

**Children's and Youth Ministry  
training at Cliff College**



**Diploma in Children's Evangelism and Nurture  
Diploma in Youth Mission and Ministry  
BA (Hons) in Children's and Youth Ministry**

**Academic Intake: 2011-2013**

**Cliff College, Calver, Hope Valley, Nr Sheffield S32 3XG  
[www.cliffcollege.ac.uk](http://www.cliffcollege.ac.uk)**

# Introduction and Contents

Welcome to our prospectus designed to outline our three part-time undergraduate courses in children's and youth work. After an initial description of Cliff College and our relationship with The University of Manchester, the prospectus describes the diplomas in Children's Evangelism and Nurture (CEN) and Youth Mission and Ministry (YMM). These are both two year part-time courses. Further information outlines costs for all three courses.

Successful completion of either of these two courses are needed in order to progress onto the BA (Hons) in Children's and Youth Ministry (BACYM) course, which is also a two year part-time course and is also described. So it is possible, given the right entry requirements for the diploma courses, to successfully complete a BA (Hons) in Children's and Youth ministry in 4 years part-time study should you want to progress from the diploma. All courses are validated by the University of Manchester.

We look forward to your application, and would be happy to respond to any queries you have.

- **Ian White** – Programme Leader: Vocational Ministry Courses  
(i.j.white@cliffcollege.ac.uk)
- **Rosie Bourne** – Undergraduate Administrator  
(undergrad@cliffcollege.ac.uk)

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## **CLIFF COLLEGE**

Cliff College was founded by the Methodist Church as a mission-training centre, with a focus on the training and practice of mission and evangelism. In 2004 the college celebrated its 100<sup>th</sup> year of training in Derbyshire.

In these undergraduate part-time courses the elements of formal teaching, reflection on practice, as well as research are all components of the programme. In keeping with the heritage of the College all students on the programme will engage in practical mission work amongst children and young people during the academic year, through partnership with churches and Christian organisations.

Not only in the area of evangelism, but also across the whole range of subjects offered, Cliff has a fine reputation of catering for a wide range of abilities including those with learning difficulties as well as those already possessing university degrees.

## **THE UNIVERSITY OF MANCHESTER: VALIDATING AND AWARDING BODY**

All the undergraduate courses offered at Cliff College are validated by the Board of Collegiate Studies of the University of Manchester, the largest University in the UK. With the support of their excellent Theological department, and the resources of the world renowned John Rylands Library, we believe these courses are amongst the leading academic resources in children's and youth ministry in the country.

# **Diploma in Children's Evangelism and Nurture**

## **THE DIPLOMA IN CHILDREN'S EVANGELISM AND NURTURE**

is a Level Two undergraduate course. It is delivered as a part-time in-service course over two years.

### **TEACHING PARTNERSHIPS:**

#### **SCRIPTURE UNION, SALVATION ARMY & CHURCH PASTORAL AID SOCIETY**

The course is offered through Cliff College in partnership with three very well respected Christian agencies, who offer a variety of teaching, networking and resourcing opportunities to students. We are delighted to be in partnership with them.

#### **SCRIPTURE UNION ([www.scriptureunion.org.uk](http://www.scriptureunion.org.uk))**

Scripture Union has a very specific mandate. At the heart of its numerous missions, holidays, schools work and publications lie two concerns. Firstly, it exists to communicate the good news of Jesus Christ to children, young people and families. Secondly, it is passionate about encouraging people of all ages to encounter God through His living word.

#### **SALVATION ARMY ([www.salvationarmy.org.uk](http://www.salvationarmy.org.uk))**

**The Salvation Army** exists to save souls, grow saints, and serve suffering humanity. As disciples of Jesus Christ, it seeks to be a Spirit-filled, radical growing movement with a burning desire to lead people into a saving knowledge of Jesus Christ, actively serve the community, and fight for social justice

#### **Church Pastoral Aid Society ([www.cpas.org.uk](http://www.cpas.org.uk))**

**CPAS** is an Anglican evangelical mission agency working with churches, mainly in the UK and Republic of Ireland. Its mission is to enable churches to help every person hear and discover the good news of Jesus Christ.

## **COURSE MANAGEMENT**

The Course Director is Ian White MA, PG Dip, Programme Leader of all Children's and Youth work courses at Cliff College, who has oversight for the course and acts as internal moderator. He works alongside the Undergraduate Administrator, Rosie Bourne, also based at Cliff College who is the main point of contact with the college for CEN students.

The delivery of the course is via a team of Cliff College Tutors, Course Tutors, and a variety of external lecturers, and is headed up by the Course Leader, Sharon Prior (Catalyst Training). She is responsible alongside Ian White for the delivery of the teaching content. The teaching staff is supported by a panel of Markers, who assist in the assessment of student work.

Interfacing with the University of Manchester is the External Examiner, who acts on behalf of the University, ensures that the course delivery and administration remains robust, and is the final arbiter of student work.

## **THE AIMS OF THE COURSE**

- To provide a course that will train professionally aware reflective practitioners in the Church ministry among children.
- To help deliver into the life of the Christian church more effective children's evangelists.

## **DETAILS OF THE COURSE**

The Diploma course is a part-taught, part researched programme. The knowledge and experience course members bring to the course is valued and welcomed. Praxis is a fundamental part of the learning process. Course members will:

- Attend designated residential periods at Cliff College at the commencement of each semester. Lectures, seminars and tutorials are used to introduce the main areas and themes relating to 6 core Units, enabling programme members to engage in informed reflection.
- Read key texts and other sources as appropriate from an extensive reading/source list.
- Produce 7 pieces of programme work over the 2 years of the programme, from a list of topics based on programme Units.
- Produce a research project of 6,000 words (10% word count either way), on a topic chosen by the student and agreed with the Course Director & Leader. Guidance will be given in designing a research project proposal at the appropriate point.
- Submit all pieces of coursework in accordance with the regulations of the University of Manchester. All written work must gain a pass grade using the marking regulations and criteria of the University in order for the Diploma to be awarded.
- Be required to show evidence of children's work practice, and levels of competency within that work.

- Be offered personal tutorial time to discuss aspects of the course, monitor progress and mark work. Where practicable, course members are also informally linked to past graduates of the course who reside in their region. This provides opportunities for guidance, advice and encouragement.
- Be expected to commit sufficient and reasonable time to the course requirements. It is suggested that the workload takes 8-10 hours per week.

