

# Trinity College Bristol and Bristol Baptist College

## Module Delivery Guide

Module Code	TMM1407	Title	Community Development and the Church
Contact Hours	15	Level	4
Credit value	10	Convenor	Revd Dr Tim Welch
Pre-requisites	None		
Co-requisites	None		
Excluded combinations	None		
<b>Aims</b>			
<ul style="list-style-type: none"><li>• To provide an overview of the nature and scope of community development and the role churches can play in this.</li><li>• To introduce students to the skills required to research and profile a community.</li><li>• To enable students to reflect theologically on the practices, methods and outcomes of community development approaches to working in and with communities.</li></ul>			
<b>Content</b>			
<ul style="list-style-type: none"><li>• Examination of various models of community development and the context within which these operate.</li><li>• Introduction to the process of researching, profiling and mapping of communities.</li><li>• Exploration of the values and skills required for effective community development.</li><li>• Discussion of the role of churches and theological reflection in community development.</li></ul>			
<b>Learning Outcomes</b>			
By the end of this module students will be able to:			
<i>Subject Knowledge</i> [SSK 3] Investigate and describe a range of models of community development and evaluate their appropriateness in different contexts, including the questions raised when relating them to the mission and ministry of the church.			
<i>Subject Skills</i> [SSS 2, 3] <ul style="list-style-type: none"><li>• Carry out basic community research, mapping and profiling.</li><li>• Reflect theologically on experiences and practices of community development, especially in relation to the life and role of the church, communicating their reflections clearly and reliably in a range of contexts.</li></ul>			

### Key Skills [KS 1, 2, 3]

- Identify, gather and evaluate source materials for a specific purpose.
- Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.
- Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

### Modes of Teaching and Learning

- Lectures
- Research project
- Seminars
- Guided reading

### Formative Assessment

Students will be expected to demonstrate engagement with the subject matter and the learning outcomes throughout the module by suitable formative assessments that encourage integrative and reflective skills.

### Summative Assessment

Written assignment of 2,500 words

### Indicative Reading List

Ballard, P.H. and Husselbee, L., *Community and Ministry: An Introduction to Community Development in a Christian Context* (London: SPCK, 2007)

Evans, D. and Fearon, M., *From Strangers to Neighbours: How You Can Make the Difference in Your Community* (London: Hodder and Stoughton, 1998)

Hawtin, M. and Percy-Smith, J., *Community Profiling: A Practical Guide* (2<sup>nd</sup> ed.; Maidenhead: Open University Press, 2007)

Lovell, G., *Analysis and Design: A Handbook for Practitioners and Consultants in Church and Community Work* (Tunbridge Wells: Burns & Oates, 1994)

Morisy, A., *Beyond the Good Samaritan* (London: Mowbray, 1997)

Gilchrist, A. and Taylor, M., *A Short Guide to Community Development* (Bristol: Policy Press, 2011)