



University of Cumbria

Faculty of the Arts
School of Humanities

Award of University Certificate in Children's Ministry
from The University of Cumbria

MODULE GUIDE

TITLE OF MODULE: Children's Ministry
The Bible and Children
MODULE CODE: REDS4206

(Site: St. Cuthbert Fulwood)

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1. Aims of the Module

The aim of this module is to develop students' understanding of a range of factors that influence the interpretation of the Bible and to enable them to apply this understanding in using the Bible with children in the context of church and ministry.

2. Intended learning outcomes

By the end of this module the students will:

- i) Demonstrate a systematic knowledge and understanding of a range of different kinds of biblical literature
- ii) Evaluate different methods and approaches to interpreting the biblical texts in terms of their appropriateness for working with children.
- iii) Reflect critically on the impact of the Bible on children and find solutions to the challenge of helping children interpret the bible and communicate their ideas.
- iv) Identify and discuss the relationship between personal experience in working with children on the Bible with the ideas they have encountered in books and journals.

3. Indicative Module content

The use and abuse of the Bible; the importance of literary genre and socio-cultural contexts in understanding Biblical texts; attitudes to the authority of the scripture; examples of the use of the Biblical texts for children; ways of bringing together insights on child development and appropriate use of the Bible – e.g. Godly Play; exploring our own journey.

Teaching Philosophy / Methodology For The Module:

The learning/teaching strategy aims to develop independent and active learners, foster deep learning and understanding and develop good habits and learning skills. A combination of teaching/learning methods will be used including formal lectures, tutorials, directed study and reading, presentations, group research projects, exercises and discussions

Evaluation:

You will be asked to complete a full evaluation of the module at the end of the final session. Evaluation is a constant process and students should discuss the course with the tutor throughout and on an ongoing basis.

BRIEF MODULE CONTENT

This module is designed to give students on the University Certificate in Children's Ministry course an overview of the use and abuse of the Bible; the importance of literary genre and socio-cultural contexts in understanding Biblical texts; attitudes to the authority of the scripture; examples of the use of the Biblical texts for children; ways of bringing together insights on child development and appropriate use of the Bible – e.g. Godly Play; exploring our own journey

ASSESSMENT DEADLINES

All assignments are due for submission at 7:30pm on the agreed submission date. Any work received after this time will be stamped as 'late' and penalties as detailed in the University's Academic Regulations will be applied.

Postal submissions will be accepted provided that the work is posted on or before 2:00 pm on the day of submission. It is essential that you obtain a 'certificate of posting' as proof of posting. All postal submissions must be sent to: Susan Witts Church House Cathedral Close Blackburn BB15AA.

A **fully completed** Assessment Submission Form must be attached to all work. These forms are available from the School Administrator and will be provided in the Student Information Pack issued on Induction Day.

It is your responsibility to ensure that all work submitted is clearly identified with your name and that any resources, such as CDs, have your name on and are securely attached to your work. If not then unnamed resources will not be assessed. Please ensure that you keep a copy of all work submitted for assessment as you may be required to produce it.

Work will be returned to you via your module tutor.

A full copy of the Academic Regulations can be found at:

<http://www.cumbria.ac.uk/services/adminservices/academicoffice/introduction.aspx>

REASSESSMENT

Where a student fails an assessment they will be offered an opportunity to submit a further assignment task. However, the mark for this assignment will be capped at 40%.

Opportunities for re-assessment will not be offered in the following circumstances:

- A student who does not submit course work in the first assessment without extenuating circumstances being accepted
- Where a fail has been confirmed as a result of academic malpractice

WORD LIMIT

Written assessments will normally be subjected to an upper and lower word limit. These will be cited in the Module Handbook. Students will be required to state the word count for all written coursework assignments on the Cover Sheet that should be attached to all submissions. Written work that contains either 10% below or above the stipulated word count may be subject to a penalty. The penalties for breaching word limits are as follows:

1. Any excess beyond 10% will not be marked. In the case of presentations, the presentation will be guillotined when the 10% leeway has been reached. Students should be aware that any Learning Outcomes that are included in the 10% excess will impact upon their potential of failing the module.
2. Students who exceed or falsify the word count are subject to a penalty of 20% of the total mark for the assessment.
3. Where work has exceeded the 10%, tutors will draw a clear mark on the assignment to demonstrate where the work has exceeded the word count and this will be the point at which marking is to cease.