## **ENTRY REQUIREMENTS AND ADMISSION PROCEDURE**

Admission to the course is based upon appraisal of qualities of character, perceived potential and Christian conviction. Evidence of academic potential and ability to profit from study is essential. Potential is assessed through references (including academic references for those currently in education) and interview at the College or by a course tutor.

Prospective students will either:

- a) have completed the Cliff College Certificate in Theology (validated by the University of Manchester at Level One) or
- b) have undertaken equivalent programmes of study (Level One) or
- c) have evidence of post-sixteen study and significant experience working with children. All students in this category will have to submit an APEL agreement in consultation with the Course Director.

All applicants will be required to produce evidence that they have been checked by the CRB at the Enhanced level. If not, this can be arranged at the first teaching week.

The applicant must also satisfy through an interview that they have

- a genuine interest in and commitment to a process of reflection on their work through issues raised by the course programme.
- a desire to work at the intellectual and academic issues arising from undertaking the course.
- a concern to integrate and apply insights arising from the course to their own ministry and the wider context within which they work.

- an ability to reflect on their work experiences in an open, critical, constructive way, which will enhance their professional and personal development.
- current working contact with children, which should equate to at least 100 hours minimum per year. Advice and help can be offered by both Cliff College and partners in terms of informed placement support should the candidate wish to increase child contact time.
- the ability to pay the course fees.

Students will be expected to provide references supporting their application, including at least one from their church or organisation.

Cliff College is committed to equal opportunities within the broad framework of its admissions policy. Students identified as having particular special needs (including learning difficulties or physical disability) are invited to the College to discuss with staff any implications arising from the physical layout of the College. Special help is provided for those who have difficulty with English, and every effort is made to accommodate those with disabilities.

The College makes available its publicity materials in a variety of forms and styles in order to reach a broad cross-section of the Christian community.

## **INCLUSIVE DATES OF THE RESIDENTIAL TEACHING BLOCKS**

2011 - 2012	3 - 7 October 2011
	16 – 20 January 2012
	16 – 20 April 2012
2012 – 2013	1 – 5 October 2012
	14 – 18 January 2013

[Dates for academic intake 2012-14: 1-5 October 2012, 14-18 January 2013, 15-19 April 2013, 30 September – 4 October 2013, 13-17 January 2014]

Students must attend all relevant teaching, which in Year One of study will be three weeks and in Year Two of study will be the two weeks. The course does include times of worship and reflection but students are also encouraged to join in the prayer and worship life of the wider College community.

## **COURSE STRUCTURE**

The CEN course is delivered via six core units. Units 1 to 5 relate to the five teaching weeks:

1. Theology and Culture
2. The Child and the Church
3. Placements
4. Ethics of Evangelism
5. Personal and Professional Development

The 6<sup>th</sup> unit focuses on the research project, which students complete at the end of the second year of study. The units are described below including aims, learning outcomes, description of major themes and methods of assessment.

## **UNIT 1 – THEOLOGY & CULTURE**

### **Aims:**

This Unit will explore the theological framework and examine the cultural context within which the churches' work of ministry among children are understood.

### **Learning outcomes:**

As a result of undertaking this Unit the student will be able to:

- Provide a theological, underpinning for the work of ministry among children and be able to critically assess faith statements about that work.
- Understand the place of the Christian truth claims in a multi-faith, secular western and post-modern culture.
- Identify biblical models of mission and be able to evaluate critically contemporary practice of mission.
- Evaluate the changes experienced within contemporary culture especially as they relate to children.
- Read theological texts critically and be capable of conveying complex ideas in language and concepts accessible to children.
- Assess the range of motivation for evangelistic ministry and identify those appropriate for ministry among children.

### **Description of Major themes:**

Contemporary Theological reflection on Evangelism

Christian truth claims in a religiously plural culture

Biblical Studies

Context and Cultural Trends

Motives for mission and Evangelism

### **Assessment Method:**

Two 3,000 word assignments in essay form.

## **UNIT 2 – THE CHILD AND THE CHURCH**

### **Aims:**

This Unit will place the church's ministry among children in its historical and ecclesial context. The issues of faith development, nurture and catechesis are addressed, as is the contemporary practice of the church's worship with all ages.

### **Learning outcomes:**

As a result of undertaking this Unit the student will be able to:

- Evaluate the theories of faith development and relate them to the work among children in which they are involved.
- Observe the religious development of children and assess the effect upon children of the influence of the family.
- Value the children's experience and feed back the insights of children into the church.
- Understand the value of religious concepts in the development of the child.
- Listen, interpret and engage in dialogue with children.
- Develop the capability of children to engage with religious language, especially in the context of worship.

### **Description of Major themes:**

History of the Churches' ministry to children

The child and the contemporary church

Children and worship

### **Assessment Method:**

One 6,000 word assignments in essay form.

## **UNIT 3 – PLACEMENTS**

### **Aims:**

To provide an experience of ministry among children, alongside an experienced practitioner, that will enable the student to practice and develop their skills with the support of their mentor and using the knowledge and understanding they have gained on the programme. The placement will give opportunity to reflect with the mentor regularly and to 'stand back' and evaluate the work with their supervisor.

In this Unit students will be equipped with particular reference to work with children in developing proficiency in skills through practical experience, preparation of materials and exposure to good practice.

### **Learning outcomes:**

As a result of the Unit the student will be able to:

- Explore Christian ministry in relation to children in a variety of contexts.
- Facilitate observation of and interaction with good practice of mission and ministry.
- Engage in reflection and critical evaluation of their own work and the work of others.
- Facilitate reflection upon the process with the aim of developing good practice.
- Understand the rigours of detailed reflection upon the work of ministry among children and value that for future planning.
- Value children's experience.

### **Assessment Method:**

A non – assessed pre-course journal of 1,000 words, and one assignment of 5,000 words in essay form.

## **UNIT 4 – ETHICS OF EVANGELISM**

### **Aims:**

The Unit addresses the ethical and moral issues of power and pedagogy in evangelism, sets the programme in the context of the legal and educational framework, identifies good practice, and develops a code for all evangelistic work especially that involved with children.

