

Reflective Practice: Leadership and Collaboration (TMM3581)

Module Level: 6

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To support students in their ministerial development by developing their engagement with well-informed and structured forms of theological reflection which underpin reflective practice in a ministerial / professional / vocational context.

To enable students to develop their understanding of leadership as an aspect of Christian ministry, with particular reference to their own ministerial / professional / vocational practice.

To engage critically with models of leadership drawn from both Christian Scripture and tradition and secular contexts and to evaluate their appropriateness for the students' own practice.

To develop an understanding of skills and practices related to leadership with particular reference to issues arising from the appropriate or inappropriate use of power.

To develop an awareness of the importance of collaboration in leadership and ministry, establishing sound principles and exploring a range of competences for the student's own practice.

Content: Structured theological reflection using one or more models appropriate to their context and field of study. Through analysis of their local context and the application of insights drawn from a range of sources they will evaluate their current ministerial practice and develop principles and plans to enhance it.

A study of approaches to leadership and collaboration from Christian doctrine, history and Scripture, in relation to the mission and ministry of the church.

Study of leadership models and practices derived from non-church contexts and non-theological disciplines.

Practices and skills of collaborative leadership relating to areas such as supervision, accountability, team building, managing change, working with conflict, and developing oneself and others.

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

Subject Specific Knowledge [BA SSK 3] [Graduate Cert / Dip SSK 1]

Articulate a developed understanding of their own leadership in the wider context of their ministerial role and in their local context.

Critically evaluate a variety of leadership models, from across the breadth of Christian tradition, with particular attention to their appropriateness for their ministerial context.

Articulate critically informed insight from appropriate non-theological leadership models and disciplines which informs and enhances their understanding and practice in leadership and supervision.

Subject Specific Skills [BA SSS 2, 3] [Graduate Cert / Dip SSS 1, 2]

Consolidate and extend their theologically informed competence in several chosen aspects of leadership.

Collaboratively lead a project in their ministry context with confidence, imagination and integrity, reflecting critically together with others on their performance.

Extend and apply their knowledge and understanding of the appropriate use of and response to authority in ministerial contexts, so as to exercise accountability and responsibility appropriate to their role and context.

Key Skills [BA / Grad Dip KS 1, 2, 4] [Grad Cert KS 1, 2, 3]

Identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, for a range of purposes, and communicate their findings with clarity and fairness to specialist audiences.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices, to a range of audiences.

Take responsibility for 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: 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.