

## Introduction to Growing Faith (TMM1717)

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Module Level:	4
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

**Aims:** To help students to understand the importance of enabling others to come to Christian faith, grow in discipleship and contribute confidently to the Kingdom of God.

To enable students to build effective relationships between churches, households, and other institutions in their communities (e.g. schools) in order to grow faith.

To give students an awareness of some of the factors involved in growing and nurturing faith in one or more particular demographic groups, e.g. children, young people, families, the elderly, or those with learning disabilities.

To introduce students to some resources and initiatives which may be used to grow faith with specific groups.

To introduce students to the skills needed to lead and manage cultural change within churches, in order to grow faith.

**Content:** An introduction to the subject of growing faith and discipleship including biblical, theological and other perspectives. This will focus on one specific demographic group (e.g. the elderly or those with learning disabilities) or several related groups (e.g. children and families), and make use of denominational initiatives where appropriate.

A consideration of some different ways to build and support effective relationships between churches, households and other institutions and the impact this has on growing faith and intergenerational or intergroup discipleship.

Theological exploration of some initiatives and resources which support growth in faith for one or more groups: e.g. Messy Church, Prayer Spaces, Anna Chaplaincy.

Reflection on what cultural change and leadership are needed in the life of the whole church in order to grow faith.

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

*Subject Specific Knowledge [SSK 3]*

Explore and discuss knowledgeably some core aspects of growing faith and discipleship in a particular demographic group, some models used and skills and relationships needed to do this, and the key questions to which they give rise.

*Subject Specific Skills [SSS 3]*

Reflect on practices of nurturing faith in a specific group of people, and the relationships that enable this, drawing on appropriate theological and other resources.

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

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

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

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

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

Contact Hours: Contact hours to be specified by each TEI using the 'Guidelines for Contact Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate programmes.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.