Chaplaincy in Organisational Context (TMM46420)

Module Level:	7
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

Aims:

This module develops students' ability to apply critical, professional, and theological skills to issues arising from the specific settings in which chaplaincy is commonly embedded.

It equips students to explore diverse perspectives and to critically evaluate the assumptions shaping professional practice within an organisation.

It provides an opportunity to analyse in depth and with academic rigour a theme relating to an area of chaplaincy.

Content:

An understanding of organisational theory and its applicability to chaplaincy.

An evaluation of different models of chaplaincy and their impact on professional practice.

An exploration of professional and personal accountability.

Learning Outcomes:

By the end of this module students will be able to

***Subject Specific Knowledge* [SSK 1, 2, 3, and 4]**

Demonstrate a systematic understanding and depth of knowledge of professional practice in chaplaincy or its context that is informed by research and original thinking at current boundaries of the subject.

Understand, assimilate, and critically evaluate the underpinnings of organisational practice, drawing on methodologies arising from advanced scholarship and research.

Demonstrate an understanding of a range of methods of analysis and inquiry in chaplaincy studies.

Give a critical and comprehensive account of a range of methods for relating chaplaincy studies to organisational theory within the wider context of society.

Subject Specific Skills [SSS: 1, 2, and 3]

Apply their knowledge to undertake independent investigation of an aspect of professional practice in a chaplaincy context, reaching valid conclusions, some of which may be original, and report these findings effectively within the conventions of the relevant academic or professional community.

Make professional or academic judgements about their professional practice and context which may involve others and which recognise the limits of their own competence.

Reflect theologically in a sophisticated and rigorous manner on an aspect of chaplaincy in its organisational context, exercising sound judgement when engaging systematically and creatively with complex, unpredictable, and ambiguous realities in the world today.

Key Skills [KS 1, 2, and 3]

Carry out systematic and creative research into complex issues and communicate their findings 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'.
Contact Hours:	Contact hours to be specified by each TEI using the 'Guidelines for Contact 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 undergraduate modules.