### **Learning outcomes:**

As a result of undertaking this Unit the student will be able to:

- Evaluate teaching and learning processes appropriate to evangelistic work among children.
- Understand and comply with the legal requirements for working with children and in organising other professionals and volunteers in this ministry.
- Work within the requirements of the Education Acts and understand the key elements of the RE curriculum and way the church may support its delivery at all relevant Key Stages.
- Explain the nature of religious experience and commitment.
- Evaluate the motivation for mission and evangelism especially it impinges upon a ministry among children and point to good practice.
- Examine the worker's relationship with families, and consider the implications for children from diverse family backgrounds.
- Reflect upon the nature of evangelistic work and the systems appropriate for ensuring that other professionals in the church as well as volunteers understand the ethics of evangelism.
- Relate to professionals in the educational arena.
- Understand the value of learning for the development of the child.

**Description of Major themes:**

Teaching and learning processes

The Law and Children

The child in society

The child within the family

Education

Decision –making models

**Assessment Method:**

Two 3,000 word assignments in essay form.

## **UNIT 5 – PERSONAL AND PROFESSIONAL DEVELOPMENT**

### **Aims:**

This Unit explores the necessary areas of the student's personal, spiritual and professional development. The Unit builds upon the learning from Units 1-3 and sets in motion a process of life-long learning.

### **Learning outcomes:**

As a result of this Unit the student will be able to:

- Reflect critically upon their experience of roles in leadership.
- Evaluate their personal and spiritual development and identify the criteria by which to evaluate changes in their own attitudes, values and behaviour as well as those observed in the church life.
- Explore their underlying values and work out the implications for their own personal development.
- Identify the personal and spiritual resources available for developing a team engaged in ministry among and with children.
- Encourage those patterns of work in which professional standards are normative and understood by colleagues.
- Practice a number of skills and through peer learning assess their effectiveness.
- Examine and develop resources for use in children's ministry.
- Evaluate further professional development needs.

### **Description of Major themes:**

Leadership

Spirituality and personal development

Professional development

Developing skills and resources

### **Assessment Method:**

One 6,000 word assignment in essay form or equivalent.

## **UNIT 6 – RESEARCH PROJECT**

### **Aims:**

This Unit will reveal whether the student is able to bring together the learning process, the evaluation of the practice of ministry among children and critical reflection upon that process.

### **Assessment Method:**

Each student will be assigned a tutor who will offer guidance in the generation of the research project proposal, identify relevant sources and offer a critique of the work as it proceeds.

This to be proceeded by a 300 word synopsis which will be discussed with the tutors or the programme director.

A research project of 6,000 words (10% word count either way) on an agreed subject relating to the churches ministry of evangelism and nurture among children.

The research project will be presented as a piece of action based research, and should be a work of reflection.

The research project will include a detailed bibliography and a list of all resource sources.

The research project will be presented for examination by **early May** of the second year.

# **Diploma in Youth Mission and Ministry**

## **THE DIPLOMA IN YOUTH, MISSION AND MINISTRY**

is a Level Two undergraduate diploma course. It is delivered as a part-time in-service course over two years.

### **TEACHING PARTNERSHIPS:**

#### **YOUTH FOR CHRIST, URBAN SAINTS**

The course is offered through Cliff College in partnership with two very well respected Christian youth work agencies, who offer a variety of teaching, networking and resourcing opportunities to students.

#### **YOUTH FOR CHRIST ([www.yfc.co.uk](http://www.yfc.co.uk))**

**YFC** is a national Christian charity that was founded in 1946. Working with around 300,000 young people each month, it draws alongside teens from every background and culture in Britain. 150 fulltime staff and countless local volunteers specialise in working with unchurched youth: communicating and demonstrating the Christian faith.

#### **URBAN SAINTS ([www.urbansaints.org](http://www.urbansaints.org))**

Urban Saints (formerly known as Crusaders) has been reaching out to children and young people with the good news of Jesus Christ since 1906. They are passionate about working with children and young people who have no church connection, helping them to realise their full God-given potential as they journey from childhood to adulthood.

## **VALIDATING AND AWARDING BODY**

The University of Manchester validates the course and awards the Diploma.

## **COURSE MANAGEMENT**

The Course Director is Ian White MA, PG Dip, Programme Leader of all Children's and Youth work courses at Cliff College (previously Social Worker, NCH Action for Children, 10 years Methodist District Youth Evangelist. Author of 'In His Footsteps: Young People of Pilgrimage'), who has oversight for the course and acts as internal moderator. He works alongside the Undergraduate Administrator, Rosie Bourne, also based at Cliff College who is the main point of contact with the college for YMM students.

The delivery of the course is via a team of Cliff College Tutors, Course Tutors, and a variety of external lecturers, and is headed up by the Course Leader, Paul Wilcox (SU, Covies, and YFC). He is responsible alongside Ian White for the delivery of the teaching content. The teaching staff are supported by a panel of Markers, who assist in the assessment of student work.

Interfacing with the University of Manchester is the External Examiner, who acts on behalf of the University, ensures that the course delivery and administration remains robust, and is the final arbiter of student work.

## **THE AIMS OF THE COURSE**

- To provide a course that will train professionally aware reflective practitioners in the Church's ministry among young people.
- To help deliver into the life of the Christian church more effective youth missionaries.

## **DETAILS OF THE COURSE**

The YMM diploma is a part-taught, part researched course. The knowledge and experience course students bring to the course is valued and welcomed. Praxis is a fundamental part of the learning process. Course students will:

- Attend designated residential periods at Cliff College at the commencement of each semester. Lectures, seminars and tutorials are used to introduce the main areas and themes relating to 6 core units, enabling course members to engage in informed reflection.
- Read key texts and other sources as appropriate from an extensive reading/source list.
- Produce 7 pieces of course work over the 2 years of the course, from a list of topics based on course units.
- Produce a research project of 6,000 words on a topic chosen by the student and agreed with the Course Director or Leader. Guidance will be given in designing a research project proposal at the appropriate point.

- Submit all pieces of coursework and research projects in accordance with the regulations of the University of Manchester. All written work must gain a pass grade using the marking regulations and criteria of the University in order for the Diploma to be awarded.
- Be required to show evidence of practice, and levels of competency within that work.
- Be offered personal tutorial time to discuss aspects of the course, monitor progress and mark work
- Be expected to commit sufficient and reasonable time to the course requirements. It is suggested that the workload takes 8-10 hours per week.
- Where possible participate in additional mission programmes as part of a developing personal portfolio in mission. This may be done with a view to developing further leadership skills.
- Be encouraged to become a team member at least once during the 2 years at either the Cliff College event (The Festival), or another nationally recognised Christian mission activity agreed by the Course Director or Leader.

