*. Edinburgh, T&T Clark, 2000.
- MCGRATH, A. E. *Reformation Thought: An Introduction*. Oxford, Blackwell, 1999.
- PETTEGREE, A., Ed. *The Reformation World*. London, Routledge, 2000.

MODERN CHURCH HISTORY & THEOLOGY

- CRAGG, G. R. *The Church and the Age of Reason*. Harmondsworth, Pelican, 1960.
- FITZPATRICK, M. *The Enlightenment World*. London, Routledge, 2007.
- FORD, D. F. *The Modern Theologians: An Introduction to Christian Theology in the Twentieth Century*. Oxford, Blackwell, 1997.
- JENKINS, P. *The Next Christendom: The Coming of Global Christianity*. New York, Oxford University Press, 2002.
- WORRALL, B. G. *The Making of the Modern Church: Christianity in England since 1800*. London, SPCK, 1993.

SOME KEY THEOLOGIANS

- BARNARD, L. W. *Justin Martyr: His Life and Thought*. London, CUP, 1966.
- CARLISLE, C. *Kierkegaard: A Guide for the Perplexed*. London, Continuum, 2006.
- CHADWICK, H. *Augustine: A Very Short Introduction*, Oxford, Oxford University Press, 1986, 2001.
- GERRISH, B. A. *A Prince of the Church: Schleiermacher and the Beginnings of Modern Theology*. London, SCM, 1984.
- GORDON, B. *Calvin*, New Haven: Yale University Press, 2009.
- DAVIES, B. *The Thought of Thomas Aquinas*. Oxford, Clarendon Press, 1992.
- STEINMETZ, D. C. *Calvin in Context*. New York, OUP, 1995.
- TOMLIN, G. *Luther and his World*. (2nd edition) Oxford, Lion, 2012
- OBERMAN, H. *Luther: Man Between God and the Devil*, New Haven, Yale, 1982.

WEBSTER, J. B. *Barth*. (Outstanding Christian Thinkers Series) London, Continuum, 2004.
WEINANDY, T. G. *Athanasius: A Theological Introduction* (Great Theologians Series)
Farnham, Ashgate, 2007.

Level 5 Modules

Module Code: 5YMF

Module Title: Youth Ministry Foundations 2

Level: 5

Credit Points: 10

Owning Subject: Theology & Youth Ministry

Module Leader: Alice Smith

Pre-requisite: 4YMCO, 4YMF, 4YMC

Module Learning Outcomes: A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C4, C5, C6, D1, D2, D3

Aims:

5YMF continues with key foundational themes initially explored at Level 4, broadening students' understanding, application and reflection on issues as they grow in their own practice.

The module aims to develop confidence in dealing effectively with the wide range of people that youth ministers will be relating to, including the recruitment and management of volunteers. The module seeks to recognise the growing responsibilities and issues relating to young people that students will face and provide reflective space and practical resources to grow in confidence and skills in their role.

Alongside their professional and personal development, this module will ensure that students have considered the impact of wider issues on the lives of young people, particularly in considering sociological perspectives, theories of adolescent development and understandings of mental health.

Syllabus:

The module offers a focus on more advanced themes in safeguarding, considering key issues in managing and leading teams, understanding challenging behaviour and aiding conflict resolution. The module goes on to consider pastoral care as a foundation of safeguarding with a particular focus on mental health, anxiety and self-harm as well as considering wider thinking around identity and sexuality for young people. The second half of the module takes a sociological turn, with a consideration of the impact of society on young people's understanding of self, adolescent development and their

growing identity into adulthood. Adolescent development, brain development and faith development theories and parallels conclude the module.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Articulate and reflect the impact of sociological, psychological and other disciplines on current youth ministry understanding, practice, and legislation and how that might impact their work with young people (A2, B2, B3)
2. Understand and apply essential legal, ethical and good practice requirements related to working with others, in general and Christian youth ministry in particular. (C6, B3)
3. Engage and reflect on their developing experience and understanding of issues related to safeguarding and mental health issues with young people. (C2, C4, D1)
4. Reflect theologically on the impact of their learning and their core values in their engagement and support to young people and wider teams. (A2, A3, A4, B1, B4, C1, D1)

This module will call for the successful student to demonstrate:

1. ability to work individually (B1, D3, C5);
2. written presentation skills (B1, D3, C5);
3. individual initiative and research skills (B1, B4, D2)

Learning, Teaching and Assessment Strategy:

- 20 hours class contact;
- 40 hours directed private study
- 40 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 4 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

- Individual Essay (3000 words)

The individual essay will consider issues of personhood, identity and wider societal and cultural developments as they relate to and impact young people. Questions will offer a specific focus on issues around adolescent brain development and mental health. All essays should conclude with some reflections on how the student might respond in their youth ministry practice to the issues raised.

Assessment Weighting

Coursework 100%

Indicative Bibliography

BASS, D. C., & RICHTER, D. C. *Way to live: Christian practices for teens*. Nashville, Tenn.: Upper Room Books 2002

BLAKEMORE, Sarah-Jayne, *Inventing Ourselves: The Secret Life of the Teenage Brain*, Doubleday, 2018

COTE, James, *Youth Studies: Fundamental Issues and Debates*, Palgrave, 2014

CRAY, Graham, *Post-Modern Culture and Youth Discipleship*. Bramcote: Grove, 2006.

DEAN, K. C. *Practicing passion: youth and the quest for a passionate church*. Grand Rapids, Mich.: Eerdmans Pub.

DEAN, K. C., & Foster, R. *The godbearing life: the art of soul tending for youth ministry*. Nashville: Upper Room Books 1998

DEAN, K. C. *Almost Christian: what the faith of our teenagers is telling the American church*, New York: Oxford University Press 2010

DE VRIES, M. *Family-Based Youth Ministry: Revised and Expanded*, IVP. 2004

DONOVAN, Vincent, *Christianity Rediscovered*, SCM classic

GIDDENS, Anthony, *Modernity and Self Identity: Self and Society in the Late Modern Age*, Polity Press, 1991

FRYDENBURG, E, *Adolescent Coping: Theoretical and Research Perspectives*, Routledge, 1997

GREEN, Maxine and CHRISTIAN, Chandhu, *Accompanying Young People on Their Spiritual Quest*, CHP 2012

HARDEN, R.A. and STROMMEN, M.P., *Passing on the Faith: A radical new model of youth and family ministry*, St Mary's Press. 2000

JACOBBER, Amy F. *The Adolescent Journey: An Interdisciplinary Approach to Practical Youth Ministry*. Downers Grove: IVP, 2011.

JONES, S. D. *Faith shaping: youth and the experience of faith* (Rev. ed.). Valley Forge, Pa.: Judson Press 1987

KEHILY, Mary Jane, *Understanding Youth: Perspectives, Identities and Practices*, OU/Sage Publications, 2007

MILES, G and WRIGHT J (eds), *Celebrating Children*, Paternoster. 2003

NASH, S and Herbert, M, *Supervising Youth Workers*, Grove Books 2006

PIMLOTT, Jo & Nigel. *Youth Work After Christendom*, Paternoster, 2008

ROUNDS, Dayle, Roland Martinson, Amy Scott Vaughan & Kenda Creasy Dean, *OMG: A Youth Ministry Handbook*. Nashville: Abingdon, 2010.

SHEPHERD, Nick, *Faith Generation*. SPCK, 2016

THOMPSON, Naomi, *Young People and Church since 1900: Engagement and Exclusion*, Routledge, 2017

WHITE, D. F., Warren, M., & Mahan, B. *Awakening Youth Discipleship: Christian Resistance in a Consumer Culture*. Eugene, OR: Cascade Books 2007

YACONELLI, Mike, *Contemplative Youth Ministry*. London: SPCK, 2006

YOUNG, Kerry, *The Art of Youth Work*, Russell House Publishing, 2006

Module Code: 5YMCO

Module Title: Youth Ministry in Context 2

Level: 5

Credit Points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scanlan

Pre-requisite: 4YMCO, 4YMF

Learning Outcomes: A1, A2, A3, B1, B2, B3, C1, C2, C5, C6, D1

Aims:

This module builds on 4YMCO by moving from the physical contexts in which the students practice youth work and ministry, to the context formed by the experience of being a teenager in today's world. We cannot hope to understand many of the challenges faced by young people and their families without a sound comprehension of the environment in which they live and the issues that they face. Consequently, this module widens the idea of context to include particular challenges and circumstances that significant groups of young people face such as being NEET or addressing SEN. The module will also equip the students with tools that allow them to respond effectively to current affairs and issues that are particular to their specific contextual ministry with young people.

Syllabus:

The module begins by building on the overview of youth cultures from 4YMCO, broadening the perspective to include the multicultural and interfaith dynamics of many of the contexts in which students will be working with young people. From here the module will build further on educational issues from 4YMCO, such as working with NEET and SEN young people as well as key areas of educational psychology and gender. The module moves to engage with aspects of contemporary UK values such as inclusivity and tolerance, reflecting on the impact of these for work with young people and of their theological and gospel significance. In addition, the module will look at

ecumenical work as well as third / voluntary sector work and community development. The module will conclude by looking at the impact on youth ministry of larger contemporary issues such as politics and current affairs.

Learning Outcomes:

Students successfully completing this module will be able to:

1. demonstrate critical awareness and understanding of the issues, challenges and tensions faced by young people marginalized within the education and societal systems today and integrated prevention and intervention strategies (A1, A2, C6)
2. articulate the challenges, possibilities and issues involved with working as Christian youth ministers in a multi-cultural and interfaith contexts (A1, A3, B2, B3, C2)
3. assess the opinions of experts and commentators with whom these concepts, themes and issues are associated (A3, B1, B3);
4. relate these understandings to their theological and spiritual studies (A2, C1, C2)

This module will call for the successful student to demonstrate:

5. ability to work individually (B1, C5);
6. written presentation skills (C5);
7. individual initiative and research skills (B1, D1)
8. understanding and appropriate application of necessary legal, ethical and good practice requirements related to youth work and ministry education (C6).

Learning, Teaching and Assessment Strategy:

- 40 hours class contact;
- 80 hours directed private study
- 80 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 8 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

1. Individual Essay (3000 words)
2. Seminar Presentation and Reflection on Contextual Mission (3000 words)

The individual essay will take the form of a theological reflection on a contemporary issue as it relates to and impacts the young people in the student's placement context. This may be a detailed analysis of a current or recent news item (local or national) alongside demonstrating a critical awareness of the impact of the item on the lives of young people that the student is working with and the theological issues raised. The essay should conclude with some reflections on how the student might respond in their youth ministry practice to the issues raised.

The Seminar Presentation and Reflection engages students with key texts and issues relating to a particular theme of the module, requiring them to prepare and lead their peers in a 1 hour seminar by presentation and promotion of further discussion based on wider research. They will submit their reflections on their preparation for the seminar (1000 words), their analysis and commentary on the discussion that took place (500 words) and from this, a reflective analysis and commentary on appropriate practical responses to the issues generated in their reading and discussion (1500 words).

