

# MIXED MODE TRAINING IME 1-3 HANDBOOK SUPPLEMENT



2019-20

(JULY 2019)

## Introduction

This supplement should be read in conjunction with the SEI IME 1-3 and Field Education handbooks.

Any questions regarding clarification should be submitted to the Director of Mixed Mode Training, Rev Dr Richard Tiplady, at [DMM@scotland.anglican.org](mailto:DMM@scotland.anglican.org).

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The guidance herein relates to Mixed Mode placement activities and the following modules, which will be taken for credit by Mixed Mode students during this academic year:

- TMM2311 Developing Ministry and Mission in Context (20 credits) (*first year students only*)
- TMM2427 Mission Entrepreneurship: Principles (10 credits) (*all students*)
- TMM2437 Mission Entrepreneurship: Practice (10 credits) (*second year students only*)

One additional placement-based module is taken during the year by Mixed Mode students:

- TMM1447 Foundations for Reflective Practice in Context (Short) (10 credits) (*first year students only*)
- TMM2531 Reflective Practice in Context (Long) (20 credits) (*second year students only*)

The student's own placement will provide the context for this module. In every other respect, the guidance for the module provided in the Field Education handbook should be followed. The contents of this supplement do not apply to these modules.

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## Allocation of hours

The student will be expected to serve for 20-25 hours in mission and ministry each week in the placement. This is a guideline that should not be exceeded, but it is expected that there will be some variation therein from week to week. This is based on a normal pattern of 3 days in ministry each week, including Sundays. The specific days of service will be set out in the Working Agreement produced by the Mixed Mode Training Supervisor at the start of the academic year. Any extension beyond 3 days must be agreed in writing with the Director of Mixed Mode Training (but the total hours of service must remain within 20-25 hours a week). This time allocation includes all preparation time for ministry activities.

There are 1-2 days each week for class preparation and attendance, and for wider reading and study. In practice, this may extend to 3 days on occasion when assignment deadlines are due, but this should not be the norm. The Orientation Week is full-time and the split between placement and other SEI activities begins the week after that. Time spent at Residential Weekends are included in the class/academic study time allocation (i.e. the full period of time committed to ministry should be used, even during weeks before or after a Residential Weekend). There are no SEI classes in the weeks after Residential Weekends to take partial account of this.

Students are encouraged to take the equivalent of 5 weeks (FTE) paid holiday per annum, plus public holidays or TOIL. Mixed Mode Training Supervisors are expected to be supportive of this. Mixed Mode students are exactly that, students in receipt of a bursary, and are neither employees nor clergy. The opportunity to develop good habits of service, rest and recovery in the early months and years of a placement will help the student to establish sustainable patterns of ministry practice in future.

It is possible that students will be expected to exceed their 20-25 hour weekly time commitment in placement over Christmas or during Holy Week. In these cases, any additional holiday granted after these times should be treated as Time Off in Lieu and not as part of the annual holiday allocation.

The student will complete a fortnightly calendar and submit it each fortnight to the Director of Mixed Mode Training and their Mixed Mode Training Supervisor. This calendar will show one week in retrospect and one week in prospect, i.e. plans for the coming week and activities undertaken during the previous week. The principle behind this is to establish the principle and practice that “you need to manage your diary, not let your diary manage you”. The diary should be saved with the following filename: YYMMDD calendar AB (where AB is replaced by the student’s own initials, and MMDD is the date of the Saturday in the middle of the fortnight to which the calendar relates).

As a general guideline, please note that one academic credit equates to 10 hours of ‘notional student effort’ (i.e. 100 hours for a 10-credit module; 200 hours for a 20-credit modules). For a placement module, each ‘10 hours’ should be broken down as follows:

- 5 hours of engagement with context, in activities directly related to the module learning outcomes. This includes preparation time for practice activities (but not pre-reading for class sessions or assignments).
- 1 hour of classroom time
- 4 hours of independent study time, including pre-reading for class sessions and preparation of assignments

In practice, time spent in placement over the year will far exceed the notional hours of engagement with context. The purpose of the placement modules is to give academic credit for the time spent and learning achieved in practice. The ‘hours of engagement’ total does, however, give a general guideline as to the number of hours that should be spent over the year where a specialist module is concerned (e.g. a combined total of 100 hours in ministry practice for the two Mission Entrepreneurship modules being taken by second year Mixed Mode students).