Regulations relating to the word limits can be located at:

www.cumbria.ac.uk/Services/AdminServices/AcademicOffice/Academic%20Procedures%20and%20Processes.aspx

Please note: neither bibliography nor any appendices count within the word count. The appendix however should not replace any of the main content.

EXTENSIONS AND EXTENUATING CIRCUMSTANCES

All assessed work must be submitted by the appropriate deadline. If students are unable to meet the deadline through illness or other valid reason, they will need to make a formal claim for extenuating circumstances. Students should refer to the regulatory framework for extensions and extenuating circumstances which can be accessed using the following link:

<http://www.cumbria.ac.uk/Services/AdminServices/AcademicOffice/Academic%20Procedures%20and%20Processes/Extenuating%20Circumstances.doc>

Extension request forms will be provided in the Student Information Packs issued at the Induction Day. Extension request forms can also be obtained from the School of Humanities Office.

If you are unable to submit coursework by the due date, because of illness or other good cause, you **MUST** discuss your situation with the Module Tutor **IN ADVANCE** of the due date. Extensions

can only be approved on completion of an Extension Request Form obtained from Programme Administrator in the School of Humanities Office. Extensions cannot be approved retrospectively, unless very exceptional circumstances warrant this.

Work submitted up to two weeks after the deadline will be accepted but can be awarded no more than the minimum pass mark (40%). Work submitted more than ten working days late will be regarded as non-submission and awarded 0%. The acceptance of work up to two weeks after the deadline for submission applies to first assessment only and **not** to re-assessment or deferred assessment. Tutorial support will not be available to students in this unauthorised extension period. Other support, eg via the Student Development and Advisory Service, will continue to be available.

ATTENDANCE REQUIREMENTS

Students are required to attend all classes and tutorials. If there are legitimate reasons why you miss a class you should inform your tutor in advance of your absence. A register is kept of student attendance; students who miss classes without informing their tutor will be called to attend a Student Support Session in order to address issues relating to class attendance.

QUALITY ASSURANCE - STUDENT FEEDBACK

We recognise the importance of seeking and responding to student feedback and/or concerns during the module. We will therefore seek informal feedback. There will be a summative, written evaluation for students to complete at the end of the module. This feedback is taken into account when revising the module the following year.

MEETING YOUR NEEDS AS STUDENTS

A range of facilities is available to support individual students with disabilities and/or special needs. In order to enable all students to take full part and ensure fair assessment, changes may be made to the curriculum, teaching style and assessment practice when necessary. If you have any special need or disability, please inform your cohort leader or PAT so that they can see that every reasonable effort is made to ensure your needs are provided for. The Student Development and Advisory Service (SDAS) provides learning support for students with disabilities, including dyslexia, difficulties with study skills, etc. SDAS also co-ordinates the provision of help with English language skills. It also provides advice and support for all students on careers, finance, and accommodation and other issues that could affect your performance while you study. SDAS is situated in the Gateway Building telephone 01524 384263 or email: izone@cumbria.ac.uk

Students based at Carlisle can make enquiries via: lissfusehill@cumbria.ac.uk or lissbramptonroad@cumbria.ac.uk

GUIDANCE ON REFERENCING

The method of citation used is the **Harvard** system (also known as the Author-date system). Make sure that you apply the recommended method consistently throughout your work. For more information on referencing read the booklet *Cite Them Right: the essential guide to referencing and plagiarism*. An electronic (pdf) version is available on line to students; you will need your password. You can also purchase a copy of *Cite Them Right* for £4.99 from the University bookshop.

MALPRACTICE AND PLAGIARISM

Academic malpractice is an attempt to gain an advantage over other students by the use of unfair or unacceptable methods, for example:

- (i) **Cheating in Examinations.** The introduction into the exam room of unauthorised material (written, printed or electronic), copying from another student, impersonating another student, removing answers from the exam room.
- (ii) **Plagiarism.** The passing off of someone else's work (thoughts, writings, results) as your own. It commonly occurs where a student fails to acknowledge the use of material from a book or article. It also occurs when a student appropriates the work of another student. To avoid accusations of plagiarism always:
 - Cite the source of your information
 - Reference your work accurately and appropriately
 - Include details of your referenced texts in the bibliography
- (iii) **Collusion.** The submission of work done in collaboration with another person and claimed as entirely the student's own work, or knowingly permitting another student to copy all or part of his/her own work and to submit it as that student's own unaided work.
- (iv) **Fabrication of Results.** A deceitful claim to have carried out experiments, tests, interviews, observations etc as part of assessed work; or the presentation of fabricated results.
- (v) **Impersonation.** Impersonating another student or allowing himself/herself to be impersonated, e.g. cheating in an examination.

