

## Foundations for Reflective Practice in Context (Long) (TMM1451)

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Module Level: 4

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To enable students to encounter non-ecclesial and/or ecclesial contexts within which to explore their own developing ministerial and/or professional practice and the wider mission of God.
- To introduce methods of theological reflection which apply insights from, and the ability to integrate, other fields of theological and non-theological study to the analysis of contexts.
- To provide an opportunity to demonstrate self-awareness in a given setting and role, learning to pay deep 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 begin to explore ways in which their gifts can be offered within a specific context.

Content:

This module involves a partnership between a student's training institution and a given placement, ministerial or work-based context which enables students to encounter, and work effectively within, such a setting. On-site staff and/or relevant staff in the students' own training institution will provide supervision. Supervisors will report in writing on a student's participation in the placement.

It provides an introduction to skills in understanding and analysing context, and integrating theological enquiry with pastoral/ ministerial/ professional practice. It demands of student's attentiveness to their own assumptions and biases. Placement, ministerial or work-based learning creates opportunity for deeper understanding of an unfamiliar setting in creative conversation with key themes from relevant disciplines, including biblical and doctrinal studies, missiology, sociology and anthropology (amongst many).

Learning Outcomes:	<p>By the end of this module students will be able to:</p> <p><b><i>Subject Knowledge [SSK 3]</i></b> Describe competently at least two or more methods of theological reflection, identifying strengths and weaknesses.</p> <p><b><i>Subject Skills [SSS 2, 3]</i></b> Demonstrate the skills of observing, recording and analysing the given context and evaluating their findings – and the questions to which they give rise – in the light of relevant theological and, where appropriate, non-theological disciplines.</p> <p>Reflect on their own performance and experience in the given context, drawing on relevant theological and non-theological disciplines, and communicating their findings accurately and reliably.</p> <p><b><i>Key Skills [KS 3, 4]</i></b> Carry out a guided project that involves: independent inquiry; management of time and resources, working collaboratively with others, meeting deadlines, evaluating the project and learning from it.</p> <p>Recognise key issues in their own personal and professional development.</p>
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.