

Reflective Practice: Leadership and Collaboration (TMM43320)

Module Level: 7

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 and deepening their engagement with well-informed and structured forms of theological reflection which underpin a high standard of reflective practice.

To enable students to develop a well-informed and integrated understanding of leadership and collaboration as an aspect of Christian ministry, with particular reference to their own ministerial / professional / vocational practice.

To offer students an in-depth and discerning understanding of models of leadership drawn from both Christian scripture and tradition and secular contexts and to evaluate their appropriateness for the students' own practice.

To offer students a high standard of 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 theology and Scripture, evaluating their appropriateness for their own practice and context.

An examination and assessment of leadership models and practices derived from non-church contexts and from non-theological disciplines.

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

In all the above, students will engage current practitioner and academic research in relevant areas of development in the field as well as established or classic sources.

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

Subject Specific Knowledge [SSK 1, 2, 4]

Demonstrate a systematic understanding and depth of knowledge of a variety of leadership models informed by Christian theology and tradition as well as by leadership studies in other disciplines and spheres of life, including current writings and research in the field.

Articulate a sophisticated and critical understanding of how Christian leadership, authority and collaboration relate to ministerial practice that enhances the church's mission and ministry in the world.

Give a critical and comprehensive account of a range of methods for relating their chosen field of study to aspects of faith, church and society.

Subject Specific Skills [SSS 1, 2, 3]

Apply their understanding and depth of knowledge of collaboration, leadership and authority sensitively and creatively to a range of new and complex contexts in ministerial practice, reflecting critically on their own strengths and weaknesses.

Demonstrate a high level of competence in several chosen aspects of leadership, informed by a well-developed understanding of principles and methods.

Reflect theologically in a sophisticated and rigorous manner in relation to leadership, collaboration and authority, exercising sound judgment when engaging with the complex realities of ministerial situations.

Key Skills [KS 1, 2, 3]

Communicate complex information and detailed argument with clarity, sensitivity, fairness and imagination to specialist and non-specialist audiences.

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.

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 postgraduate modules.
Indicative Reading	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for postgraduate modules.