### **ENTRY REQUIREMENTS AND ADMISSION PROCEDURE**

Admission to the course is based upon appraisal of qualities of character, perceived potential and Christian conviction. Evidence of academic potential and ability to profit from study is essential. Potential is assessed

through references (including academic references for those currently in education) and interview at the College or by a course tutor.

Prospective students will either:

- a) have completed the Cliff College Certificate in Theology (validated by the University of Manchester at Level One) or
- b) have undertaken equivalent courses of study (Level One) or
- b) have evidence of post-sixteen study and significant experience working with young people.

All applicants will be required to produce evidence that they have been checked by the CRB at the Enhanced level. If not, this can be arranged at the first teaching week.

The applicant must also satisfy through an interview that they have:

- a genuine interest in and commitment to a process of reflection on their work through issues raised by the course.
- a desire to work at the intellectual and academic issues arising from undertaking the course.
- a concern to integrate and apply insights arising from the course to their own ministry and the wider context within which they work.
- an ability to reflect on their work experiences in an open, critical, constructive way, which will enhance their professional and personal development.
- current working contact with young people, which should equate to at least 100 hours minimum per year. Advice and help can be offered by Cliff College in terms of informed placement support should the candidate wish to increase contact time with young people.
- the ability to pay the course fees.

Students will be expected to provide references supporting their application, including at least one from their church or organisation.

Cliff College is committed to equal opportunities within the broad framework of its admissions policy. Students identified as having particular special needs (including learning difficulties or physical disability) are invited to the College to discuss with staff any implications arising from the physical layout of the College. Special help is provided for those who have difficulty with English, and every effort is made to accommodate those with disabilities.

## **INCLUSIVE DATES OF THE RESIDENTIAL TEACHING**

2011 – 2012	17 – 21 October 2011 30 January - 3 February 2012 30 April – 4 May 2012
2012 – 2013	15-19 October 2012 28 January – 1 February 2013

[Dates for academic intake 2012-14: 15-19 October 2012, 28 January – 1 February 2013, 29 April – 3 May 2013, 14-18 October 2013, 27-31 January 2014]

Students must attend all relevant teaching, which in Year One of study will be three weeks and in Year Two of study will be the two weeks. The course does include times of worship and reflection but students are also encouraged to join in the prayer and worship life of the wider College community.

## **COURSE STRUCTURE**

The YMM course is delivered via six core units. Units 1 to 5 relate to the five teaching weeks:

1. The Context – Biblical and Contemporary
2. Youth Culture - Issues facing adolescents
3. The Youth Worker – Personal and Professional Development
4. Reaching Young People – Mission Theology
5. Young People – Spirituality and Church

The 6<sup>th</sup> unit focuses on the research project, which students complete at the end of the second year of study. The units are described below including aims, learning outcomes, description of major themes and methods of assessment.

## **UNIT 1 - THE CONTEXT: BIBLICAL AND CONTEMPORARY**

### **Aims:**

Explore the biblical and contemporary framework for theory and practice

Describe some of the major historical developments and movements in youth work

Examine the contemporary context of the young person, especially in relation to family and peer 'shaping', media and marketing forces, and the cult of the personality

### **Learning Outcomes:**

On completion of this unit successful students will be able to:

- Understand and assess critically Biblical perspectives on the context of youthwork
- Evaluate the changing nature of youthwork and recognise the historical forces that have brought about change
- Evaluate some of the key 'shaping forces' that form the contemporary context of young people
- Reflect theologically on the contexts of youthwork

### **Description of Major themes:**

The biblical world of young people

Historical developments in youthwork

Context and Cultural trends

The contemporary context of young people, especially in relation to:

### **Assessment Method:**

Two 3000 word assignments in essay form.

## **UNIT 2 - THE YOUTH CULTURE: ISSUES FACING ADOLESCENTS**

### **Aims:**

Explore the world and place of the young person in society, looking especially at issues of race, gender and citizenship

Examine where young people find their place in society in relation to the issues of opportunity and identity

Describe academic and work-related opportunities that face young people

Examine forces of addiction among young people with special focus on alcohol and drugs

Reflect on health issues affecting young people, focussing on sexual health and relationships; self harm and injury; eating disorders and mental health

### **Learning Outcomes:**

- Assess how young people establish identity in relation to the contexts of race, gender and citizenship
- Reflect on the issues of opportunity and identity and how these define the context of youthwork
- Evaluate the role of work and study and their impact on young people
- Analyse facts and figures relating to the issues of addiction and identity facing young people
- Demonstrate an awareness of the key health issues impacting young people.

### **Description of Major themes**

The world and place of the young person in society

Young people in relation to the Law

Opportunity: Young People and the future

Forces of Addiction

Identity: Young Peoples' views of themselves

### **Assessment Method:**

The development of resource materials to be used in youth ministry –6,000 words

## **UNIT 3 – THE YOUTHWORKER: PERSONAL AND PROFESSIONAL DEVELOPMENT**

### **Aims:**

Explore biblical and contemporary models of leadership

Enable students to reflect critically upon their own experiences of and roles in Christian youth leadership

Develop and extend the personal and professional skills necessary for leadership in different youthwork contexts

Explore the skills needed in groupwork and individual contact with young people

Reflect on the processes of the management of work

Explore the personal needs of youthworkers in relation to the development of lifelong learning

### **Learning Outcomes:**

- Reflect critically upon models of leadership
- Evaluate personal and spiritual leadership styles
- Identify the personal and spiritual resources required for team development
- Encourage and communicate best practice
- Understand key processes of interaction within relational contexts
- Demonstrate key youth and management skills within a peer review context
- Evaluate further professional development needs

### **Description of Major themes:**

Biblical and contemporary models of leadership

Leadership in different youthwork contexts

Team work, group work and mentoring

Professional Development

### **Assessment Method:**

One 5,000 word assignment in essay form. One non assessed 1,000 word pre-course journal.