Assessment Weighting

Coursework 100%

Indicative Bibliography

ARMSTRONG, T, *The Best Schools: How Human Development Research should inform Educational Practice*. Association for Supervision and Curriculum Development, 2006. Chapter 2 (Available on questiaschool.com)

ARNETT, J J and HUGHES, M, *Adolescence and Emerging Adulthood - A Cultural Approach* Pearson 2012, particularly Chapter 10 and Chapter 12

BARNHAM, N, *Disconnected: Why our kids are turning their backs on everything we thought we knew*, Ebury Press. 2006

CESSARI, J. (ed) *The Oxford Handbook of European Islam* (Oxford: OUP 2014)

CLARK, Chap, *Hurt 2.0: Inside the world of Today's Teenagers*, Baker Academic, 2011. pp5-22 The changing face of Adolescence

COLLINS-MAYO, S et al. *The Faith of Generation Y*, Church House. 2010

CREASEY-DEAN, Kenda, CLARK, Chapman, RAHN, Dave, *Starting Right: Thinking Theologically About Youth Ministry*, Zondervan, 2001.

CSINOS, Dave, *Children's Ministry that Fits*, Network Educational Press Ltd, 2005. pp7-29 Laying a Solid Foundation: Making Meaning of Childhood, Spirituality and Christian Faith

DIEM-LANE, A. *The Sikhs: A Brief Introduction*, 3rd edn (Mt San. Antonio: MSAC, 2014)

DE LANGE, N. *An Introduction to Judaism* (Cambridge: CUP, 2000)

DORFF, N., CRANE, J. *The Oxford Handbook of Jewish Ethics and Morality* (Oxford: OUP, 2012)

DEMOS Thinktank, *An Anatomy of Youth*, p.24-30 'Perspectives on Youth' and p.43-63 'Youth Portraits' http://www.demos.co.uk/files/AoY_webfile.pdf?1270387139

FRYDENBURG, E, *Adolescent Coping: Theoretical and Research Perspectives* 1997
Routledge

GARDNER, J, *Mend the Gap: Can the Church reconnect the generations?* IVP, 2008

GERALI, S, *Teenage Guys: Exploring Issues Adolescent Guys Face and Strategies to Help Them*, Zondervan. 2006

HAYES, B, HINDLE, S, WITHINGTON, P. *Strategies for Developing Positive Behaviour Management*

House of Commons Library, Briefing Paper NEET 2016

JACOBBER, Amy. *The Adolescent Journey*, Intervarsity Press, 2011

JERRYSON, M. (ed) *The Oxford Handbook of Contemporary Buddhism* (Oxford: OUP 2017)

JUERGENSMEYER, M. (ed) *The Oxford Handbook of Global Religions* (Oxford: OUP 2006)

KESSLER, E. *Jews, Christians and Muslims in Encounter* (London: SCM, 2013)

LIPNER, J. *Hindus: Their Religious Beliefs and Practices* (London: Routledge, 1998)

MICHELL, G. *The Hindu Temple: An Introduction to Its Meaning and Forms* (Chicago: University of Chicago Press, 1988)

MAHAN, Brain J, WARREN, Michael and WHITE, David F., *Awakening Youth Discipleship: Christian Resistance in a Consumer Culture*, Cascade Books. 2008, p.3-19 'The Social Construction of Adolescence'

MARKHAM, I.S. & Lohr, C. (eds), *A World on a Reader*, 3rd edn (Oxford: Wiley, 2009)

MEISTER, C. (ed.) *The Oxford Handbook of Religious Diversity* (Oxford: OUP 2010)

NESBITT, E. *A Very Short Introduction to Sikhism* (Oxford: OUP, 2005)

OLSON, G, *Teenage Girls: Exploring Issues Adolescent Girls Face and Strategies to Help Them*, Zondervan. 2006

PIMLOTT, J & N, *Youth Work after Christendom*, Paternoster. 2008

PIMLOTT, Nigel, *The Big View: Faith based youth work and the big society*.
<http://www.fyt.org.uk/userpdfs/de8193e687dd7f488790.pdf>

ROBERTS, Christopher C. 'Karl Barth', chapter in *Creation and Covenant: The Significance of Sexual Difference in the Moral Theology of Marriage* New York and London: T&T Clark, 2007

ROCHE, J (ed), *Youth in Society (second edition)*, Sage Publications. 2004

SANLON, Peter. *Plastic People: How Queer Theory is Changing Us*. Cambridge: Latimer Trust, 2010.

STORKEY, Elaine. *Origins of Difference: The Gender Debate Revisited*. Grand Rapids: Baker Academic, 2001

VOLF, M. (ed), *Do We Worship the Same God? Jews, Christians and Muslims in Dialogue* (Grand Rapids: Eerdmans, 2012)

YOUNG, Kerry, *The Art of Youth Work*, Russell House Publishing

Module Code: 5YMC

Module Title: Youth Ministry & Communication 2

Level: 5

Credit Points: 10

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scanlan

Pre-requisite: 4YMF, 4YMC

Learning Outcomes: A2, A4, B2, B4, C5, C6, D1, D2, D3

Aims:

This module builds on 4YMC by broadening and deepening the students understanding of issues in communication. In line with the progression through the programme this module will introduce the students to vital aspects of communication that relate to the development of youth ministry.

This module will equip students to:

- communicate with confidence as a youth minister to those who are gatekeepers to developing mission and ministry in key partner organizations such as school management, local authorities and wider church leadership.
- identify and appropriately develop funding plans and applications
- deal with issues that arise in inter-personal communication.

Syllabus:

The module will begin by considering the constant change and development of communication with and by young people, alongside issues of safeguarding and exploitation. Students will consider their varied roles in communication, particularly around project management and considering how students might therefore relate to stakeholders and other potential partners. This includes issues in funding, developing networks and entrepreneurial skills and building teams. In addition, the module will consider skills related to developing youth ministry communication such as handling conflict, effective line management (both of staff and volunteers) and chairing meetings.

Learning Outcomes:

Students successfully completing this module will be able to:

1. demonstrate a critical awareness and understanding of communication theory and practice and the issues, challenges and pitfalls involved in relating to and communicating with stakeholders, funders, volunteers, parents and other key parties (A2, B2);
2. relate these understandings to their ministry (A4, D1);
3. operate effectively regarding communication in a variety of ministry contexts a range of appropriate communication tools and other media (C5, D3).

This module will call for the successful student to demonstrate:

4. ability to work individually (B2, C5);
5. written presentation skills (C5);
6. individual initiative and research skills (B2, B4, D2)
7. ability to process, communicate and inculcate legal, ethical and good practice requirements related to youth work in general and Christian youth ministry in particular (C6)

Learning, Teaching and Assessment Strategy:

- 20 hours class contact;
- 40 hours directed private study
- 40 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 4 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student engagement with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme:

- Individual essay (3000 words)

The grade for the module will be determined by essay (100%)

The essay will require the students to reflect and analyse a quote from a key thinker or text and thereby demonstrate knowledge and understanding of communication theory and practice and why this is significant for effective Christian youth ministry. This should be illustrated by at least one specific example from the student's own ministry context, and should take account of relevant frameworks and guidelines on good practice in youth work and youth ministry communication.

Indicative General Bibliography

BURKE, R. & BARRON, S., *Project Management Leadership: Building creative teams* (John Wiley & Sons, 2014)

BURNS, J., *Uncommon Missions and Service Projects* (Gospel Light, 2011)

BURNS, S., and MACKETH, J., *Explaining the Difference Your Project Makes* (Big Lottery, 2006)

CHRISTIANS, C. & NORDENSTRENG, K., ed. *Communication Theories in a Multicultural World* (Peter Lang, 2014)

CRAIG, J. C., *Project Management Lite: Just enough to get the job done* (CreateSpace Independent Publishing Platform, 2012)

CUPITT, S., and ELLIS, J., *Your Projects and Its Outcomes* (Charities Evaluations Services, 2007)

COMBI, Chloe, *Generation Z: Their Voices, Their Lives*, Windmill Books, 2015

EMERY WHITE, James, *Meet Generation Z: Understanding and Reaching the New Post-Christian World*, Baker Books, 2017

FUCHS, C., *Social Media: A Critical Introduction*, (SAGE Books 2017)

GRIFFIN, E, *A First Look at Communications Theory*, (McGraw-Hill Education, 2014)

INGRAM, G and HARRIS, J, *Delivering Good Youth Work - A Working Guide to Surviving and Thriving* Russell House Publishing 2001. Chapter 20 p127-132

HOSKINS, I, *Well-Watered Tree* in Nash, S ed. *Youth Ministry - A Multi-Faceted Approach* SPCK 2011. Chapter 12 p118-127

HYBELS, B., *Courageous Leadership* (Zondervan, 2002)

LAWRENCE, J., *Growing Leaders: Reflections on leadership, life and Jesus* (Bible Reading Fellowship, 2004)

NASH, S and WHITEHEAD J, eds *Christian Youth Work in Theory and Practice* SCM 2014 Chapter 16 p245-262

NEILL, T. *From Vision to Action: Practical steps in church growth* (Alpha International, 2013)

ORTBERG, J.. *Soul Keeping: Caring for the most important part of you* (Zondervan, 2014)

PORTNEY, S.E., *Project Management For Dummies* (John Wiley & Sons; 4th Edition edition, 2013)

REGAN, P., *Conspiracy of the Insignificant* (Kingsway, 2007)

SAUNDERS, M., *Youth Work From Scratch: How To Launch / Revitalize A Church Youth Ministry* (Monarch Books, 2013)

TURKLE, S., *Alone Together: Why We Expected More From Technology and Less From Each Other (Revised & Expanded Edition)*, (Basic Books 2017)

VAN DIJCK, J., *The Culture of Connectivity: A Critical History of Social Media*, (Oxford University Press, 2013)

Module Code: 5YMLC

Module Title: Youth Ministry Leadership and Character

Level: 5

Credit Points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Alice Smith

Pre-requisite: 4YMF; CP3S

Learning Outcomes: A2, A4, B4, C1, C2, C3, C4, D1, D2, D5

Aims:

The integrity and character of the Youth Minister or worker is one of the most significant factors in effective work with Young People. This is true in the positive sense of what can then be modelled to young people but is also vital given the implications of working with young people who are at a formative stage in their physical, emotional and spiritual development.

This module aims to make students more aware of their own growth, development, personality and character along with the potential and pitfalls of working with young people in leadership roles. It will also aim to equip students with tools to grow in self-awareness and life responsibility and to be able to create a safe learning environment for young people in their care.

The module sets out to equip and form students to be able to:

- Demonstrate verbally and in written reflection, a critical awareness of who they are in Christ and how this effects the community around them;
- Know and understand what drives them and what drains them and how these aspects are channelled and used positively;
- Know their strengths as part of a team and as leaders of a team;
- Demonstrate that they are in an effective, accountable relationship with a mentor;
- Model good discipleship by being disciplined well themselves.
- Develop, disseminate and deliver appropriate resources in sharing their faith based on personal engagement.

Syllabus

This module will help the students explore different ways of understanding themselves and others with a view to effective self-formation that will sustain a lifetime of ministry. The students will examine and engage with a variety of personality type indicators, a detailed look at different approaches to spiritual formation, case studies of ministry failures, different discipleship models, spiritual disciplines, building rhythms of life and

managing self. They will also investigate gender distinctions and dynamics as they relate to youth ministry. All of these areas will contribute towards helping the student to play a fuller part in ministry and discipleship and engaging young people in faith formation.