## Review meetings

The Director of Mixed Mode Training will meet with students and supervisors on a one-to-one basis throughout the year. Group review meetings are also scheduled as follows:

- Mixed Mode student review meeting: Tuesday 29<sup>th</sup> October 2019, 10.30am – 1.30pm
- Mixed Mode Training Supervisor review meeting: Thursday 7<sup>th</sup> November 2019, 1pm – 4pm
  
- Joint Mixed Mode student and Training Supervisor meeting: February 2020 (date to be arranged)
  
- Mixed Mode student review meeting: June 2020 (date to be arranged)
- Mixed Mode Training Supervisor review meeting: June 2020 (date to be arranged)

The expected distribution of Mixed Mode students across Scotland in 2019-2020 means that these meetings will be held in Pitlochry.

## Working Agreement

A Working Agreement pro forma will be provided by the Director of Mixed Mode Training to each placement. The purpose of the working agreement is to ensure that the training and formational objectives of the Mixed Mode programme are fully supported by the student, the placement, and SEI. Activities undertaken by students should be agreed between the charge and SEI within Ministry Division guidelines. These will form an integral part of the training pathway with appropriate support and evaluation.

Activities within charges are a training placement and are not covered by a contract of employment. The student is provided with a maintenance grant paid through SEI, which is not subject to tax or National Insurance.

The following requirements and commitments should be noted.

### The student

1. The student will be fully committed to all placement and training activities as agreed.
2. The student will submit a fortnightly timetable (one week in arrears, one week in advance) to the Director of Mixed Mode Training and the Mixed Mode Training Supervisor.

### The placement

1. The placement will ensure that suitable welcome, induction and pastoral support is provided for the student.
2. A commissioning service will be held for first-year Mixed Mode students in their placement church at an early opportunity, preferably in September 2019. This will serve to introduce the student and to commission them within their placement, also indicating that they serve there under the authority of the rector.
3. The placement will ensure that regular supervision meetings take place between the student and Mixed Mode Training Supervisor. These should be held at least fortnightly, and preferably weekly in the early stages of a placement.
4. The placement will ensure that the student is able to attend all required classes and residential weekends arranged by SEI.
5. The Mixed Mode Training Supervisor will attend training sessions as arranged by SEI.
6. The Mixed Mode Training Supervisor will ensure that the Working Agreement is completed and signed by all parties.
7. The placement will ensure that suitable public liability insurance is in place to cover the student's activities in the placement.

### SEI

1. The Director of Mixed Mode Training will meet (in person or by phone) with the student once each month for up to 90 minutes, in the role of Diocesan Advisor.
2. The Director of Mixed Mode Training will be available to meet (in person or by phone) with a Mixed Mode Training Supervisor once each quarter for up to 60 minutes if requested, to address any concerns or matters of forward planning that might be necessary.

## Financial matters

1. Relocation costs to placement accommodation will be covered by the placement charge, with diocesan assistance if necessary.
2. The cost of an annual retreat will be covered by the student or placement charge. Applications can be made to the St James' Fund for this purpose. Please contact the SEI Principal for the appropriate application form.
3. Travel expenses and meeting costs for meetings between the Director of Mixed Mode Training, Mixed Mode Training Supervisors, and students will be covered by SEI.
4. Curacy robing grants may be advanced, if needed. Students should apply to their sponsoring diocese.

## Placement modules

### General placement modules

*To be taken by Mixed Mode students along with other students*

This information is included for reference purposes only. For all further information relating to these two modules, please refer to the Field Education Handbook.

TMM1447 Foundations for Reflective Practice in Context (Short)

TMM2531 Reflective Practice in Context (Long)

#### **Aims (both modules)**

- 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.

#### **Learning outcomes**

- Explain in detail methods of theological reflection as cross-disciplinary resources for exploring contexts and the self (both modules)

#### **Foundations for RPiC (Short)**

- 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 one or more theological disciplines.
- Reflect on their own performance and experience in the given context, drawing on various relevant disciplines, and communicating their findings accurately and reliably.