## **UNIT 4 – REACHING YOUNG PEOPLE: MISSION THEOLOGY**

### **Aims:**

Explore the key biblical models of mission in relation to youthwork

Examine different approaches to evangelism in a pluralistic society, especially relating to contemporary youth culture

Reflect critically on the ethics of persuasion

Explore historical and contemporary models of Christian commitment

Reflect on ways to involve young people in the mission of God

### **Learning Outcomes:**

- Understand and assess critically assess the key biblical themes of mission
- Demonstrate an informed understanding of different approaches to evangelism in youth culture
- Understand at greater depth the ethical aspects of mission and ministry among young people
- Evaluate appropriate models of mission in relation to Christian commitment amongst young people
- Assess their ministry as a means of involving young people in the missionary task

### **Description of Major themes:**

Biblical models of mission

Evangelism in a pluralistic society

The ethics of persuasion

Historical and contemporary models of Christian commitment

Young people and the mission of God

### **Assessment Method:**

Two 3,000 word assignments in essay form

## **UNIT 5 – YOUNG PEOPLE: SPIRITUALITY AND CHURCH**

### **Aims:**

Examine theories of faith development with special application to the adolescent years

Explore religious language, sign and symbol, especially in the context of Christian worship involving young people

Describe historical and contemporary models of church in relation to ministry and mission amongst young people

Explore and resource the development of models of initiation, catechesis and discipleship

### **Learning Outcomes:**

- Demonstrate an awareness of the interaction between personality, spirituality and faith development
- Evaluate aspects of contemporary Christian worship in terms of language, sign and symbol
- Demonstrate an awareness of the nature of 'youth/alternative' worship and its historical development
- Evaluate models of being church that engage with young people
- Develop materials and programmes that demonstrate a deeper understanding of Christian commitment and growth

### **Description of Major themes:**

Faith Development theory in relation to young people

Religious language, sign and symbol

Attitudes towards Religion and Spiritual Experience

Historical and contemporary models of church

Models of initiation, catechesis and discipleship

### **Assessment Method:**

The development of resource materials to be used in youth ministry, 6,000 words

## **UNIT 6 – RESEARCH PROJECT**

### **Aims:**

Provide an opportunity for both individual research and controlled study of a key aspect of the programme

Integrate core knowledge and understanding of youth ministry and mission

Develop research skills in preparation for further academic or personal study

Promote the use of supervision in the development of reflective practice

### **Learning Outcomes:**

- Demonstrate a detailed knowledge of the chosen field of interest
- Reflect critically on an area of research and integrate this into a research project
- Demonstrate an awareness of key research skills
- Appreciate the role of supervision in the development of reflective practice

### **Assessment Method:**

One 6,000 word assignment in essay form.

Each student will be assigned a tutor who will offer guidance in the generation of the research project proposal, identify relevant sources and offer a critique of the work as it proceeds.

This to be preceded by a 300 word synopsis which will be discussed with a personal tutor or Course Director.

A research project of 6,000 words on an agreed subject relating to the churches ministry of evangelism and nurture among young people.

The research project will include a detailed bibliography and a list of all resource sources.

The research project will be presented for examination by **early May** of the second year.

# **BA (Hons) in Children's and Youth Ministry**

## **THE BA (HONS) IN CHILDREN'S AND YOUTH MINISTRY**

is a Level Three undergraduate degree course. It is delivered as a part-time in-service course over two years.

### **VALIDATING AND AWARDING BODY**

The University of Manchester validates the course and awards the Honours Degree.

### **COURSE MANAGEMENT**

The Course Director is Ian White MA, PG Dip, Programme Leader of all Children's and Youth work courses at Cliff College, who has oversight for the course and acts as internal moderator. He works alongside the Administrator, Rosie Bourne, also based at Cliff College who is the main point of contact with the college for BACYM students.

The delivery of the course is via a team of Cliff College Tutors, Course Tutors drawn from the CEN & YMM courses, a variety of external lecturers, and is headed up by the Course Leader, Sharon Prior (Catalyst Training). She is responsible alongside Ian White for the delivery of the teaching content. The teaching staff are supported by a panel of Markers, who assist in the assessment of student work.

Interfacing with the University of Manchester is the External Examiner, who acts on behalf of the University, ensures that the course delivery and administration remains robust, and is the final arbiter of student work.

## **THE AIMS OF THE COURSE**

- Develop students' interest in and knowledge and understanding of Christian mission and ministry amongst children and young people.
- Explore issues of Christian theology, biblical interpretation and contemporary issues focussed on work amongst children and young people.
- Resource intellectually trained individuals capable of acting as bridges of Christian understanding in a multi-cultural, multi-ethnic world.
- Appreciate the need for critical evaluation of mission and ministry practice amongst children and young people.
- Further develop models and strategies of life-long theological reflection and self-evaluation to promote good practice in ministry.

## **DETAILS OF THE COURSE**

The BACYM degree is a part-taught, part researched course. The knowledge and experience course students bring to the course is valued and welcomed. Praxis is a fundamental part of the learning process. Course students will:

- Attend designated residential periods at Cliff College at the commencement of each semester. Lectures, seminars and tutorials are used to introduce the main areas and themes relating to 6 core units, enabling course members to engage in informed reflection.
- Read key texts and other sources as appropriate from an extensive reading/source list.

- Produce 8 pieces of course work over the 2 years of the course, from a list of topics based on course units.
- Produce a dissertation of 8,000 words on a topic chosen by the student and agreed with the Course Director or Leader. Guidance will be given in designing a dissertation proposal at the appropriate point.
- Submit all pieces of coursework and research projects in accordance with the regulations of the University of Manchester. All written work must gain a pass grade using the marking regulations and criteria of the University in order for the degree to be awarded.
- Be required to show evidence of practice, and levels of competency within that work.
- Be offered personal tutorial time to discuss aspects of the course, monitor progress and mark work.
- Be expected to commit sufficient and reasonable time to the course requirements. It is suggested that the workload takes 10-12 hours per week.

### **ENTRY REQUIREMENTS AND ADMISSION PROCEDURE**

As a progressive course, to undertake the BA in Children's and Youth Ministry, students must first have completed the relevant CEN or YMM diploma courses and have gained 120 credits awarded at or above 40 (subject to exemptions in the University Examination Conventions and Student Handbook). Admission to the course is based upon appraisal of qualities of character, perceived potential and Christian conviction.

All applicants will be required to produce evidence that they have been checked by the CRB at the Enhanced level. If not, this can be arranged at the first teaching week.

