

Reflective Practice: Inhabiting Public Ministry (TMM3661)

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 articulate a theology of different orders of ministry in practice, embedding this in the baptismal calling of all Christians to participate in the *missio Dei*.

To enable students to articulate an understanding of what it means to be in 'public' ministry, with particular reference to their own ministerial/professional/vocational calling, formation and practice in their local context.

To equip students with the knowledge, skills and dispositions to set a sustainable pattern of ministry and serve as an exemplar to others.

Content: *Note: The content of this module will vary to some degree according to denomination and order of ministry.*

Study of the relationship between individual calling and the call of the Church through its authorised ministries. For curates in the Church of England, the three fold order of ministry (bishop, priest and deacon) will be examined, including issues of Episcopal authority and what it means to inhabit or 'grow into' holy orders.

Exploration of the concept of ministerial formation, within an overall theology of Christian formation and drawing on its biblical roots and usage in the Christian tradition, differentiating from the language of theological *education* and *training* for ministry and reflecting critically on the student's own change and development – particularly since beginning in public ministry.

The public role of the Church in national and local society, embodied in authorised ministry – what it means to be in publicly representative ministry.

Critical exploration of the relationship and appropriate balance between 'being' and 'doing' in public ministry and setting a sustainable pattern of ministry relating to areas such as personality, relationships and keeping appropriate professional boundaries in the pastoral context. Where available, this will be grounded in identified formation criteria for particular ministries within a denomination.

All of the above will be studied with reference to the students' professional/vocational practice by means of critical theological reflection.

Learning Outcomes:

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

Subject Knowledge [BA SSK 2, 3, 4] [Graduate Cert / Dip SSK 1, 2]

Demonstrate a coherent and detailed understanding of their own denomination's theology of public ministry grounded in Scripture and tradition, drawing on the methodologies and findings of current research and scholarship, with particular attention to appropriateness for their own ministerial context and vocation.

Articulate a critical understanding of the public role of the Church in national and local society, explaining how this relates to and informs understandings of particular ministries.

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

Consolidate and deepen understanding of their own vocation and ministerial formation within an overall theology of discipleship, ministry and mission and in relation to a particular ecclesial context.

Reflect theologically on 'being' and 'doing' in public ministry in the light of theological and, where appropriate, other disciplines.

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

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

Critically evaluate ideas, arguments and assumptions, using them to communicate a coherent response with sensitivity and respect.

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.