#### **RPiC (Long)**

- Demonstrate competence in observing, recording and analysing the given context and evaluating their findings – and the questions to which they give rise – in the light of one or more theological disciplines.
- Engage in critical theological reflection in ways that show an ability to interpret the context experience, and the student's own role and performance within it, in the light of appropriate biblical, theological and wider sources, communicating their findings effectively.
- Exercise confident collaborative ministry within the context, working accountably to a supervisor, and make use of supervision to understand and improve their own ministerial practice and self-awareness.

## Specific placement-based modules

*To be taken by Mixed Mode students*

### TMM2311 Developing Ministry and Mission in Context

#### Aims

- Carry out research in profiling a community and/or congregation and to extrapolate implications for ministry and mission from the outcomes of this research
- Reflect theologically on the relationship between their experience and practice in a particular context with the study of ministry and mission

#### Learning outcomes

- Evaluate selected approaches to teamwork and leadership
- Exercise leadership in taking initiatives in ministerial practice in mission in their context
- Work collaboratively with others

#### 'Notional' student effort: 200 hours (20 credits)

- 10 class sessions (2 hours each), at the Orientation week and at Residential Weekends (RWEs) throughout the year
- 100 hours of placement practice (including preparation)
- Class pre-reading and assessment prep/writing

#### Assessment

- Type: portfolio of 5000-7000 words
- Due date: 25<sup>th</sup> May 2020

#### **Reflective journal**

Extracts from a reflective journal will form part of the assessment for this module. The purpose of the reflective journal is to foster the ability to reflect theologically on experience and to help students to consider how their developing understanding of theology and missiology can inform a growing critical awareness of their actions, values and motivations (and those of others).

These reflective journals should include a strong element of reflection on practice and experience. Each journal entry should include three elements: a reflective description of an experience, a theological/missiological contribution that provides insight, and some specific future actions that describe how the student will change or develop as a result of the reflection.

It is recommended that each reflection should be no more than 500 words in length. Relevant extracts totalling 1000 words (+/- 10%) should be included in the portfolio that is submitted for assessment.

Please note the following guidelines regarding bibliography and style:

- Reflective journals must include and refer to a bibliography of the appropriate academic level. Failure to do this will result in the journal being failed.
- Repeated use of the same texts will be seen as evidence of an inability to engage with a wide range of views and ideas.
- Extensive quotations are discouraged. Page references are not required unless there is a (short) direct quotation.

## TMM2427 Mission Entrepreneurship:Principles

### Aims

- To relate social entrepreneurship to mission initiatives
- To reflect theologically on entrepreneurship and pioneering initiatives for mission

### Learning outcomes

- Explain the dynamic and building blocks required for establishing a new project or initiative
- Create a strategy for starting and growing a project or social enterprise

### 'Notional' student effort (100 hours)

- 5 class sessions (2 hours each) in October/November 2019
- 50 hours of placement practice (including preparation)
- Class pre-reading and assessment prep/writing

### Assessment

- Type: a written essay of 2500 words, including a theological and pragmatic analysis of entrepreneurial approaches to mission and ministry (1000-1500 words) and an outline strategy for starting and growing a pioneer ministry project or social enterprise (1000-1500 words)
- Due date: 2<sup>nd</sup> December 2019

## TMM2437 Mission Entrepreneurship:Practice

### Aims

- A supervised opportunity to apply the principles and practice of entrepreneurship by engaging in a pioneer mission project, with a focus on sustainability

### Learning outcomes

- Create and execute a strategy for starting and growing a project or social enterprise
- Reflect critically and theologically on an experience of missional entrepreneurship or engagement with a start-up project or initiative, including evaluating its contribution to the wider mission and ministry of the church

### 'Notional' student effort (100 hours)

- 5 class sessions (2 hours each), monthly from January to May 2020
- 50 hours of placement practice (including preparation)
- Class pre-reading and assessment prep/writing

### Assessment

- Type: an oral presentation, with a supporting written rationale/commentary
- Due date: 8<sup>th</sup> June 2020