The applicant must also satisfy through application that they have:

- a genuine interest in and commitment to a process of reflection on their work through issues raised by the course.
- a desire to work at the intellectual and academic issues arising from undertaking the course.
- a concern to integrate and apply insights arising from the course to their own ministry and the wider context within which they work.
- an ability to reflect on their work experiences in an open, critical, constructive way, which will enhance their professional and personal development.
- current working contact with children or young people, which should equate to at least 100 hours minimum per year. Advice and help can be offered by Cliff College in terms of informed placement support should the candidate wish to increase contact time with young people.
- the ability to pay the course fees.

Cliff College is committed to equal opportunities within the broad framework of its admissions policy. Students identified as having particular special needs (including learning difficulties or physical disability) are invited to the College to discuss with staff any implications arising from the physical layout of the College. Special help is provided for those who have difficulty with English, and every effort is made to accommodate those with disabilities.

## **INCLUSIVE DATES OF THE RESIDENTIAL TEACHING**

2011 – 2012	19 – 23 September 2011
	20 – 24 February 2012
	4-8 June 2012
2012 – 2013	17-21 September 2012
	18-22 February 2013

[Dates for academic intake 2012-14: 17-21 September 2012, 18-22 February 2013, 10-14 June 2013, 16-20 September 2013, 17-21 February 2014]

Students must attend all relevant teaching, which in Year One of study will be three weeks and in Year Two of study will be the two weeks. The course does include times of worship and reflection but students are also encouraged to join in the prayer and worship life of the wider College community.

## **COURSE STRUCTURE**

The BACYM course is delivered via six core units. Units 1 to 5 relate to the five teaching weeks:

1. Biblical Theology: Childhood and Adolescence
2. Placement: Christian Service and Ministry
3. Personal and Professional Development: Management of self and work
4. Cultural Perspectives on Christian Mission
5. Becoming Christian: Christian Education and Formation

The 6<sup>th</sup> unit focuses on the dissertation, which students complete at the end of the second year of study. The units are described below including aims, learning outcomes, description of major themes and methods of assessment.

## **Unit 1 - Biblical Theology: Childhood and Adolescence**

### **Aims:**

Examine critically biblical and contemporary expressions of family and community

Explore and assess the biblical themes of justice and shalom in relation to children and young people

Reflect theologically on the changing nature of childhood and adolescence

Evaluate the contemporary role of the Church on behalf of children and young people

Further develop the role of the student worker as theologian.

### **Learning Outcomes:**

Knowledge and understanding

- Understand the theological framework surrounding the Church's work with children and young people, including biblical and missiological issues, contemporary, sociological and cultural reflections and missionary motivations.
- Assess critically the historical and ecclesial context of Christian ministry among children and young people, including issues of faith development, catechesis, spiritual awareness and Christian formation.
- Evaluate the social and cultural issues pertaining to contemporary children's and youth culture.
- Show an awareness of the personal and professional role of the children's and youth worker: reflecting on issues of management of work and self.

Intellectual skills

- Reflect critically on Christian mission and ministry amongst children and young people.
- Apply critical, biblical, theological, missiological, literary, historical and ethical concepts.
- Identify and critically evaluate good practice.
- Analyse and interpret context and culture in relation to work amongst children and young people.
- Demonstrate and exercise independence thought.

Practical skills

- Retrieve, sift and select information from a variety of sources.
- Describe and critically evaluate practical experience.
- Apply key methods and concepts of biblical, theological, historical, missiological, contextual and ethical analysis.
- Analyse and appropriately interpret ancient texts using various methodologies.
- Develop strategies for effective and appropriate Christian mission and ministry among children and young people.

Transferable skills and personal qualities

- Structure and communicate ideas effectively both orally and in writing.
- Manage time and work to deadlines.
- Participate constructively in groups.
- Work independently.
- Find appropriate information and use information technology.
- Be self-reliant.
- Assess the relevance and importance of the ideas of others.

**Description of Major themes:**

The nature of God as Parent

Theological frameworks: Meanings of family and community

The Church's prophetic role on behalf of children and young people

Biblical frameworks: Justice and Shalom

Childhood and Adolescence in the post modern world

The worker as Theologian

**Assessment Method:**

Two essays each of 3000 words (50% & 50%)

## **Unit 2 - Placement: Christian Service and Ministry**

### **Aims:**

Critically evaluate concepts of call and response within Christian tradition, theology and Bible

Explore the development and implementation of various models of leadership and team working

Examine and evaluate ministry development

Reflect theologically on the role of the Church in ministering to children and young people within the community

Develop a critical understanding of the role of the student worker as practitioner

### **Learning Outcomes:**

Knowledge and understanding

- Understand the theological framework surrounding the Church's work with children and young people, including biblical and missiological issues, contemporary, sociological and cultural reflections and missionary motivations.
- Assess critically the historical and ecclesial context of Christian ministry among children and young people, including issues of faith development, catechesis, spiritual awareness and Christian formation
- Understand the contemporary theory, on-going development and current practice of Christian mission
- Show an awareness of the personal and professional role of the children's and youth worker; reflecting on issues of management of work and self.

Intellectual skills

- Reflect critically on Christian mission and ministry amongst children and young people.
- Demonstrate an awareness of the complex multi-faceted nature of religious experience and practice in relation to children and young people
- Identify and critically evaluate good practice
- Analyse and interpret context and culture in relation to work amongst children and young people
- Demonstrate and exercise independence of thought

Practical skills

- Retrieve, sift and select information from a variety of sources
- Develop research ideas and present findings to a group of peers
- Describe and critically evaluate practical experience
- Apply key methods and concepts of biblical, theological, historical, by missiological, contextual and ethical analysis.

- Develop strategies for effective and appropriate Christian mission and ministry among children and young people

Transferable skills and personal qualities

- Structure and communicate ideas effectively both orally and in writing
- Manage time and work to deadlines
- Participate constructively in groups
- Work independently
- Find information and use information technology
- Be self-reliant
- Assess the relevance and importance of the ideas of others

**Description of Major themes:**

Theological and biblical explorations of Christian calling, service and ministry

Contextual models of ministry, focussing on work amongst children and young people

Models of leadership and team development

Examinations of Best Practice, Programme Development and Ministry Evaluation

Understandings of the role of the Christian Church in Community development

The worker as Practitioner

**Assessment Method:**

Placement portfolio – 3,000 words (50%)

Reflective essay – 3,000 words (50%)

## **Unit 3 - Personal and Professional development: Management of self and work**

### **Aims:**

Critically examine models of leadership and team working

Reflect on the processes of personal and professional development

Further develop skills for lifelong ministry

Analyse and explore theories and practices about the management of self

Further develop the role of the student worker as communicator.