Learning Outcomes

Students successfully completing this module will be able to:

1. Reflect on the formation of their identity in relation to their faith commitment (A4, D1).
2. Understand and put into practice accountability structures, mentoring frameworks and other facilitation of their own faith development (D1).
3. Develop good models and practices of self-reflection in relation to their Christian ministry among young people and others (B4, C2).
4. Critically evaluate different paradigms of Christian discipleship (A2, D2).
5. Develop appropriate resources to engage young people in aspects of spiritual disciplines (C1, C3)

This module will call for the successful student to demonstrate:

6. Completion of Myers-Briggs and/or other personality type indicators (B4, D1)
7. The importance of a regular, disciplined approach to spiritual formation in his or her own life (D1).
8. An understanding of the role of spiritual disciplines in the process of personal formation (B4).
9. Commitment to an accountability relationship in their ministry (C4, D1, D5).

Learning, Teaching and Assessment Strategy

- 30 hours class contact;
- 85 hours directed private study
- 85 hours reading and other preparation including spiritual disciplines exercises

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student engagement with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

1. Portfolio exercise introducing spiritual disciplines in their youth work practice and reflecting on the impact on their own spirituality and leadership (3000 words approximately)

2. Leadership Essay (3000 words)

The grade for the module will be determined by the reflection (50%) and the essay (50%)

The individual portfolio will include evidence of learning and reflection on spiritual disciplines and other practices of spiritual and character formation. This will require the student to have utilised a spiritual discipline alongside a group of young people in their context and journaled their engagement during the module.

The journal itself should be submitted as appendix to the main portfolio. The student is also required to include brief reviews of their development from their placement supervisor and mentor or equivalent: these should also be included as appendices. The portfolio and appendices do not have a word limit, but the student is encouraged to exercise discretion as to their length.

The essay will demonstrate a knowledge of the character development required for effective Christian leadership, focused around appropriate biblical or theological themes, with awareness and analysis of some of the common contemporary pitfalls that youth ministry faces.

Assessment Weighting

Coursework 100%

Indicative Bibliography

BENNETT, David W, *Metaphors for Ministry: Biblical Images for Leaders and Followers*. Eugene, Or.: Wipf & Stock, 2004.

BONHOEFFER, Dietrich, *The Cost of Discipleship*. London: SCM, 2001.

COLLINS, Jim, *How the Mighty Fall*. London: Random House, 2009.

CRAY, Graham, *Post-Modern Culture and Youth Discipleship*. Bramcote: Grove, 2006.

FOSTER, Richard, *Celebration of Discipline*, Hodder & Stoughton, 2008

HALE, Stephen & S. Bazzana, *Towards a Theology of Youth Ministry*. Sydney: Aquila Press, 1999.

HOWARD, Rowland, *The Rise & Fall of the Nine O'clock Service*. London: Continuum, 1996.

HOUSTON, Heflin, *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville, Tn: Abingdon, 2009.

KERR, James *Legacy*. Constable Press 2013

LOWNEY, Chris *Heroic Leadership*. Loyola Press, 2005

McDONALD, Gordon, *Ordering Your Private World (2nd Edn)*. Godalming: Highland, 2003.

NOUWEN, Henri, *Creative Ministry*. London: Bantam Doubleday, 1971.

NOUWEN, Henri, *The Wounded Healer*. London: Doubleday, 1979.

OBERDECK, John, *Eutychus Youth: Applied Theology for Youth Ministry*. South Jefferson : Concordia, 2010.

RYLE, J.C., *Holiness*. Create Space, 2011

WILLARD, Dallas, *The Spirit of the Disciplines*, San Francisco, Harper, 1991

WILSON, Jonathan. R *Living Faithfully in a Fragmented World: Lessons for the Church from MacIntyre's After Virtue*, Trinity Press, 1998

YACONELLI, Mike, *Contemplative Youth Ministry*. London: SPCK, 2006.

Module Code: 5YMRR

Module Title: Youth Ministry Research and Reflection 2

Level: 5

Credit points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Mark Scanlan

Pre-requisite: YMRR1

Learning Outcomes: A2, A4, B2, B3, B4, C1, C2, C5, D1, D3, D4

Aims:

Youth Ministry Research and Reflection builds on the strengths of training at St Mellitus College where students study theology while remaining immersed in a youth ministry setting. This module enables students, through structured processes, to engage in theological and critical reflection and the exploration of gospel meanings in their home youth ministry context.

Syllabus:

The module begins by outlining the necessity of theological reflection ministerial practice before providing training in methods for empirical research and data analysis, concluding with providing tools to equip students for theological reflection.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Evaluate ways in which the gospel is expressed in the mission, ministry, values and activities of their home youth ministry context (A2, A4, B2, B3, C2);
2. Present effective analysis and theological reflection of a selective aspect of their home youth ministry's life and activity (A2, B4, C5);

This module will call for the successful student to demonstrate:

3. ability to work alone with the support of an incumbent or workplace supervisor or equivalent (C5, D1, D3);
4. individual skills of observation, research, reflection and integration (C5, D4);
5. ability to reflect theologically on ministry practice (A4, C1, D1)

Learning, Teaching and Assessment Strategy:

- 120 hours directed private research and study
- 4 hours of formation group input.
- Up to 76 hours in placement/local community context and in tutorial time with placement supervisors and College staff.

Assessment Scheme:

The summative assessment for this module is a 6000 word research project. Utilising the skills gained in lectures, students will choose one aspect of mission and/or ministry in their church context to research. After gathering data, student will be expected to analyse the data and apply methods of theological reflection in order to evaluate current practice as well as propose faithful practice for the future.

The research project will be submitted as a portfolio and should include the following:

- **Literature Review:** What is current research saying about the topic chosen? What are the key themes and arguments? Where are the points of convergence and disagreement? What do you affirm and critique?
- **Placement Report:** How did you conduct your research? What did you discover in relation to your research question? What does your data say or indicate (how does it answer the research question)? Put another way, where is God at work in your context? Based on your analysis and in conversation with current research (discussed in your literature review), what are your suggestions for faithful practice in your church/ministry context?
- **Summative Reflection:** What were the key points of learning and development in the research process? How might your learning form and shape future practice? Make sure to consider how theology might help you to reflect.

Assessment Weighting:

Coursework 100%

Indicative General Bibliography

BELL, Judith. *Doing your Research Project*. Buckingham: Open University Press, 2005.

BOOTH, Wayne et al. *The Craft of Research*. Chicago: University of Chicago Press, 2008.

QUESTIA.

- BOSCH, David. *Transforming Mission: Paradigm Shifts in Theology of Mission*. New York: Orbis, 1991.
- BRACE, Ian. *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*. London: Kogan Page, 2004.
- BRYMAN, Alan. *Social Research Methods*. Oxford: Oxford University Press, 2012.
- CAMERON, Helen and Catherine Duce. *Researching Practice in Ministry and Mission: A Companion*. London: SCM Press, 2013.
- CAMERON, Helen, et al., eds. *Studying Local Churches: A Handbook*. London: SCM Press, 2005.
- CAMERON, Helen, et al. *Talking about God in Practice: Theological Action Research and Practical Theology*. London: SCM Press, 2010.
- DULLES, Avery. *Models of the Church*. New York: Doubleday, 2000.
- GRAHAM, Elaine, et al. *Theological Reflection: Methods*. London: SCM Press, 2005.
- GRAHAM, Elaine, et al. *Theological Reflection: Sources*. London: SCM Press, 2007.
- GRENZ, Stanley J. *Theology for the Community of God*. Carlisle: Paternoster, 1994.
- HARERBERG, Adrian and Reiple, Alison. *The Strategic Management of Organisations*. Harlow: Prentice-Hall, 2001.
- HART, Chris. *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage, 1998.
- JACKSON, Bob. *Hope for the Church*. London: Church House Publishing, 2002.
- MACARTHUR, Charles A., et al. *Handbook of Writing Research*. New York: Guildford Press, 2006. QUESTIA.
- MILLER-MCLEMORE, Bonnie J. *The Wiley-Blackwell Companion to Practical Theology*. Malden, MA: Wiley-Blackwell, 2012.
- ORNA, Elizabeth and Graham Stevens. *Managing Information for Research*. Buckingham: Open University Press, 1995.
- OSMER, Richard, *Practical Theology: An Introduction*. Eerdmans Publishing Co, 2008, pp 1 - 11
- OWEN, Harrison. *In the Power of the Spirit: How Organisations Transform*. San Francisco: Berrett-Koehler, 2000.
- PATTINSON, Stephen. "Some Straw for the Bricks: A Basic Introduction to Theological Reflection." In *The Blackwell Reader in Pastoral and Practical Theology*, edited by James Woodward and Stephen Pattison, 135-145. Oxford: Blackwell Publishers, 1999.
- PETERSON, Robert A. *Constructing Effective Questionnaires*. London: Sage Publications, 2000.

RIDLEY, Diana. *The Literature Review: A Step-by-step Guide for Students*. Thousand Oaks: Sage, 2012.

RUGG, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Maidenhead: Open University Press, 2007. QUESTIA.

SCHLAREN, Christian B., ed. *Explorations in Ecclesiology and Ethnography*. Grand Rapids, MI: Eerdmans, 2012.

SHARP, John A., John Peters, and Keith Howard. *The Management of a Student Research Project*. Aldershot: Gower, 2002.

STEBBINS, Leslie F. *Student Guide to Research in the Digital Age: How to Locate and Evaluate Information Sources*. Westport, CT: Libraries Unlimited, 2006. QUESTIA.

STRAUSBERG, Michael and Steven Engler, eds. *The Routledge Handbook of Research Methods in the Study of Religion*. London: Routledge, 2011.

SWINTON, John and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2006.

THOMAS, R. Murray and Dale L. Brubaker. *Theses and Dissertations: A Guide to Planning, Research, and Writing*. Westport, CT: Bergin & Garvey, 2000. QUESTIA.

WARD, Pete, ed. *Perspectives on Ecclesiology and Ethnography*. Grand Rapids: Eerdmans, 2012.

WOODWARD, James, and Stephen Pattison, eds. *The Blackwell Reader in Pastoral and Practical Theology*. Oxford: Blackwell Publishers, 1999.

WRIGHT, Walter C. *Relational Leadership*. Carlisle: Paternoster, 2000.

Module Code: CP3S

Module Title: Spirituality and Discipleship

Level: 5

Credit Points: 10

Owning Subject: Theology & Youth Ministry

Module Leader: Donna Lazenby

Pre-requisite: CP1; CP3H

Learning Outcomes: A1, A2, A4, B1, B3, B4, C1, C5, D1, D3

Aims

Prayer, devotion and cultivation of the 'inner life' have always been recognised as foundations of Christian identity, and are essential priorities for those called to public ministry, leadership and service within the church. These elements of discipleship are characteristically defined by the collective term 'spirituality'. This module introduces key themes, movements and personalities in the history of Christian spirituality, while examining the debate surrounding the term itself, and considering its application to

contemporary cultural and ecclesial contexts. It entails both study of major spiritual traditions and practical exercises based on the models and techniques associated with those traditions.

