Values, Policy and Practice in Community Work (TMM1817)

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

Aims:	To provide a foundational understanding of the professional values and policies of community development.
	To explore the methodologies of working with communities in a range of contexts, either as a community worker or using community work skills in the context of another role e.g. a pioneering ministry.
	To reflect on the values and practices of community development from a faith perspective

Content:	The broader context of community work – for example, the Endorsement and Quality Standards Board criteria; the United Nations Declaration on Community Development and United Nations Development Goals
	Community development work professional standards, principles and values.
	Legal and policy frameworks, for example, safeguarding, duty of care, health and safety, risk assessment etc.
	Opportunities to reflect on issues related to management of self in a professional context.
	Theological reflection on contemporary practices and principles of community work.

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

Subject Specific Knowledge **[SSK 3]**
Articulate key contexts and aspects of the professional disciplines of community development.

Discuss knowledgeably some theological perspectives on contemporary practices and principles of community development work, and the questions to which they give rise.

Subject Specific Skills **[SSS 2, 3]**
Identify professional, ethical and legal requirements and work within relevant agency guidelines, policies and procedures.

Reflect theologically on the principles and values underpinning community work practice and demonstrate these in a ministry context.

Reflect theologically on their own beliefs and values, how these have been shaped and their impact on practice.

Key Skills **[KS 1, 3, 4]**
Identify, gather and evaluate source materials for a specific purpose.

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.

Recognise key issues in their own personal and professional development, including development of effective self-management skills.

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

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

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

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

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