Corporate Engagement with Context B (TMM1661)

Module Level:	4
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM2551 - Corporate Engagement with Context B
	TMM3511 - Corporate Engagement with Context B

Aims:

Students enrolled on this module will be placed with other students in a context – normally for the duration of their study programme. The context is likely to be a parish, congregation, mission or pioneer project with a qualified professional who can act as supervisor to the group. Because of the holistic nature of the placement, students will be engaging with and learning about a number of areas of Christian discipleship, mission and ministry. The module's overarching aims for this, and its sister module, Corporate Engagement with Context B, therefore include:

To enable students to structure and focus learning in relation to a specific context to integrate academic study with practical collaborative experience of mission and ministry.

To enable students to explore their own developing identity and practice in ministry and mission as appropriate to their vocation.

To enable students to become habitual practitioners of critical theological reflection both individually and corporately.

To enable students to engage in and reflect on practices of spirituality, worship, pastoral care and mission in a corporate context in the chosen ecclesial tradition and social context.

The assessed focus of this module, however, will be in the areas of mission and pastoral care (including aspects of leadership) and the development of the skills of critical theological reflection, especially in relation to a growing competence in the facilitation of corporate theological reflection.

Content:
This module involves a partnership between the students' training institution and a given context. The module comprises:

Regular guided practical experience of mission and ministry, normally with a team of other students, in the parish / congregation / pioneer initiative / mission project and the wider community throughout the year of study. This enables students to work effectively and collaboratively within a sustained setting that offers both ecclesial and non-ecclesial ministerial and mission experience.

An introduction to theological reflection methodologies and to methods for analysing and reading a context. Both personal and collaborative theological reflection is practiced.

Contextual engagement with key themes of relevant disciplines, with a particular focus on opportunities to develop understanding and practice of pastoral care and mission.

Supervision by on-site staff (usually the church / project leader) and a tutor in the students' own training institution.

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

Subject Knowledge **[SSK 1, 2, 3]**

Describe competently at least one method of theological reflection, explaining how it functions as a cross-disciplinary resource for exploring contexts and the self.

Describe competently the role of Christian pastoral care at different stages of life, analysing ecclesial and contextual understandings of pastoral care in specific contexts in and beyond the church and engaging with questions raised by them.

Investigate and discuss knowledgeably models of missionary engagement in the light of contemporary cultural trends.

Subject Skills **[SSS 1, 2, 3]**

Engage in corporate theological reflection in a range of settings.

Reflect on, and respond sensitively and effectively to, pastoral situations relating to different life stages.

Observe, describe and analyse mission strategy of their context and contribute appropriately and creatively to it, communicating their findings effectively.

Key Skills [KS 1, 2]

Carry out a guided project that involves: independent and collaborative inquiry; management of time and resources, working collaboratively with others, meeting deadlines, evaluating the project and learning from it.

Recognise key issues in their own personal and professional development.

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