The module seeks to equip students to be able to:

1. Give a considered account of the major spiritual traditions to have emerged in church history, with reference to Western Christianity and the Church in England;
2. Demonstrate critical awareness of these traditions and assess the significance of historical figures with whom they are associated;
3. Contextualise key spiritual traditions within their own church and cultural context, and in relation to their own ministerial vocation;

Syllabus

This module will

- explore the history and present-day significance of key Christian spiritual movements, figures and traditions;
- examine some of the biblical and doctrinal foundations for Christian spirituality and make points of connection between the doctrinal contents of faith and lived experience and practice;
- give an overview of the main strands, themes and figures in the field, to explore their relevance and connection to Christian life and ministry today.
- facilitate intentional formational work in terms of self-reflection and personal development in this area.

Learning Outcomes

Students successfully completing this module will have been satisfactorily assessed in respect of their ability to:

1. Demonstrate critical awareness of some major traditions and movements in Christian spirituality, and assess the significance of some their key themes and historical figures with whom they are associated (A2, B3, C1)
2. Contextualize the response of Christian spiritual leaders and exemplars of the past to the issues of their own time and issues that face the Church and Christians today (A1, A2, A4, B1, B4)
3. Identify, evaluate and explore how corporate and personal practice of spirituality inform the growth of the human person in Christ. (A4)

This module will call for the successful student to demonstrate:

4. Ability to work alone with the support of learning materials (C5)
5. Ability to work individually (C5)
6. Written presentation skills (C5, D3)
7. Identify areas of personal growth and areas for development in ministry practice (A2, A4, D1)

Learning, Teaching and Assessment Strategy

- 20 hours class contact;
- 40 hours directed private study
- 40 hours reading and other preparation

Teaching/learning approaches combine distance learning with participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work with reference to historical and modern-day resources in the field, following directed preparatory reading and exercises, is facilitated by staff members. Teachers offer appropriate input (which may include the use of multimedia presentations) in class.

Specified preparatory reading (maximum 4 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

The module is assessed by means of an individual essay (3000 words).

Indicative General Bibliography

CLEMENT, Olivier. *The Roots of Christian Mysticism*. London: New City, 1993.

CUNNINGHAM, L and K. EGAN. *Christian Spirituality: Themes from the Traditions*. New Jersey: Paulist Press, 1996.

DOWNEY, Michael. *Understanding Christian Spirituality*. New Jersey: Paulist Press, 1997.

HOLDER, A (ed). *The Blackwell Companion to Christian Spirituality*. Oxford: Wiley Blackwell, 2011.

HOLMES, Urban. *A History of Christian Spirituality: An Analytical Introduction*. New York: Seabury Press, 1980.

JONES, C., G. WAINWRIGHT, and E. YARNOLD. *The Study of Spirituality*, London: SPCK, 1992

LEECH, Kenneth. *True Prayer: An Introduction to Christian Spirituality*. New York: Morehouse Publishing, 1980.

MCGRATH, Alistair. *Christian Spirituality: An Introduction*. Oxford: Blackwell, 1999.

MCGINN, Bernard, ed. *The Essential Writings of Christian Mysticism*. New York: Modern Library, 2006.

MILES, Margaret. *The Image and Practice of Holiness: A Critique of the Classic Manuals of Devotion*, Norwich: SCM Press, 1988

PETERSON, Eugene. *Spiritual Theology*. 3 Vols. London: Hodder & Stoughton, 2005-7.

RUNCORN, David. *Spirituality Workbook. A Guide for Explorers, Pilgrims and Seekers*. London: SPCK, 2006.

SCHMIDT, Richard H. *God Seekers*. Michigan: Eerdmans Publishing, 2008.

SHELDRAKE, Philip, ed. *The New SCM Dictionary of Christian Spirituality*. London: SCM, 2005.

SHELDRAKE, Philip. *Explorations in Spirituality: History, Theology, and Social Practice*. New Jersey: Paulist Press, 2010.

SHELDRAKE, Philip. *Spirituality and History*. London: SPCK, 1995.

THOMPSON, Ross, with Gareth WILLIAMS. *SCM Study Guide: Christian Spirituality*. London, SCM 2008

WATTS, Frazer and Mark WILLIAMS. *The Psychology of Religious Knowing*. Cambridge: Cambridge University Press, 2007

WILLIAMS, Rowan. *The Wound of Knowledge*, London: DLT, 1990.

Module Code: CP4

Module Title: Bible in Context

Level: 5

Credit Points: 10

Owning Subject: Theology & Youth Ministry

Module Leader: Chris Tilling

Pre-Requisites: CP1 / CP2

Learning Outcomes: A2, B1, B2, B3, C1, C2, C5, D2

Aims

This module aims to build upon the module, CP2 Introduction to the Bible, by considering matters such as

1. wider scriptural themes in the light of their own time and today;
2. various matters of interpretive weight, including the relationship of the Old and New Testaments;
3. the role of systematic theology in Bible reading.

In other words, this module is designed to offer a fuller, more mature and robust handling of Scripture for the practice of Youth Ministry.

Syllabus

The first-year introductory course (CP2 Introduction to the Bible) gave a basic grounding in Biblical Studies. This module takes this study a stage further, enabling more detailed work on the Biblical text, and a deeper engagement regarding how to view the Bible as a whole. Emphasis will be laid on exploring some key themes within the Bible, and the module will explore the issues involved in constructing a 'Biblical Theology' or

theologies for use in approaches issues in life, context and ministry today. Specifically this module will include:

- An overview of both the content of the Bible as well as the various scholarly discussion pertaining to particular texts and genres, including the relationship between the Testaments.
- A variety of examples demonstrating the way both Old and New Testament texts can be read differently depending upon appreciation of their historical contexts.
- Input designed to develop student skills in reading Scripture.

Learning Outcomes

By the end of this module the student should be equipped to:

1. Compare and evaluate hermeneutical approaches to the Bible (A2)
2. Learn and appreciate the significance of the various contexts relevant to reading scriptural texts, such as textual, cultural, narrative etc. (A2, B2, C5)
3. Demonstrate robust understanding of the content of both Testaments, together with the various debates surrounding their interpretation (C1, C2)

The module will call for the successful student to demonstrate:

4. Application of various hermeneutical approaches to Scripture, together with the various problems and advantages associated with these approaches (B1, B3)
5. The ability to relate scriptural texts to contemporary issues (B1, B2)
6. Reflection on the process of biblical interpretation in today's world (D2)

Learning, Teaching and Assessment Strategies

- 20 hours class contact
- 40 hours directed study
- 40 reading and other preparation

Teaching/learning approaches combine distance learning with participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work with reference to historical and modern-day resources in the field, following directed preparatory reading and exercises, is facilitated by staff members. Teachers offer appropriate input (which may include the use of multimedia presentations) in class.

Specified preparatory reading (maximum 4 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

Written assignment: Old Testament (3,000 words) OR New Testament (3,000 words)

Assessment Weighting

Written assignment: 100%

Indicative General Bibliography

ALEXANDER, T.D. & Brian S. Rosner (eds.), *New Dictionary of Biblical Theology*. Leicester: IVP, 2000.

BAKER, David L. *Two Testaments, One Bible: A study of the theological relationship between the Old and New Testaments*. Leicester: Apollos, 1991.

BARR, James, *The Concept of Biblical Theology: An Old Testament Perspective*. London: SCM, 1999.

BARTHOLOMEW, Craig G. & Michael W. Goheen, *The Drama of Scripture: Finding our Place in the Biblical Story*. London: SPCK, 2006.

BARTHOLOMEW, Craig G., Mary Healy, Karl Moller & Robin Parry (eds.), *Out of Egypt: Biblical Theology and Biblical Interpretation*, Scripture and Hermeneutics Series volume 5. Carlisle: Paternoster, 2004.

BRUEGGEMANN, Walter, *Theology of the Old Testament: Testimony, Dispute and Advocacy*. Minneapolis: Fortress, 1997.

CHILDS, Brevard S., *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*. London: SCM, 1992.

COLLINS, John J., *Encounters with Biblical Theology*. Minneapolis: Augsburg, 2005.

DUNN, J.D.G., *The Theology of Paul the Apostle*. Edinburgh: T. & T. Clark, 1998.

EICHRODT, Walther, *Theology of the Old Testament* (2 volumes). London: SCM, 1987.

FORD, David F. & Graham Stanton, *Reading Texts, Seeking Wisdom: Scripture and Theology*. London: SCM, 2003.

FISHBANE, M. *Biblical Interpretation in Ancient Israel* (Oxford: OUP, 1988).

GOLDINGHAY, John, *Old Testament Theology* (2 volumes). Carlisle: Paternoster, 2003, 2006.

JANOWSKI, Bernd, 'Biblical Theology', in J.W. Rogerson & Judith M. Lieu (eds.), *The Oxford Handbook of Biblical Studies*. Oxford: OUP, 2008, 716-731.

KAISER, W.C., *The Promise-Plan of God: A Biblical Theology of the Old and New Testaments*. Grand Rapids: Zondervan, 2008.

LADD, George E., *Theology of the New Testament*. Cambridge: Lutterworth, 1994.

MARSHALL, Howard I., *New Testament Theology: Many Witnesses, One Gospel*. Leicester: Apollos, 2004.

MARTINS, Elmer, *God's Design: A Focus on Old Testament Theology*. Leicester: Apollos, 1994.

MEAD, James K., *Biblical Theology: Issues, Methods, and Themes*. Louisville: WJK, 2007.

MOBERLEY, R.W.L., *The Bible, Theology, and Faith: A Study of Abraham and Jesus*. Cambridge: CUP, 2000.

RENDTORFF, Rolf, *The Canonical Hebrew Bible: A Theology of the Old Testament*. Leiden: Deo, 2005.

RAD VON, Gerard, *Old Testament Theology*. London: SCM, 1975.

SCARLATA, M., *Am I My Brother's Keeper? Christian Citizenship in a Globalized Society*, (Eugene, OR: Cascade Books, 2013).

STUHLMACHER, P., *Biblical Theology of the New Testament*. Grand Rapids: Eerdmans, 2006.

WATSON, Francis, *Text and Truth: Redefining Biblical Theology*. Grand Rapids: Eerdmans, 1997.

WRIGHT, N.T., *The New Testament and the People of God*. London: SPCK, 1992

WRIGHT, N.T., *Jesus and the Victory of God*. London: SPCK, 1996

WRIGHT, N.T., (2003). *The Resurrection of the Son of God*. London: SPCK, 2003

Module Code: CP5

Module Title: Topics in Christian Doctrine

Level: 5

Credit points: 20

Theology & Youth Ministry

Module Leader: Lincoln Harvey

Pre-requisite: CP3H

Learning Outcomes: A2, A3, B1, B3, C1, C5, D2

Aims:

Christian Doctrine centres on the joyful task of discovering the beauty of the gospel in lively conversation with the many generations of Christians who have gone before us. Through careful reflection on the scriptures and the creeds, this module will help students grapple conceptually with the central teachings of the Church. In so doing, we will explore how the life, death, resurrection and ascension of Jesus of Nazareth informs all that Christians have to say about God and the world in which we live. Students will thereby discover afresh why it's good news that God is Father, Son and Holy Spirit, and what the doctrine of God means for his creatures today.

