

Reflective Practice Placement (TMM43020)

Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To enable students to encounter and work effectively within a given pastoral context (which may be ecclesial or non-ecclesial).
- To develop a students' capacity to articulate and critique their sense of their own developing ministerial / professional practice within the context of the wider mission of God in the light of their experience in the context.
- To enable students to hone 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 critical self-awareness in a given setting.
- To develop students' capacity to bring fresh insights and questions to the Christian tradition and ministerial practice as a result of their experience and reflection upon it.
- 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 they become involved in a context of ministry as both givers and receivers of gifts and insights and to demonstrate and reflect upon their maturing capacity and styles in paying active attention to others, and to their own impact upon others.

Content: Students engaged in this module will undertake a placement or be otherwise engaged in a given ecclesial or non-ecclesial context which enables them 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 and 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 and the arts. It demands of students attentiveness to their own assumptions and biases. Reflecting upon their experience, 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 [SSK 1, 4]

Demonstrate a critical knowledge and understanding of extant literature relating to particular issues encountered in the given context.

Analyse a given context and particular encounters within it, using theological and other relevant disciplines to describe, account for and explore the context.

Subject Skills [SSS 1, 3]

Apply their knowledge and understanding of the context, and of reading contexts, to observe, record and analyse the given setting, including identifying and interpreting the struggles and aspirations of people in the setting.

Demonstrate developed skills of reflexivity to identify and articulate personal strengths and weaknesses in pastoral ministry, including reference to supervision they have received and what has been learned from it.

Consistently exercise sound judgment and sensitivity in responding to people within diverse pastoral relationships.

Exercise a range of pastoral skills appropriate to the given context (e.g. skills in biblical interpretation, liturgical leadership, working within small groups, etc.).

Reflect theologically in a sophisticated and rigorous manner on the context and/or their experience there, exercising sound judgement when engaging systematically and creatively with complex, unpredictable and ambiguous realities in the church and/or the world today.

Key Skills [KS 2, 3]

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.

Exercise their independent learning skills to pursue further professional development or academic study.

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| 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'. guidelines on formative assessment. |
| Formative Assessment | Formative assessment to be specified by each TEI in line with the published |
| Summative Assessment | Summative assessment to be specified by each TEI using the published guidance on assessment patterns for postgraduate modules. |
| Indicative Reading | Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for postgraduate modules. |