

Reflective Practice in Context (Long) (TMM2531)

Module Level: 5

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To enable students to encounter non-ecclesial and/or ecclesial contexts within which to articulate their own developing ministerial and/or professional practice and the wider mission of God.

To explore methods of theological reflection as a creative process of identifying and analysing contexts and ministerial and/or professional practice.

To provide an opportunity to demonstrate self-awareness in a given setting and role, learning to pay deep attention to others, and to their own impact upon others.

To enable students to become increasingly open to the work of the Holy Spirit in their lives and the lives of others.

To enable students to explore ways in which their gifts can be offered, including within a context of vocational leadership where appropriate.

Content:

This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting and reflect creatively upon it. Supervision will be provided by a combination of on-site staff and relevant staff in the students' own training institution.

It provides opportunity to enhance skills in understanding and analysing context, and integrating theological enquiry with pastoral / ministerial / professional practice. It draws upon the resources of Scripture and relevant Christian traditions in critical conversation with insights from other sources, including the social sciences. It demands of students attentiveness to their own assumptions and biases. Reflecting upon their placement, ministerial or work-based context, students will take responsibility for identifying key aspects, encounters and themes out of which to develop work for assessment.

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

Subject Specific Knowledge [SSK 3]

Explain in detail methods of theological reflection.

Give a detailed account of methods for reading and/or profiling a context.

Subject Specific Skills [SSS 2, 3]

Demonstrate competence in observing, recording and analysing the given context and evaluating their findings – and the questions to which they give rise – in the light of one or more theological disciplines.

Engage in critical theological reflection in ways that show an ability to interpret the context experience, and the student's own role and performance within it, in the light of appropriate biblical, theological and wider sources, communicating their findings effectively.

Exercise confident collaborative ministry within the context, working accountably to a supervisor, and make use of supervision to understand and improve their own ministerial practice and self-awareness.

Key Skills [KS 3, 4]

Take responsibility for a project that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the project and learning from it.

Plan 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'.

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

Formative Assessment: Ongoing supervision discussions will provide feedback and direction for students on placement.

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.