Academic malpractice is regarded as a very serious matter regardless of the form it takes. Unless it is a first or minor offence, when a student is suspected of academic malpractice, an independent Investigating Panel of senior members of the University is convened to consider and adjudicate on the matter, and to advise the Board of Examiners as appropriate. A range of penalties may be

recommended depending on the seriousness of the offence, from a lowered mark for a particular course or disqualification for assessment of the piece of work produced which may affect the overall degree classification, through to a withholding of the award, i.e. a FAIL result. The normal penalty for cheating in an examination is that the award is not conferred with no opportunity of further examination.

For more information on malpractice and plagiarism you should read the Programme Handbook and the Academic Regulations. These can be found at

<http://www.cumbria.ac.uk/Services/AdminServices/AcademicOffice/documents/UoC%20regs.pdf>

<http://www.cumbria.ac.uk/Services/AdminServices/AcademicOffice/Academic%20Procedures%20and%20Processes/Academic%20Malpractice.doc>

KEY DATES

These dates are for module tutors to action. Students need only note these dates.

EVENT	DATE
DEADLINE FOR REPORTING MARKS TO PROGRAMME ADMINISTRATOR	Progression (Semester 1 modules) February 2011 Details to be confirmed
DEADLINE FOR SUBMISSION OF MARKS TO EXTERNAL EXAMINER (NOT APPLICABLE TO L4 UNLESS MODULES CONTRIBUTE TO AN AWARD)	To be arranged with Course Leader
DATE OF MODULE ASSESSMENT BOARD(S)	All levels June 2011 Details to be confirmed
DATE OF FACULTY BOARD(S)	(Awards) July 2011 (Progression) July 2011 Details to be confirmed

MARKING, MODERATION AND FEEDBACK

All assignments are marked in conjunction with the University Level Descriptors and the University Wide Grade Descriptors which are available within the University's Academic Procedures and Processes. This includes details of the University's assessment procedures. These can be accessed on the following web link:

<http://www.cumbria.ac.uk/Services/AdminServices/AcademicOffice/Academic%20Procedures%20and%20Processes/Introduction.aspx>

The **University Level Descriptors** provide a guide to the minimum learning outcomes students are expected to achieve at each level of study.

The **University Wide Grade Descriptors** are statements that describe, for each level of study, what students must demonstrate in their assessments in order to achieve the various grades in the academic marking scale.

Assessments will normally be marked and returned to students with a provisional mark within thirty working days of the submission date. Assessments will be subject to University moderation procedures to ensure consistent use of marking and grading schemes in order to demonstrate fairness within the assessment process.

Moderation procedures include second marking for internal moderation. Marks are then agreed by the Course Team, and at Level Five and 6 are ratified by an external examiner.

Students should note that marks are confidential and will only be given directly to the student concerned, by the University.

FURTHER INFORMATION

MODULE 3 CONTENT

1. Introduction to the *Bible*

Reflect on the similarities and differences between reading the Bible and other reading you may do,

2. Development of Biblical Criticism.

Consider what developments in society over the last 500 years may have had an impact on approaches to the Bible

3. Methodology 1

To look at the different methods we can use to help children explore the Bible e.g. role play, drama, persona dolls.

4. Methodology 2.

To look at the different methods we can use to help children explore the Bible e.g. Godly Play.

5. Philosophy for children

How we can help children to become part of a community of enquirers, by looking at different methods and types of questioning such as 'Thinking hats'.

6. To explore and analyse the book of Ruth.

Explore key concepts and lead on to how to use this book and concepts with children. To ask the questions, 'What is this book telling us for today?' How can we use this book with children?' What principles and concepts are important to highlight with our children today?'

7. Materials

To look at a variety of published materials for children to explore the Bible in different age groups.

