

Reflective Practice in an Ecumenical Context (TMM3501)

Module Level: 6

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 international ecumenical study/ecclesial context such as the Ecumenical Institute, Bossey; The Beda, Rome; placement in Germany arranged under the Meissen Agreement.

To develop a student's capacity to articulate and critique their sense of their own developing ministerial practice and ecclesiological understanding within an ecumenical context.

To develop skills in critical theological analysis of different ecumenical ecclesial contexts and ministerial practice which integrate relevant theological, social-scientific and missiological insights.

To provide an opportunity to demonstrate self-awareness in a given ecumenical study/ecclesial setting and role and development as a reflective practitioner through engagement with those training for ministry in a different denominational setting.

To develop ministers who can be an ecumenical resource for the national as well as the local church.

Content:

This module involves a partnership between a student's training institution and an ecumenical (and normally international) study/ecclesial context.

A candidate will engage in modules as provided by and agreed with the ecumenical training institution and will live and study alongside those in the host training institution. It provides opportunity to enhance skills in understanding and analysing context, and integrating theological enquiry with pastoral and ministerial practice. It draws upon the resources of scripture and relevant Christian traditions in critical conversation with insights and differing understandings from other denominations. It demands of student's attentiveness to their own assumptions and biases. Reflecting upon their engagement with the common life and study of the ecumenical student body and encounters with churches of a different denomination, 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 the module students will be able to:

Subject Specific Knowledge [BA SSK 3] [Graduate Cert / Dip SSK 1]

Offer a coherent and detailed account of ecumenical history and theology, exploring and explaining how they relate to aspects of faith, church and society today.

Offer a coherent and detailed account of methods of theological reflection.

Describe and evaluate a range of methods for nuanced reading and/or profiling a context.

Subject Specific Skills [BA SSS 2, 3] [Graduate Cert / Dip SSS 1, 2]

Consolidate and extend competence in modes of inquiry involving observing, recording and analysing the given placement context and evaluating their findings in the light of ecumenical theology and history.

Extend and apply critical theological reflection to interpret the placement experience, and the student's own role and performance within it, in the light of ecumenical sources, communicating their findings with relevance, rigour, creativity and sensitivity to specialist and non-specialist audiences.

Consolidate and extend confident collaborative ministry within the ecumenical formational community, working accountably to a supervisor, making use of supervision to understand and improve their own ministerial practice and self-awareness.

Be an effective apologist for their own denominational theology and ecclesiology both within the placement context and in future ministerial practice.

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

Take responsibility for an extended project that involves the exercise of initiative, independent inquiry and the effective management of time, resources and use of IT; engaging with others in planning and decision-making in complex and unpredictable contexts; meeting deadlines; evaluating the project and learning from it.

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.