Reflective Practice: Mission and Ministry in Rural Contexts (TMM3701)

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 develop students' understanding of the distinctives and diversity of rural contexts and their implications for Christian mission, leadership and public ministry.
	To enable students to interpret and analyse the narratives of rural communities and churches from a variety of methodological resources drawn from theology, sociology and anthropology.
	To enable students to reflect critically on different models of structure and governance for multi-church groups and their effectiveness in supporting mission and ministry.
Content:	Examination of rural mission and ministry from biblical, historical sociological and theological perspectives.
	Exploration of the distinctives for rural contexts with multiple communities of collaborative leadership, incarnational ministry, pastoral care, outreach, mission, evangelism, ecumenical partnership, worship and work with schools.
	Critical reflection upon and application of current issues for rural communities to the ministry and mission of the church, including issue of political and social power and their impact on decision-making in rural contexts.
	Practices and skills of collaborative leadership relating to team development and relationships, managing change, equipping and empowering others, problem solving, shared decision making and working with conflict.
	Models for multi-church structures and their governance, including for Fresh Expressions of church.

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

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

Describe and analyse theological and contextual understandings of current rural contexts and of missional and ministerial practices in multiple rural communities, critically evaluating such practices in a range of rural contexts in and beyond the church.

Describe, analyse and critically evaluate different models for the structure and governance of multi-church groups in diverse rural contexts informed by methodologies and findings of recent research.

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

Extend and apply their theological and contextual understanding of the complex realities of rural church and community to develop and implement appropriate ministry and mission strategies for the church in multiple rural contexts.

Reflect theologically and critically on lay and ordained ministry, leadership, collaboration and authority in relation to the complex realities of multiple rural churches and communities.

Key Skills **[BA / Graduate Dip KS 1, 2, 4] [Graduate 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.