The module aims to equip students to:

1. Understand key approaches to constructing a Christian systematic theology
2. Analyze and evaluate significant systematic connections between different doctrines
3. Articulate a coherent personal understanding of Christian systematic theology and doctrine

Syllabus:

Authentic contextual theology requires a good grounding in Christian dogmatics and systematic theological thinking. In order to do effective theological reflection, it is vital to gain a strong basic grasp of Christian approaches to doctrine, of how key tenets of Christian faith have been formulated in the past, and of how they can be re-presented and reapplied in the present. This module explores Christian doctrine in a more conceptually programmatic way, by contrast to the mainly historical approach taken in CP3. It considers Christian approaches to such themes as the doctrine of God, Christology, Pneumatology, Creation, Salvation, and Eschatology, as well as theological methodology. These topics are studied particularly with respect to their potential appropriation and comprehension within the church's life in the contemporary world.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Articulate key topics and themes in Christian doctrine (A2, B1, C1)
2. Analyze some of the ways in which doctrinal formulations have changed over time (A2, C1)
3. Evaluate various approaches to constructing Christian doctrine (A3, B3)

This module will call for the successful student to demonstrate:

4. ability to work alone with the support of distance learning materials (B3, C5);
5. ability to work individually (C5);
6. written presentation skills (C5, D2)

Learning, Teaching and Assessment Strategy

- 40 hours class contact, including reading seminars;
- 80 hours directed private study
- 80 hours reading or other preparation

Teaching/learning approaches combine distance learning with participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work with reference to Biblical, theological and other resources, following directed preparatory reading and exercises, is facilitated by core staff members. Facilitators offer appropriate input (which may include the use of multimedia presentations) in class. Specified preparatory reading and distance-learning exercises (up to 8 hours per week) will introduce students to the topics covered in the syllabus. Interactive

lectures/seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme:

1. Individual essay (3000 words) ***Creation Christology and Redemption***
2. Individual essay (3000 words) ***Doctrine of God***

The grade for the module will be determined by the average mark awarded for the two essays.

Assessment Weighting

Coursework 100%

Indicative Bibliography

ANATOLIOS, Khaled, ed. *The Holy Trinity in the Life of the Church*. Grand Rapids: Baker Academic, 2014.

AQUINAS, Thomas. *On the Truth of the Catholic Faith*, Book IV, Salvation, 1-26.

AUGUSTINE. *The Trinity*. Translated by Stephen McKenna. Washington DC: Catholic University of America Press, 1963.

BASIL the Great. *On the Holy Spirit*. Crestwood, NY: St Vladimir's Seminary Press, 1980.

BYASSEE, Jason, *Trinity: The God We Don't Know*. Nashville: Abingdon Press, 2015.

COAKLEY, Sarah. *God, Sexuality and the Self*. Cambridge: CUP, 2013.

CRISP, Oliver D. and Fred Sanders, eds. *Advancing Trinitarian Theology*. Grand Rapids: Zondervan, 2014.

CYRIL of Alexandria, *On the Unity of Christ*. Translated by John Anthony McGuckin. 2nd ed. Crestwood, NY: St Vladimir's Seminary Press, U.S., 1995.

FERGUSON, David. *Creation*. Grand Rapids: Eerdmans, 2014.

HOLMES, Stephen R. *The Holy Trinity: Understanding God's Life*. Milton Keynes: Paternoster, 2012.

KILBY, Karen. "Perichoresis and Projection: Problems with Social Doctrines of the Trinity." In *New Blackfriars* 81 (October 2000), 432-45.

LEITHART, Peter J. *Traces of the Trinity: Signs of God in Creation and Human Experience*. Grand Rapids: Brazos, 2015.

McFARLAND, Ian A. *From Nothing: A Theology of Creation*. Louisville: Westminster John Knox Press, 2014.

OLIVER, Simon. *Creation: A Guide for the Perplexed*. London and New York: T&T Clark, 2017.

REEVES, Michael. *Christ Our Life*. Milton Keynes: Paternoster, 2014.

RICHES, Aaron. *Ecce Homo: On the Divine Unity of Christ*. Grand Rapids: Eerdmans, 2016.

SEXTON, Jason S., ed. *Two Views on the Doctrine of the Trinity*. Grand Rapids: Zondervan, 2014.

SONDEREGGER, Katherine. *Systematic Theology: Volume 1, The Doctrine of God*. Minneapolis: Fortress Press, 2015.

TANNER, Kathryn. *God and Creation in Christian Theology: Tyranny or Empowerment*. Minneapolis: Fortress Press, 2005.

TONSTAD, Linn Marie. *God and Difference: Trinity, Sexuality, and the Transformation of Finitude*. New York, 2017.

WILLIAMS, Jane. *Why Did Jesus Have to Die?* London: SPCK, 2016.

ZIZIOULAS, John D. *Being as Communion: Studies in Personhood and the Church*. London: Darton, Longman & Todd, 1985.

Level 6 Modules

Module Code: 6YMF

Module Title: Youth Ministry Advanced

Level: 6

Credit Points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Alice Smith

Pre-requisite: 4YMCO, 4YMF, 4YMC, 5YMF

Module Learning Outcomes: A1, A2, A3, A4, B1, B2, B3, B4, C1, C3, C5, C6, D1, D2, D3, D5

Aims:

As the final module with the Foundations set, 6YMF builds on the understanding developed through 4YMF and 5YMF by looking ahead and equipping the students for longevity in their youth work careers. In particular, this module identifies the way in which work with young people is often carried out in partnership and as such focusses on the variety of relationships and skills that are required to develop strong working relationships and partnerships.

Alongside their ongoing professional and personal development, this module will ensure that students have considered the impact of wider societal and political issues on the lives on young people and are equipped to be reflective and responsive practitioners on graduation.

Syllabus:

The module considers a range of theories and provides skills for management, supervision and leadership in the context of a wider variety of teaching methods, with student input and leadership prioritized within the classroom. The module seeks to introduce the students to wider sector issues: funding and finance, alternative settings for youth work and chaplaincy as well as considering the requirements and skills for working with those across generations, developing an understanding of rites of passage, generational theory and the creation of new Christian communities alongside acknowledgement of the ways in which individuals, groups and communities learn.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Articulate and reflect the impact of sociological and other disciplines on current youth ministry understanding, practice, and legislation and how that might impact their work with young people (A1, A2, B2, B3)
2. Understand and apply essential legal, ethical and good practice requirements related to working with others, in general and Christian youth ministry in particular. (A1, C3, C6, B3)

3. Reflect theologically on the impact of their learning and their core values in their engagement and support to young people and wider teams. (A2, A3, A4, B1, B4, C1, D1)

This module will call for the successful student to demonstrate:

4. ability to work individually (B1, D3, C5);
5. written presentation skills (B1, D3, C5);
6. individual initiative and research skills (A4, B1, B4, D2)
7. ability to work with others in communication, planning and delivery (C5, D1, D2, D5)

Learning, Teaching and Assessment Strategy:

- 40 hours class contact;
- 80 hours directed private study
- 80 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 8 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate. As a Level 6 module, teaching methods include panel discussions, presentations and student led discussions as a higher percentage of input offered.

Assessment Scheme

1. Group Presentations: 30 minutes
2. Written reflection on the Group presentation (2000 words)

The presentation will receive a group mark with an individual mark for the reflection.

Assessment Weighting

Coursework 100%

Indicative Bibliography

BASS, D. C., & Richter, D. C. *Way to live: Christian practices for teens*. Nashville, Tenn.: Upper Room Books 2002

BUNGE, Marcia (Ed), *The Child in Christian Thought and Practice*. William B Eerdmans Publishing Co, 2001.

BURNS, S., and MacKeith, J., *Explaining the Difference Your Project Makes* (Big Lottery, 2006)

- CRAY, Graham, *Post-Modern Culture and Youth Discipleship*. Bramcote: Grove, 2006.
- CUPITT, S., and Ellis, J., *Your Projects and Its Outcomes* (Charities Evaluations Services, 2007)
- DEAN, K. C. *Practicing passion: youth and the quest for a passionate church*. Grand Rapids, Mich.: Eerdmans Pub.
- DEAN K. C., & Foster, R. *The godbearing life: the art of soul tending for youth ministry*. Nashville: Upper Room Books 1998
- DEAN, K. C. *Almost Christian: what the faith of our teenagers is telling the American church*. New York: Oxford University Press 2010
- GARDNER, J, *Mend the Gap: Can the Church reconnect the generations?* IVP, 2008
- GUEVARA, Matt, Dolan, Amy, Zonio, Henry and Friends, *What Matters Now in Children's Ministry: 33 Perspectives on How to Influence Children's Faith Now*, http://dl.dropbox.com/u/10671048/what_matters_now.pdf
- ROCHE, J (ed), *Youth in Society (second edition)*, Sage Publications. 2004
- SANLON, Peter, *Plastic People: How Queer Theory is Changing Us*. Cambridge: Latimer Trust, 2010
- SHEPHERD, Nick, *Faith Generation*. SPCK, 2016
- SMITH, Christian, *Moral Believing Animals: Human Personhood and Culture*, New York: Oxford University Press, 2003.
- STORKEY, Elaine, *Origins of Difference: The Gender Debate Revisited*. Grand Rapids: Baker Academic, 2001
- TAPSCOTT, D, *Grown Up Digital: How the Net Generation is changing your world*, McGrawHill Professional. 2008

Module Code: 6YMCO

Module Title: Youth Ministry in Context

Module Level: 6

Module Credit Points: 20

Owning Subject: Theology and Youth Ministry

Prerequisite: 4YMCO, 5YMCO

Module Leader: Mark Scanlan

Learning Outcomes: A2, A3, A4, B1, B2, B3, B4, C1, C4, C5, D1, D2, D3

Aims:

This is an apologetics module and as such equips the students to critically appraise the context in which they are ministering and seeking the share the Gospel. Through a focus both on general issues in apologetics as well as specific contemporary questions that

are likely to be faced by young people with whom the students are ministering, the module helps to develop thinking around how the Gospel might address the key questions arising out of ministry contexts. In particular the module will:

- Provide students with a detailed contextual understanding of the issues associated with many inner-city estate communities and / or suburban youth cultures;
- Equip students to know where to look for help in understanding and reflecting on issues they will subsequently encounter in their studies, youth work and ministry;
- Develop a critical and detailed awareness and understanding of the complex social dynamics of life and relationships associated with living in an inner-city estate community or suburban middle-class setting;
- Re-evaluate, alongside theological and ministerial, studies, their understanding of the Kingdom of God amongst the marginalised and outcasts of contemporary urban or suburban context.

Syllabus:

The module begins with an overview of issues in mission and apologetics by looking at different approaches to mission and how these might be shaped by the specific contexts in which one ministers. From here the module covers subjects related to the key questions and challenges to the Christian faith that are raised by contemporary culture. This includes issues specific to the lives of young people and as such continues to build on the themes and subjects covered in 4YMCO and 5YMCO.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Demonstrate critical and detailed awareness and understanding of the complex social dynamics related to living in an urban or suburban context (A2, A3, B1);
2. Assess the opinions of experts, commentators and practitioners with whom these subjects are associated (B2, C4)
3. Relate these understandings to their theological and spiritual studies (A4, B4, C1)

The module will call for the successful student to demonstrate:

4. Ability to work individually (D1, D2) ;
5. Written presentation skills (C5);
6. Oral presentation skills (D1, D3);
7. Individual initiative and research skills (D2, B3).

Learning, Teaching and Assessment Strategy:

- 40 hours class contact
- 80 hours directed private study

- 80 hours reading and other preparation

Teaching / learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 8 hours per week) will introduce students to the topics covered.

