Further Reflective Practice in Context (Short) (TMM3487)

Module Level:	6
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

Aims:

To enable students to encounter and work effectively within a given non-ecclesial and/or ecclesial context.

To develop students' capacity to articulate and critique their sense of their own developing ministerial / professional practice within the context of the wider mission of God.

To enable students to develop skills in critical theological analysis of contexts and ministerial / professional practice which integrate relevant theological, social-scientific and missiological insights.

To provide an opportunity to demonstrate self-awareness in a given setting, role and development as a reflective practitioner, including reflecting upon their capacity for paying active 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 in depth 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 context which enables students to encounter, and work effectively within, such a setting and reflect creatively upon it.

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 student's attentiveness to their own assumptions and biases. Reflecting upon their placement, 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 Knowledge [BA SSK 3] [Graduate Cert / Dip SSK 1]

Offer a coherent and detailed account of methods of theological reflection as a cross-disciplinary resource for exploring contexts and the self.

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

Consolidate and extend competence in modes of inquiry involving observing, recording and analysing the given placement context and evaluating their findings in the light of one or more theological disciplines.

Extend and apply critical theological reflection to interpret the placement experience, and the student's own role and performance within it, in the light of appropriate biblical, theological and wider sources, communicating their findings with relevance, rigour, creativity and sensitivity.

Consolidate and extend confident collaborative ministry within the placement context, making use of supervision to understand and improve their own ministerial practice and self-awareness.

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

Take responsibility for an extended project that involves the exercise of initiative, independent inquiry, and the effective management of time, resources and use of IT; engaging with others in planning and decision-making in complex and unpredictable contexts; meeting deadlines; evaluating the project and learning from it.

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.