### **Learning Outcomes:**

Knowledge and understanding

- Understand the theological framework surrounding the Church's work with children and young people, including biblical and missiological issues, contemporary, sociological and cultural reflections and missionary motivations.
- Understand the contemporary theory, on-going development and current practice of Christian mission.
- Evaluate the social and cultural issues pertaining to contemporary children's and youth culture.
- Prepare appropriate materials for work with children and young people, taking account of good practice and models of critical reflection and ministry evaluation.
- Show an awareness of the personal and professional role of the children's and youth worker: reflecting on issues of management of work and self.

Intellectual skills

- Reflect critically on Christian mission and ministry amongst children and young people.
- Apply critical, biblical, theological, missiological, literary, historical and ethical concepts.
- Identify and critically evaluate good practice.
- Analyse and interpret context and culture in relation to work amongst children and young people.
- Demonstrate and exercise independence of thought.

Practical skills

- Retrieve, sift and select information from a variety of sources.
- Develop research ideas and present findings to a group of peers.
- Describe and critically evaluate practical experience.
- Apply key methods and concepts of biblical, theological, historical, missiological, contextual and ethical analysis.

- Develop strategies for effective and appropriate Christian mission and ministry among children and young people.

Transferable skills and personal qualities

- Structure and communicate ideas effectively both orally and in writing.
- Manage time and work to deadlines.
- Participate constructively in groups.
- Work independently.
- Find appropriate information and use information technology.
- Be self-reliant.
- Assess the relevance and importance of the ideas of others.

**Description of Major themes:**

The process of Personal and Professional development

Models of leadership in contemporary society

Team work and growth

Developing skills for lifelong ministry

Managing self: Issues of self awareness, vision, strategy, conflict resolution and the process of change

The worker as Communicator

**Assessment Method:**

Portfolio of Applied Learning – 6000 word equivalent (100%)

## **Unit 4 – Cultural Perspectives on Christian Mission**

### **Aim:**

Explore, review and assess the nature of Christian mission, the Church's missionary heritage, and mission movements relevant for the 21<sup>st</sup> context.

Critically examine the cultural setting and context for Christian mission especially in relation to work amongst children and young people.

Reflect theologically on the Church's missionary role, giving special attention to developing models of church.

Further develop the role of the student worker as missionary.

### **Learning Outcomes:**

#### Knowledge and understanding

- Understand the theological framework surrounding the Church's work with children and young people, including biblical and missiological issues, contemporary, sociological and cultural reflections and missionary motivations.
- Assess critically the historical and ecclesial context of Christian ministry among children and young people, including issues of faith development, catechesis, spiritual awareness and Christian formation.
- Understand the contemporary theory, on-going development and current practice of Christian mission.
- Evaluate the social and cultural issues pertaining to contemporary children's and youth culture.

#### Intellectual skills

- Reflect critically on Christian mission and ministry amongst children and young people.
- Demonstrate an awareness of the complex multi-faceted nature of religious experience and practice in relation to children and young people.
- Apply critical, biblical, theological, missiological, literary, historical and ethical concepts.
- Identify and critically evaluate good practice.
- Analyse and interpret context and culture in relation to work amongst children and young people.
- Demonstrate and exercise independence of thought.

#### Practical skills

- Retrieve, sift and select information from a variety of sources.
- Describe and critically evaluate practical experience.

- Apply key methods and concepts of biblical, theological, historical, missiological, contextual and ethical analysis.
- Analyse and appropriately interpret ancient texts using various methodologies.
- Develop strategies for effective and appropriate Christian mission and ministry among children and young people.

#### Transferable skills and personal qualities

- Structure and communicate ideas effectively both orally and in writing.
- Manage time and work to deadlines.
- Participate constructively in groups.
- Work independently.
- Find appropriate information and use information technology.
- Be self-reliant.
- Assess the relevance and importance of the ideas of others.

#### **Description of Major themes:**

The nature and scope of Christian mission: Mission Dei

Exploring our heritage: Mission Orders and missionary movements

Cultural shifts in post modern Western society: Causes and Effects

Emerging Church: Models of Church for the 21<sup>st</sup> century

Christian Mission: A children's and youth work context

The worker as Missioner

#### **Assessment Method:**

Two essays each of 3000 words (50% & 50%)

## **Unit 5 – Becoming Christian: Christian Education and Formation**

### **Aims:**

Critically examine historic and contemporary models of Christian formation  
Explore and assess contemporary understandings of discipleship in relation to children and young people  
Reflect theologically on contemporary theories of human growth and development  
Evaluate processes of teaching and learning relevant to ministry among children and young people  
Further develop the role of the student worker as educator.

### **Learning Outcomes:**

Knowledge and understanding

- Understand the theological framework surrounding the Church's work with children and young people, including biblical and missiological issues, contemporary, sociological and cultural reflections and missionary motivations.
- Assess critically the historical and ecclesial context of Christian ministry among children and young people, including issues of faith development, catechesis, spiritual awareness and Christian formation.
- Evaluate the social and cultural issues pertaining to contemporary children's and youth culture.
- Prepare appropriate materials for work with children and young people, taking account of good practice and models of critical reflection and ministry evaluation.
- Show an awareness of the personal and professional role of the children's and youth worker: reflecting on issues of management of work and self.

Intellectual skills

- Reason critically about Christian mission and ministry amongst children and young people.
- Demonstrate an awareness of the complex multi-faceted nature of religious experience and practice in relation to children and young people.
- Apply critical, biblical, theological, missiological, literary, historical and ethical concepts.
- Demonstrate and exercise independence of thought.

Practical skills

- Retrieve, sift and select information from a variety of sources.
- Develop research ideas and present findings to a group of peers.
- Describe and critically evaluate practical experience.

- Apply key methods and concepts of biblical, theological, historical, missiological, contextual and ethical analysis.
- Analyse and appropriately interpret ancient texts using various methodologies.
- Develop strategies for effective and appropriate Christian mission and ministry among children and young people.