8. Luke and Matthew

How has the good news been told by different writers? Asking the questions 'Who were the writers?', 'Who were they writing for?' To spend time exploring noticeable differences between the narratives

Assignment 1

Choose a book from the OT and critically explore it using a variety of sources. Evaluate your own response to it or use it in the context of your own faith. (2500 Words)

Guidelines

- *Intentions of the author*
- *Historical and social background/context within which the story is set*
- *Are there any other stories that are interrelated?*
- *Use a variety of commentaries to evaluate the similarities and differences of opinion surrounding the chosen book*
- *Personal response to the book –is it head to heart or heart to head (pg 130 Children and the Gospel)*
- *Using information given during the session on Biblical Criticism*

Assignment 2

Explore a chosen genre within the bible (other than story) and discuss what age appropriate approaches should be used in order that children might develop both their faith and spirituality when engaging with this genre. (2500 Words)

Guidelines

- *Purpose of the variety of genre (Historical, Social, Spiritual, of author's intentions)*
- *Practical ideas linked to the genre which are age appropriate*
- *Make links with previous sessions from understanding children module – faith and spiritual development*
- *Include personal reflection on the variety of genre*

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	Content, Research and Resources	Critical reflection, analysis and argument	(Written English and Presentation – expected Standards)
AA 80-100%	As for A grade, plus effective and creative use of a comprehensive breadth of evidence and research.	As for A grade plus, articulate presentation of views with intellectual rigour and depth of reflection.	As for a grade A showing flair and exceptional writing style. Accurate referencing and cross-referencing. Excellent visual presentation.
A 70-79%	Evidence of research from a wide range of sources from Bibliography. Clear analysis and critical reasoning synthesised with own experiences and personal reflection.	Articulate critical reflection, analysing methods used and presenting clear, coherent and informed argument.	Very good writing style with accurate grammar, punctuation and spelling. Consistently accurate referencing. High quality visual presentation.
B 60-69%	Evidence of research from a good range of sources from Bibliography and some analysis and critical reasoning using these, with reference to own experiences.	Good critical reflection, analysing methods used and presenting clear arguments.	Good writing style with mostly accurate grammar, punctuation and spelling. Accurate referencing. Good quality visual presentation.
C 50 – 59%	Evidence of some research from Bibliography and some analysis of this, possibly with reference to own experience.	Some critical reflection, analysing methods used and presenting some arguments.	Appropriate writing style with few errors of grammar, punctuation and spelling. Mostly accurate referencing. Appropriate visual presentation.
D 40-49%	Limited research from module Bibliography sometimes used to support points. Little analysis or critical reasoning.	Some descriptive reflection and justification of methods used but conclusions weak or unclear.	Inconsistencies of style with minor errors of grammar, punctuation and spelling. Some inaccuracies in referencing. Presentation of work satisfactory.
40%	Minimum pass work of borderline quality		
F 35-39%	Limited research from texts or sources. Sources not always from Module bibliography. Writing is descriptive.	Writing is largely descriptive and uncritical with some unsubstantiated assertion and unclear arguments for choices.	Inappropriate writing style with errors of grammar, punctuation and spelling. Inaccurate or few references. Presentation of work borderline acceptable.
F 30 – 34%	Very little reading or research evident. No bibliography. Unsubstantiated assertion. Descriptive work.	Writing is descriptive and uncritical with unsubstantiated assertion and no justification of choices.	Inappropriate writing style with serious errors of grammar, punctuation and spelling. Inadequate presentation of work. Inaccurate or no references.
F 0-29%	No bibliography. No reading or research evident. Inappropriate sources used.	Inappropriate use of argument. Potentially racist or derogatory remarks.	Serious problems with written English. Writing does not follow essay conventions. No referencing. Unacceptable visual appearance of work.

BOOKLIST

Barker, K (ed) (1991). *The making of Contemporary Translation*. Hodder and Stoughton

Berryman, J. (2002) *Complete Guide to Godly Play vols. 1 & 2* San Francisco; Augsburg

Coggins, R. (2001) *Introducing the Old Testament* Oxford

Pritchard, J. (2002) *How to Pray*. SPCK

Stanton G (2002) *The gospels and Jesus* Oxford

Sutcliffe, J (ed) (2001) *Tuesday's Child: a reader for Christian Educators*. Christian Education Publications

Taylor, M. Stevely, K & Marchant, G (2007) *Into the Bible, 101 routes to explore*, London SU

Vardy, P & Mills, M (1995) *The Puzzle of the Gospels*. Fount