Assessment Scheme:

1. Individual Essay: 3000 words
2. Individual Presentation: 30 minutes

The grade for the module will be determined by the essay (50%) and the individual Gospel presentation (50%).

For youth ministry students, the two assignments for this module are closely interrelated. The assignments take the form of a 3000 word written analysis of the situation in which you will be exercising youth ministry after completion of the course (n.b if this is not known then a focus on the current context will be accepted); 6YMCO also entails a presentation of no more than 30 minutes on the same situation delivered to your peers during the final term of your course. Both assignments address the same question:

What does the Gospel mean in your chosen youth ministry context?

The essay will demonstrate how the student's theological studies of the Kingdom of God and the narratives associated with a specified group of young people in a particular sociological situation (e.g. the inner city, parish, project environs) can inform Christian understanding of and response to what it means to live and communicate the Gospel in that context. It will also demonstrate awareness of key principles and core values of youth work and ministry and consider themes such as partnership, mission, relationships and participation. The gospel presentation will present the student's understanding of the gospel and how it can transform their youth ministry context.

Assessment Weighting:

Coursework 100%

Indicative General Bibliography

ALLEN, D. *Christian Belief in a Postmodern World: The Wealth of Full Conviction* (Louisville: Westminster John Knox, 1989)

ARCHBISHOPS' COUNCIL, *Mission-shaped Church* (London: Church House Publishing, 2009)

- BAYES, P. & SLEDGE, T. *Mission-shaped Parish* (London: Church House Publishing, 2006)
- BAUKHAM, R. *Bible and Mission: Christian Witness in a Postmodern World* (Milton Keynes: Paternoster, 2003)
- BAUKHAM, R. and HART, T. *Hope Against Hope: Christian Eschatology at the Turn of the Millenium* (London: Darton, Longman and Todd Ltd, 1999)
- BEASLEY, M. *Mission on the Margins* (Cambridge: Lutterworth, 1997)
- BENTLEY HART, D. *Atheist Delusions: The Christian Revolution and its Fashionable Enemies* (New Haven: YUP, 2009)
- BEVANS, S.B. (ed), *Mission and Culture* (Maryknoll: Orbis, 2012)
- BEVANS, S.B. & SCHROEDER, R.P. *Constants in Context: A Theology of Mission for Today* (Maryknoll: Orbis, 2004)
- BIRD, M.F. *Crossing Over Land and Sea: Jewish Missionary Activity in the Second Temple Period* (Peabody: Hendrikson, 2010)
- BOA, K.D. and Bowman, R.M., *Faith has its Reasons* (Downers Grove: IVP, 2006)
- BOSCH, D.J. *Transforming Mission: Paradigm Shifts in Theology of Mission* (Maryknoll: Orbis, 2012)
- CAMPBELL-JACK, C. & MCGRATH, G.J. (eds), *The New Dictionary of Christian Apologetics* (Leicester: IVP, 2006)
- CHAPLAIN, Jonathan and Spencer, Nick (eds.), *God and Government* (SPCK, 2009)
- CHILCOTE, P.W. & Warner, L.C. (eds), *The Study of Evangelism: Exploring a Missional Practice of the Church* (Grand Rapids: Eerdmans, 2008)
- CORRIE, J. (ed), *Dictionary of Mission Theology* (Nottingham: IVP, 2007)
- CROFT, S. et al, *Evangelism in a Spiritual Age: Communicating Faith in a Changing Culture* (London: Church House Publishing, 2005)
- DAVIES, B. *An Introduction to the Philosophy of Religion* (Oxford: OUP, 204)
- DONOVAN, V.J. *Christianity Rediscovered: An Epistle from the Masai* (London: SCM, 1978)
- ENGEL, J.F. & Dyrness, W.A. *Changing the Mind of Missions: Where Have we Gone Wrong?* (Downers Grove: IVP, 2000)
- ESCOBAR, S. *A Time for Mission: The Challenge for Global Christianity* (Nottingham: IVP, 2003)
- ESCOBAR, S. *The New Global Mission: The Gospel from Everywhere to Everyone* (Downers Grove: IVP, 2003)
- POPE FRANCIS, *Evangelii Gaudium or The Joy of the Gospel* (London: Catholic Truth Society, 2013)

- GALLAGHER, R.L. & HERTIG, P. (eds), *Landmark Essays in Mission and World Christianity* (Maryknoll: Orbis, 2009)
- GIELSER, N.L. (ed), *Baker Encyclopedia of Christian Apologetics* (Grand Rapids: Baker Books, 1999)
- HARVEY, D., *The Condition of Postmodernity: An Enquiry into the Origins of Social Change* (Oxford: Blackwell, 1990)
- HESSELGRAVE, D.J. *Paradigms in Conflict: 10 Key Questions in Christian Missions Today* (Grand Rapids: Kregel Pubs, 2005)
- HESSELGRAVE, D.J. & STETZER, E. (ed), *Missionshift: Global Mission Issues in the Third Millennium* (Nashville: B&H Pubs, 2010)
- HIRSCH, A. *The Forgotten Ways: Reactivating the Missional Church* (Grand Rapids: Brazos Press, 2006)
- HIRSCH, A. & FROST, M. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church* (Peabody: Hendrickson, 2003)
- HOLLINGHURST, S. *Mission-Shaped Evangelism: The Gospel in Contemporary Culture* (London: Canterbury Press, 2010)
- HOOKER, M. & YOUNG, F. *Mission and Holiness: Learning from the Early Church about Mission in the City* (London: SCM, 2010)
- KALU, O.U., Vethanayagamony, P., Chia, E.K.F. (eds), *Mission after Christendom: Emergent Themes in Contemporary Mission* (Louisville: WJK, 2010)
- KIRK, J.A. *Mission Under Scrutiny: Confronting Current Challenges* (London: DLT, 2006)
- KIRK, J.A. *What is Mission? Theological Explorations* (London: DLT, 1999)
- KIRK, J.A. and VANHOOZER, K.J., *To Stake a Claim: Mission and the Western Crisis of Knowledge* (Maryknoll: Orbis, 1999)
- MACDOWELL, S. *Apologetics For a New Generation* (Eugene, Oregon: Harvest House, 2009)
- MCGRATH, A.E. *Dawkins' God: Genes, Memes, and the Meaning of Life* (Oxford: Blackwell, 2005)
- MCGRATH, A. *The Foundations of Dialogue in Science and Religion* (Oxford: Blackwell, 1998)
- MOREAU, A.S. (ed), *Evangelical Dictionary of World Mission* (Grand Rapids: Baker Books, 2000)
- MOYNAGH, M. *Church for Every Context: An Introduction to Theology and Practice* (London: SCM, 2012)
- MURRAY, S. *Planting Churches in the 21st Century* (Scottsdale: Herald Press, 2008)
- NEWBIGIN, L. *Trinitarian Doctrine for Today's Mission* (Eugene: Wipf & Stock, 1988)

- NEWBIGIN, L. *The Open Secret: An Introduction to the Theology of Mission* (London: SPCK, 1995)
- NEWBIGIN, L. *The Gospel in a Pluralist Society* (London: SPCK, 1989)
- NUSSBAUM, S. *A Reader's Guide to Transforming Mission* (Maryknoll: Orbis, 2005)
- OTT, C. & STRAUSS, S.J. *Encountering Theology of Mission: Biblical Foundations, Historical Developments, and Contemporary Issues* (Grand Rapids: Baker Books, 2010)
- PADILLA, R.C. *Mission Between the Times: Essays on the Kingdom* (Carlisle: Langham Monographs, 2010)
- PAYNE, J.D. *Discovering Church Planting* (Colorado Springs: Paternoster, 2009)
- PESKETT, H. & RAMACHANDRA, V. *The Message of Mission* (Leicester: IVP, 2003)
- Plantinga, A. *Warranted Christian Belief* (Oxford: OUP, 2000)
- POLKINGHORNE, J. *Belief in God in an Age of Science* (New Haven: YUP, 1998)
- RACE, A. & HEDGES, P.M. (eds), *Christian Approaches to Other Faiths* (London: SCM, 2008)
- ROXBURGH, A.J. *Missional: Joining God in the Neighborhood* (Grand Rapids: Baker Books, 2011)
- SHENK, W.R. *Changing Frontiers of Mission* (Maryknoll: Orbis, 1999)
- SKRESLET, S.H. *Comprehending Mission: The Questions, Methods, Themes, Problems, and Prospects of Missiology* (Maryknoll: Orbis, 2012)
- SPENCER, S. *Christian Mission* (London: SCM, 2007)
- STACKHOUSE, J. G., *Humble Apologetics: Defending the Faith Today* (New York: Oxford University Press, 2002)
- STANDING, R. *As a Fire by Burning: Mission as the Life of the Local Congregation* (London: SCM, 2013)
- STETZER, E. *Planting Missional Churches* (Nashville: B&H Pubs, 2006)
- TAYLOR, J.V. *The Go-between God: The Holy Spirit and the Christian Mission* (London: SCM, 1972)
- TAYLOR, W.D. (ed), *Global Missiology for the 21st Century* (Grand Rapids: Baker Academic, 2000)
- TERRY, J.M., SMITH, E. & ANDERSON, J. *Missiology: An Introduction to the Foundations, History, and Strategies of World Missions* (Nashville: Broadman & Holman Pubs, 1998)
- TENNENT, T.C. *Invitation to World Missions: A Trinitarian Missiology for the 21st Century* (Grand Rapids: Kregel Pubs, 2010)
- TOMLIN, G. *The Provocative Church* (London: SPCK, 2008)

WALLS, A. & ROSS, C. (eds), *Mission in the 21st Century: Exploring the Five Marks of Global Mission* (London: DLT, 2008)

WRIGHT, C.J.H. *The Mission of God's People: A Biblical Theology of the Church's Mission* (Grand Rapids: Zondervan, 2010)

WRIGHT, C.J.H. *The Mission of God: Unlocking the Bible's Grand Narrative* (Nottingham: IVP, 2006)

Module Code: 6YMLDD

Module Title: Leadership Discipleship and Development

Level: 6

Credit Points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Alice Smith

Pre-requisite: 5YMLC

Learning Outcomes: A2, A4, B1, B2, B3, B4, C1, C2, C4, C5, D1, D2, D3

Aims:

A primary goal of any youth ministry model is to contribute to the overall mission of the church in seeking to create lifelong disciples of Jesus Christ. This module focuses on discipleship as a vital area in shaping our thinking and practice when it comes to nurturing faith and resilience within young people. It will be set firmly within the context of Christians working with young people whilst also considering wider contexts in which the youth worker may be engaged in the longer term – schools, charities, community settings for example. Students will broaden their appreciation of the importance of creating an environment in which disciple making flourishes and consider key skills in relation to supporting and establishing such developments. Overall, this module contributes to equipping students in their final year of studies to be ready to take on employment and leadership roles, with a wide view of their purpose and vocation alongside the practical and strategic elements which may be required.

Syllabus:

The module will initially provide an overview of approaches to disciple-making and engaging in mission with young people, beginning with a reflection on the students own development and character through the programme so far. It will set this discussion within the Biblical narrative as well as within church history, as well as considering contemporary approaches to the debate. In addition, students will be provided with key tools that will help them make Christian catechesis accessible, offering models and practices for engaging in creative and accessible learning practices within informal education which will be assessed, discussed and utilised.