#### Transferable skills and personal qualities

- Structure and communicate ideas effectively both orally and in writing.
- Manage time and work to deadlines.
- Participate constructively in groups.
- Work independently.
- Find appropriate information and use information technology.
- Be self-reliant.
- Assess the relevance and importance of the ideas of others.

#### **Description of Major themes:**

Christian formation: Initiation and Catechesis

Christian discipleship and Lifelong learning

Processes of human growth and development

Children and young people as Christian disciples

Teaching and Learning processes in formal and informal education

The worker as Educator

#### **Assessment Method:**

Portfolio of resource materials appropriate to work amongst children or young people - 6,000 words (100 %).

## **Unit 6 - Dissertation**

### **Aims:**

Critically evaluate critical, biblical, theological, missiological, literary, historical and ethical concepts in relation to the development of dissertation material

Develop further skills in theological reflection with reference to children's and youth work ministry

Explore different methods of academic design, research, collation, analysis, reflection and reporting

Further develop both oral and written presentation skills

### **Learning Outcomes:**

Knowledge and understanding

- Understand the theological framework surrounding the Church's work with children and young people, including biblical and missiological issues, contemporary, sociological and cultural reflections and missionary motivations.
- Assess critically the historical and ecclesial context of Christian ministry among children and young people, including issues of faith development, catechesis, spiritual awareness and Christian formation.
- Understand the contemporary theory, on-going development and current practice of Christian mission.
- Evaluate the social and cultural issues pertaining to contemporary children's and youth culture.
- Prepare appropriate materials for work with children and young people, taking account of good practice and models of critical reflection and ministry evaluation.
- Show an awareness of the personal and professional role of the children's and youth worker: reflecting on issues of management of work and self.

Intellectual skills

- Reflect critically on Christian mission and ministry amongst children and young people.
- Demonstrate an awareness of the complex multi-faceted nature of religious experience and practice in relation to children and young people.
- Apply critical, biblical, theological, missiological, literary, historical and ethical concepts.
- Identify and critically evaluate good practice.
- Analyse and interpret context and culture in relation to work amongst children and young people.
- Demonstrate and exercise independence of thought.

Practical skills

- Retrieve, sift and select information from a variety of sources.
- Develop research ideas and present findings to a group of peers.
- Describe and critically evaluate practical experience.
- Apply key methods and concepts of biblical, theological, historical, missiological, contextual and ethical analysis.
- Analyse and appropriately interpret ancient texts using various methodologies.
- Develop strategies for effective and appropriate Christian mission and ministry among children and young people.

#### Transferable skills and personal qualities

- Structure and communicate ideas effectively both orally and in writing.
- Manage time and work to deadlines.
- Participate constructively in groups.
- Work independently.
- Find appropriate information and use information technology.
- Be self-reliant.
- Assess the relevance and importance of the ideas of others.

#### **Description of Major themes:**

Exploring the reflective process

Researching the field; Children's and youth work issues

Construction: Design, Analysis and Evaluation

Research presentation

The worker as Researcher

#### **Method of assessment:**

A dissertation of 8,000 words on an agreed subject relating to the churches ministry of evangelism and nurture among children or young people.

Each student will be assigned a tutor who will offer guidance in the generation of the dissertation proposal, identify relevant sources and offer a critique of the work as it proceeds.

This to be preceded by a 300 word synopsis which will be discussed with the tutors or the Course Director.

The dissertation will be presented as a piece of action based research, and should be a work of reflection. The dissertation will include a detailed bibliography and a list of all resource sources.

# Further Information

## **COLLEGE RESOURCES**

The College has three conference buildings, which are able to accommodate part-time students. These extensive Conference complex facilities including meeting rooms used as lecture facilities and for group work.

The College has a well-stocked library specialising in the areas of Christian Theology, Missiology and Evangelism totalling some 35,000 volumes. Reading lists are detailed for each part of the part-time undergraduate courses and all texts are stocked within the library. Multiple copies of key texts are kept, including some on a reference only basis. In addition the College has a collection of resources relating to young people, Christian mission and ministry.

There are already many of the library resources in place but additional materials specific to this course are constantly being purchased. The library offers areas for study. The College has installed a computerised search facility using the Heritage system.

The College has invested significantly in IT provision in past years and offers all students access to word processing facilities, the Internet and

email. There is an audio-visual department that offers a wide range of equipment for use in teaching and practical work.

## **COURSE FEES**

Course fees for the academic intake 2011 – 2013 have not been set as yet but will be based on previous years and allow for inflation. For 2010 – 2012 the cost of the three courses was £2,405 for the first year and approximately £2,165 for the second year. Fees include all tuition and accommodation at Cliff College and the University of Manchester Registration Fee.

After payment of an initial £50 non-returnable registration fee, the remainder of the fees are paid in three instalments in year one and two instalments in year 2, a week before or during each teaching block. Alternatively the two years' fees can be paid by Standing Order and details of this can be obtained from the Course Administrator. Students should recognise the additional costs of travel, book purchase, any additional library membership, assignment and project postage, and the typing and printing of 3 copies of each assignment and research project. Students are advised to prepare a realistic budget for presentation to their Church and other authorities.

Information in the “Guide to Financial Support” indicates that some grants are available towards fees and educational resources for those doing valid part-time courses. The CEN & YMM courses appear to fulfil the criteria within the guide. Students are advised to visit the ‘Student Finance’ website at [www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport) for further information and to download appropriate application forms. The website also includes information on student eligibility for Disabled Students Allowance (DSA).

In the past the University has also recommended the following three websites for students to explore: [www.funderfinder.org.uk](http://www.funderfinder.org.uk), [www.charitiesdirect.com](http://www.charitiesdirect.com), [www.ukcosa.org.uk/funding](http://www.ukcosa.org.uk/funding)

## **APPLICATION FORMS AND GENERAL ENQUIRIES**

To obtain a relevant application form please contact the Administrator, Rosie Bourne. Tel: 01246 584202 or email [undergrad@cliffcollege.ac.uk](mailto:undergrad@cliffcollege.ac.uk)

If you have any queries about the content and/or structure of any of the courses, contact Ian White, the Programme Leader. Tel: 01246 584213 or email [i.j.white@cliffcollege.ac.uk](mailto:i.j.white@cliffcollege.ac.uk)