Learning Outcomes:

Student successfully completing this module will be able to:

1. Display a comprehensive understanding of the role of discipleship within church life and mission (A2, A4).
2. Develop a curriculum for Christian instruction and adapt teaching styles to suit both context and young people (B3, B4, C1, C2, C4, C5, D3).
3. Discern & critique current wider cultural values and beliefs in order to assess their impact on spiritual formation (B1, B4, C1, D1, D2).

The module will call for the successful student to demonstrate:

4. ability to work individually (B2, C5);
5. individual initiative and research skills (B2, B4, D2)
6. ability to process, communicate and inculcate legal, ethical and good practice requirements related to youth work in general and Christian youth ministry in particular (C6)

Learning, Teaching and Assessment Strategy:

- 40 hours class contact;
- 80 hours directed private study
- 80 hours reading and other preparation

Teaching/learning approaches combine participative reflection in class, assessment arrangements, and direct input to facilitate student achievement of the learning outcomes identified for this module. Interactive and participative class-work is facilitated by staff members including group work tasks, offering appropriate input which may include the use of multimedia presentations.

Specified preparatory reading (maximum 8 hours per week) will introduce students to the topics covered in the syllabus. Interactive seminars will facilitate student interaction with and reflection upon this material, and will invite student questions and debate. As a Level 6 module, teaching methods include panel discussions, presentations and student led discussions as a higher percentage of input offered.

Assessment Scheme:

1. Individual Essay (3000 words)
2. Discipleship Rationale (3000 words) with Curriculum appendix

The essay (50%) will look at a specific Biblical passage and analyse how it connects with wider Biblical teaching on discipleship, how we can apply it to our contemporary situation, and how it might form the basis of creative and innovative learning among young people.

The discipleship rationale (50%) requires the student to think strategically and formationally in order to provide a holistic teaching and discipling experience for young people. The rationale will consider key issues around discipleship that will underpin how the student might shape curriculum in the future, explaining what they will do and why.

The rationale should include consideration of key youth work values, reflection on appropriate tools, practices and resources and their application, current culture and context, their own character development and therefore contextualize their thinking drawing on theology from aspects of the Christian tradition. The rationale should include, as an appendix, an outline plan for a year in a specific or hypothetical youth ministry situation.

In this process the student will be asked to incorporate key areas of discipleship training such as Biblical study, exposition of worldviews and spiritual disciplines, and examination of models for Christian education.

Assessment Weighting:

100% Coursework

Indicative Bibliography

- BENSON, Jarlath, *Working more Creatively with Groups* London: Routledge 2010
- BOSCH, D.J. *Transforming Mission: Paradigm Shifts in Theology of Mission* (Maryknoll: Orbis, 2012)
- COLLINSON, Sylvia W, *Making Disciples: The Significance of Jesus' Educational Methods for Today's Church*. Paternoster, 2005
- CLARK, Chap, *Hurt 2.0 : Inside the world of Today's Teenagers*, Baker Academic, 2011
- DE VRIES, Mark, *Sustainable Youth Ministry*, IVP, 2008
- HARTLEY, M *How to Listen - so that people talk*, Sheldon Press. 2005
- HIRSCH, Alan *The Forgotten Ways: Reactivating the Missional Church*, Grand Rapids: Brazos Press, 2007.
- HIRSCH, A. & Frost, M. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church*, Peabody: Hendrickson, 2003
- KEYES, Dick, *Beyond Identity: Finding Your Self in the Image and Character of God*. Wipf & Stock Publishers, 2003
- MORGAN, Nicola, *Blame My Brain - the Amazing Teenage Brain*, Walker Books 2005.
- MORTIBOYS, A. *Teaching with Emotional Intelligence*, Routledge 2005
- NASH, P; Roberts, N *Chaplaincy with Children and Young People* Cambridge: Grove Books 2016
- ROBINSON, Ken, 'All Our Futures: Creativity, Culture and Education' National Committee (<http://sirkenrobinson.com/skr/pdf/allourfutures.pdf>)
- SMITH, Christian, *Moral Believing Animals: Human Personhood and Culture*, New York: Oxford University Press, 2003

TITTLEY, Mark, *Youth and Faith Development*

<http://dl.dropbox.com/u/10671048/Youth%20and%20Faith%20Development.pdf>

VANHOOZER, Kevin, "Human being, individual and society" in *The Cambridge Companion to Christian Doctrine*. Cambridge: CUP, 2008.

VOLF, Miroslav, *Exclusion and Embrace*. Nashville TN: Abingdon, 1996

YOUNG, Kerry, *The Art of Youth Work*. Russell House Publishing Ltd, 1999.

Module Code: 6YMRR

Module Title: Youth Ministry Alternative Placement

Level: 6

Credit points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Formation Group Tutor

Pre-requisite: 4YMRR, 5YMRR

Learning Outcomes: A1, A4, B2, B3, B4, C1, C2, C4, C5, D1, D2, D3, D4

Aims:

6YMRR builds on the foundation of 4YMRR and 5YMRR by providing a structured process for students to engage in theological reflection in the context of an alternative youth ministry placement and/or mission trip, making connections with their learning in the rest of the programme. The youth ministry placement or mission locations are chosen to afford students a learning environment significantly different (in tradition, theology, liturgical style, socio-economic or socio-ethnic context, etc) from that of their home youth ministry context.

This module therefore seeks to enable students to:

1. assess critically the ways in which the life and identity of their alternative placement is formed in response to its context
2. evaluate reflectively how they have been informed and enriched in their own response to God by experiencing ministry and/or mission in a context significantly different from that of their own;
3. draw conclusions about their ability to work collaboratively with supervisors and peers in integrating theological, missional and pastoral perspectives;
4. critically assess their own learning through associated reading, writing of the placement / mission journal and the placement / mission report
5. identify their learning needs in self-awareness, spiritual development, personal and professional relationships, pastoral and ministerial skills

Syllabus:

In the final Youth Ministry Research and Reflections all students are required to undertake either an alternative placement or a mission project involving a minimum 50

hours of contact time in the life and activities of the selected ministry or mission context. This could either:

- a) take the form of a short term (e.g. a week long) mission trip to a specified location;
- b) involve a concentrated 50 hour placement period over a minimum of two weeks and ideally up to four weeks in another youth ministry setting

The choice of a suitable location for the placement or mission trip is made by St Mellitus College (the module leader / tutor) and the student in consultation with the student's supervisor. The normal expectation is that placement locations or mission context are different in significant respects (e.g. social matrix, theological tradition, spirituality, etc) from students' home milieu.

The placement is supervised by a local supervisor in the placement location or the mission trip leader, who is asked to evaluate the student's involvement in the placement/mission trip and to report on it to the Module Leader. Further Guidelines for undertaking, monitoring and supervising the ministry placement can be found in the online Module Guide.

Learning Outcomes:

Students successfully completing this module will be able to:

1. assess critically the ways in which the life and identity of the youth ministry or youth mission activity is formed in response to its context (A1, A4, B2, B3, B4);
2. evaluate reflectively how they have been informed and enriched in their own response to God by experiencing ministry or mission life in a context significantly different from that of their own (A4, C1, D1, D2);
3. draw conclusions about their ability to work collaboratively with supervisors and peers in integrating theological, missional and pastoral perspectives (C2, C3, C4, D5);
4. critically assess their own learning through the writing of the placement/mission journal and the placement/mission report (C5, D1);

This module will call for the successful student to demonstrate:

5. skills in identifying and evaluating his or her own learning and learning needs (D1, D2);
6. individual research and record-keeping skills (B2, C5, D4);
7. written presentation skills (C5, D3);
8. skills in theological reflection (A4, B4).

Contact Hours:

- 10 hours direct Tutor contact / input through Formation Group Seminars & Tutorials.
- Up to 25 hours setting up, pre-placement visit and travel to / preparation for alternative placement time.
- 50 hours working in alternative placement.

- Up to 15 hours journaling / record keeping during the placement.
- 100 hours preparatory reading and independent study.

Assessment Scheme:

An individual piece of work taking the form of a critically reflective report supported by a reflective learning journal on the placement or mission experience.

Part One: Reflective Journal (3000 words) this section should chronicle your experiences while on placement. Ideally, there should be an entry for every 7 hours in placement (so approximately 1 reflection every other day if placement was over a 2 week block or at least 7 individual reflections across a longer time frame.)

Part Two: Placement Report (3000 words) including critical observation on your alternative placement context which draws on your journal reflections, wider theological reading and relevant local knowledge. This is a more personal reflection on your developing youth ministry practice and understanding but should maintain academic formalities.

The report will draw on the journal, which will be a record of the student's observations, reflections and reading. If it is a ministry placement in another context the journal will show evidence that the student has researched the context of their placement using appropriate data. Your Placement Report should include an **appropriate bibliography.**

The journal will give details of the areas of the youth ministry observed by the student and will show how the student has reflected on these observations.

It will give evidence of the knowledge and understanding of how the life and identity of the youth ministry is formed by its context. It will draw on appropriate theological and ecclesiological reading material where relevant, and as noted in the bibliography. It will show appreciation of the diversity of approach to worship, mission, spirituality and discipleship within the Youth Ministry alternative context.

It will show how the student's own response to God has been informed and enriched by the experience of youth ministry life in a context significantly different to his or her own. The journal will show evidence of future learning goals set by the student. It may include audiovisual and other appropriate material. If it is a mission context the journal will include a review of the mission experience, team engagement and learning gained from the trip.

Appendix: time sheets, local information, other relevant items of length referenced in part 1 and 2 which will aid the marker. This section should not be excessive.

Part One and Two will be submitted as ONE DOCUMENT, including Appendices.

Assessment Weighting:

Coursework 100%

Indicative Bibliography

- BONHOEFFER, Dietrich. *Life Together*, London, SCM, 1954.
- BOWDEN, J. *How to Write a Report*, Plymouth, How To Books Ltd., 2004
- BROWN, D. & Ann LOADES (Eds.) Jeff ASTLEY, *God in Action*, London, Continuum, 2004
- Budd, LUANN. *Journal Keeping: Writing for Spiritual Growth*. Downers Grove, Intervarsity, 2002.
- CAMERON, H., RICHTER, P. and DAVIES, D., *Studying Local Churches: A Handbook*. London: SCM Press, 2005
- CROFT, Steven (ed.), *Mission-Shaped Questions: Defining Issues for Today's Church*. London: Church House Publishing, 2008. Ch 1 (Croft – pp.1-15) Ch 2 (Atkins – pp.16-28).
- DRANE, J. *Cultural Change and Biblical Faith*. Carlisle, Paternoster, 2000. Ch. 1 (pp.1-17) & Ch. 6 (pp.104-128)
- FANTHOME, Christine. *Work Placements: A Survival Guide for Students*, Palgrave Macmillan, 2004
- GRAHAM, E., WALTON, H. and WARD, F., *Theological Reflection: Sources*. London: SCM, 2005
- JANESICK, V., *“Stretching” Exercises for Qualitative Researchers*. London: Sage Publications, 2010
- LEACH, J. and PATERSON, M., *Pastoral Supervision: A Handbook*. London: SCM Press, 2010
- MILLER, Vincent J. *Consuming Religion*, London, London, Continuum, 2003
- MOON, Jennifer. *Learning Journals: A Handbook for Reflective Practice And Professional Development*. New York, Routledge, 2006
- NEWBIGIN, L. *The Household of God: Lectures on the Nature of the Church*. Carlisle: Paternoster, 1998 [1953].
- The Gospel in a Pluralist Society*. London, SPCK, 1989.
- NIEBUHR, H. Richard. *Christ and Culture*. New York: Harper & Row, 1951 [reprinted by HarperCollins, 2001].
- PAVER, J., *Theological Reflection and Education for Ministry: The Search for Integration in Theology*. Aldershot: Ashgate, 2006
- STORRAR, William D. & Andrew R Morton (Eds.), *Public Theology For The 21st Century*, London, Continuum, 2004

WARD, F., *Lifelong Learning: Theological Education and Supervision*. London: SCM Press, 2005

WARD, Pete. *Liquid Church*. Carlisle: Paternoster, 2002.

Module Code: CPY

Module Title: 5000 word Dissertation

Module Level: 6

Module Credit Points: 20

Owning Subject: Theology and Youth Ministry

Prerequisite: n/a

Module Leader: Formation Group Tutor

Learning Outcomes: A1, A2, A4, B1, B2, B3, B4, C1, C5, D1, D2

Aims:

The dissertation will take the form of an extended piece of written work (5000 words) on a topic related to the students' wider St Mellitus Theology and Youth Ministry BA programme. The subject of the dissertation will be chosen by the student with approval of the formation group tutor. Approval will be based on the viability of the topic for a work of such length, on the availability of appropriate learning resources and on the possibility of effective supervision by a member of staff. Within these criteria the widest practicable range of research options will be accommodated. The topic of the dissertation will build on a significant strand or aspect of the Youth Ministry and Theology BA curriculum.

Syllabus:

The module will consist of regular tutorial meetings (individual and group sessions) amounting to at least 6 hours across the academic year, to discuss the progress of students' research and provide feedback on written work submitted in draft form. Primarily however, the module will be based on independent learning, grounded in the following tasks: (a) establishing a preliminary bibliography and refining the scope of a chosen topic; (b) pursuing a programme of systematic research, including the selection and evaluation of critical, conceptual and contextual materials; (c) providing chapter length drafts for tutor comment at mutually agreed points in the academic year, and refining and editing these drafts prior to final submission of the dissertation. Further advice on independent study techniques, on the use of research materials, and on the composition and presentation of a dissertation will be available according to the needs of the specific topic and the existing strengths and weaknesses of the student. Supervisors will encourage students to attain standards of good scholarly practice in the subject including coherence of argument, precision and sensitivity in the interpretation of texts, clarity of style and overall structure, alertness to methodological problems and solutions and exact and scrupulous observation of scholarly and bibliographical conventions. While an original contribution to knowledge is not required at this level,

credit will be given for resourcefulness and independence of thought will be encouraged and valued.

Learning Outcomes:

Students successfully completing this module will be able to:

1. Communicate effectively an advanced understanding of a chosen area of theological research (A2, B4).
2. Develop and apply a critical, theoretical or methodological approach appropriate for a chosen area of research (A1, B2, B3)
3. Analyse and evaluate a range of theological texts relevant to the chosen research topic with increasing sophistication and insight (A4, B3, B4, C1)
4. Conduct a sustained critical argument with precision and thoroughness (C5, D1)
5. Respond proactively to guidance and feedback (D2)
6. Demonstrate the ability to conduct independent research and to exercise independent critical judgement (B1, B3)
7. Critically and reflectively use an appropriate scholarly discourse (B3)

This module will call for the successful student to demonstrate:

1. Pursuit of an independent area of scholarly research within the field of contextual theology, church ministry, youth ministry and/or Christian leadership (A4, B4)
2. An independent, critical and reflective approach to learning (B3, D1)
3. Awareness of analytical, theoretical and methodological issues appropriate to a selected area of research (A2, B2)
4. Consolidation of study and research skills already developed within the wider St Mellitus College programme (C5, D1)

Learning, Teaching and Assessment Strategy:

- 6 hours direct tuition
- 114 hours directed private study.

Assessment Scheme:

5000 word dissertation

The grade for the module will be determined by the grade for the dissertation.

Assessment Weighting:

Coursework 100%

Bibliography:

To be compiled by the student in relation to the dissertation topic negotiated with their tutor.

Module Code: CP6

Module Title: Ethics and Ecclesiology

Level: 6

Credit points: 20

Owning Subject: Theology & Youth Ministry

Module Leader: Sean Doherty

Pre-requisites: CP3H, CP5

Learning Outcomes: A2, B2, B4, C1, C5, D3

Aims

The church is called to demonstrate and communicate the good news of God's reign – more classically defined as the kingdom of God. It is tasked with embodying in its life and proclaiming by its words and deeds the content and purpose of this reign. Yet how that calling takes shape in a fast-changing culture is not always easy to discern. This module aims to explore the ways in which the church might commend God's reign (Missiology), the forms of church which might most effectively display that reign (Ecclesiology), and the patterns of life and action which might most faithfully exemplify and apply it in the world (Ethics). This module therefore sets out to equip students to:

1. Articulate a vision of the church that draws on its identity in the past, yet is relevant to and engaged with contemporary cultures
2. Formulate an approach to mission in the contemporary world
3. Understand key approaches to Christian decision-making
4. Explore core ethical issues in the light of the church's identity as the body of Christ
5. Understand the significant place of religion and faith in contemporary life

Syllabus

This module aims to explore issues in Mission, Ecclesiology and Ethics from the standpoint of the church's call to herald and embody and the reign or kingdom of God. It explores key models of mission, examines the kinds of community that can sustain and faithfully embody such mission, and analyses leading approaches to Christian ethical decision-making, including virtue ethics, narrative ethics, deontological, utilitarian and meta-ethical paradigms. More specifically, it investigates prominent contemporary ethical dilemmas in the light of core missiological and moral theological perspectives.

Learning Outcomes

Students successfully completing this module will be able to:

1. formulate creative and reflective conclusions about the meaning of the reign of God and its transformative effects in relation to the mission of the church in a variety of contexts (A2, C1);
2. evaluate the divine foundation, biblical shape, sacramental life and provisional nature of the church, and discuss how these are expressed in its liturgy and life (A2, B4);
3. develop informed and reflective approaches to questions of Christian behaviour in relation to a number of key ethical themes and issues, particularly with respect to the contemporary world (A2, B4, C1).

This module will call for the successful student to demonstrate:

4. ability to work individually (C5)
5. ability to work with the support of distance learning materials (C5);
6. written presentation skills (C5, D3);
7. research skills (B2).

Learning, Teaching and Assessment Strategy

- 40 hours class contact;
- 80 hours directed private study
- 80 hours reading and other preparation

Educational approaches deployed in this module combine distance learning with participative reflection in class, written assessment, and direct input to enable student achievement of the defined learning outcomes. Interactive and participative class-work with reference to Biblical, theological and other resources, following directed preparatory reading and exercises, is facilitated by staff members and visiting teachers. These tutors offer appropriate input (which may include the use of multimedia presentations) in class.

Specified preparatory reading and distance-learning exercises (8 hours per week) will introduce students to the topics covered in the syllabus. Interactive lectures/seminars, (staff-led – 2-3 hours per week) will facilitate student interaction with and reflection upon this material, and will invite student questions and debate.

Assessment Scheme

1. Individual Essay: Ethics (3000 words)
2. Individual essay: Ecclesiology (3000 words)

The first essay will examine an issue arising from the ethics sessions.

The second essay will demonstrate ability to articulate a rounded and theologically informed vision of the church.

The overall grade for the module will be the average of the grades gained for the two individual essays (50% each).

Assessment Weighting

Coursework

100%

Indicative General Bibliography

Ecclesiology: Church & Christian Community

ABRAHAM, William J. (1989). *The Logic of Evangelism*. London, Hodder.

AVIS, Paul *The Christian Church: A Introduction to its Major Traditions*. London: SPCK, 2002.

AVIS, Paul, *The Anglican Understanding of the Church*, London: SPCK, 2000.

BOSCH, D. J. (1991). *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, N.Y, Orbis Books.

BURNS, Stephen, *Liturgy*. SCM Study Guide. London: SCM, 2006.

CROFT, Steven (ed.) *Mission-Shaped Questions: Defining Issues for Today's Church*. London, Church House Publishing, 2008.

CLOWNEY, Edmund P., *The Church*. Leicester: IVP, 1995.

GILES, Kevin, *What on Earth is the Church? A Biblical and Theological Inquiry*. London: SPCK, 1995.

JACKSON, Bob, *Hope for the Church: Contemporary Strategies for Growth*. London: Church House, 2002.

MISSION AND PUBLIC AFFAIRS COUNCIL OF THE CHURCH OF ENGLAND, *Mission Shaped Church*. London: Church House Publishing, 2004.

TOMLIN, Graham, *The Provocative Church*. London, SPCK, 2008.

WORLD COUNCIL OF CHURCHES, *The Nature and Mission of the Church*. Faith & Order Paper No. 198. WCC: Geneva, 2005.

Christian Ethics: General Bibliography

Key reference works

ATKINSON, David J. & David Field (eds.), *New Dictionary of Christian Ethics and Pastoral Theology*. Leicester: IVP, 1995.

GREEN, Joel B., ed., *Dictionary of Scripture and Ethics* (Grand Rapids, MI: Baker Academic, 2011).

MACQUARRIE, John & James Childress (eds.), *A New Dictionary of Christian Ethics*. London: SCM, 1986.

General texts

DOWLER, Edward, *SCM Core Text: Theological Ethics*. London, SCM, 2011.

GODDARD, Andrew *A Pocket Guide to Ethical Issues*. Oxford: Lion Hudson, 2006.

McCOY, Alban, *An Intelligent Person's Guide to Christian Ethics*. London: Continuum, 2004.

MESSER, Neil, *SCM Study Guide to Christian Ethics*. London: SCM, 2006.

RAMSEY, Paul, *Basic Christian Ethics*. New York: Scribners, 1950.

STASSEN, G and GUSHEE, D, *Kingdom Ethics: Following Jesus in Contemporary Context*. Leicester: IVP, 2003.

STOTT, John, *New Issues Facing Christians Today*. London: Marshall Pickering, 1999.

WELLS, Samuel and Ben Quash, *Introducing Christian Ethics*. Oxford: Blackwell, 2010

Collections of texts on ethics from different major authors

BOULTON, Wayne G., Thomas D. Kennedy & Allen Verhey (eds.), *From Christ to the World*, Grand Rapids: Eerdmans, 1994.

GILL, Robin (ed.) *A Textbook of Christian Ethics*. Edinburgh: T & T Clark, 1985.

WELLS, Samuel (ed.), *Christian Ethics: An Introductory Reader*. Oxford: Blackwell, 2010

Series on Christian ethics

Grove Ethics: booklets on a very wide variety of topics, particularly geared towards those in ministry. See <http://www.grovebooks.co.uk/> and click on the Ethics page.

Cambridge University Press have a series called *[issue]... and Christian Ethics* e.g., *The Common Good and Christian Ethics*. Many of these are available on Questia.

Historical introductions to ethics

MACINTYRE, Alasdair (1981) *After Virtue: A Study in Moral Theory*. London: Duckworth.

WOGAMAN, J. Philip (1993) *Christian Ethics: A Historical Introduction*. London: SPCK.