



**Diploma of Ministry, Bachelor of Ministry & Bachelor of Theology**

**PC444**  
**Practical Ministry Field**  
**Education**

**Semester 2, 2017**

**Malyon College**  
is an approved institution of the  
**Australian College of Theology**

PC444 is offered by Malyon College as part of the Diploma of Ministry, Bachelor of Ministry and Bachelor of Theology authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

## Contents

About Malyon College.....	3
About The Australian College of Theology .....	3
Unit Details.....	4
Unit Description.....	4
Credit Points .....	4
Co- and Pre-requisites .....	4
Exclusions.....	4
Learning Outcomes.....	4
Unit Outline .....	6
Workload Requirement .....	6
Required Resources .....	6
Assessment .....	7
Requirements .....	7
Assessment Instructions.....	8
Requirement 1 – Ministry Observation Report.....	9
Requirement 2 - Book Review .....	10
Requirement 3 - Ministry Preparation Report .....	11
Requirement 4 - Ministry Experience Report.....	12
Requirement 5 - Mentor’s Evaluation Report .....	13
Unit Coordinator .....	14
Unit Contribution to Graduate Attributes .....	15
ACT Policies and Procedures.....	16

## About Malyon College

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

## About The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

## Unit Details

### Unit Description

This unit (PC444) aims to give students a ‘taste’ of some form of ministry which they are interested in pursuing for themselves in the future. Students may select any of the ministries of the church, the para-church and secular workforce for this experience. During the unit they will meet regularly with a mentor experienced in this ministry to observe what they do and then prepare for, experience and reflect upon it for themselves.

### Credit Points

This unit is valued at 4 credit points.

### Co- and Pre-requisites

None

### Exclusions

Candidates may take two only of units PC442-444 and DM440-442

### Learning Outcomes

Upon successful completion of this subject, students should be able to:

*know and understand -*

1. The practical issues of ministry settings
2. Approaches to the practical issues of ministry settings

*be able to -*

1. Discuss the practical issues of ministry settings
2. Analyse approaches to the practical issues of ministry settings
3. Under supervision participate in a church or other ministry
4. Assess the management of practical issues as observed in a local congregation or other ministry setting

*be in a position to -*

1. Integrate perspectives from their other theological studies with an approach to the management of practical issues in ministry settings
2. Manage practical issues in ministry settings as a reflective practitioner

## Unit Outline

### Section A: Theoretical Study

An introduction to the ministry issues pertaining to the context in which the Field Work will be undertaken (1 hour per week).

### Section B: Field Work.

A placement in a practical ministry situation, to include a minimum of 160 hours experience, under supervision.

## Workload Requirement

The total workload for this unit is 160 hours over the semester. Excluding the study weeks, this generally averages out as follows:

- (a) Lectures – 1 hour per week
- (b) Meeting with supervisor - 1 hour per week
- (c) Ministry Experience & Preparation – 6 hours per week
- (d) Reflection and Report-writing – 1.5 hours per week.

## Required Resources

Any relevant learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Students need to select their own ministry and experienced ministry mentor in consultation with the unit lecturer.

## Assessment

### Requirements

To complete this unit, students must:

1. Meet for at least one hour per week with a ministry mentor.
2. Attend and participate in lectures.
3. Complete 120 hours ministry experience (a combination of observation and performance) in one or more ministry areas in congregational or non-congregational settings. Areas of ministry could include any Church, para-church or ministry in the secular workplace

As a part of this requirement you are to select an area of ministry and observe a different model of that ministry to your own (up to 5 hours).

4. Submit the following assessment requirements:
  - a. A Ministry Observation Report of 500 words. (Note: the ministry observation must be related to your proposed ministry experience e.g., worship leading, high school chaplaincy, Christian social work etc.).
    - Due: 13<sup>th</sup> August
  - b. A book review of a book related to their area of ministry focus (1000 words). Students will make a 20 minute class presentation summarising the key themes of the book.
    - Due: 22<sup>nd</sup> August
  - c. A Ministry Preparation Report of 1500 words drawing on your Ministry Observation Report, meetings with your mentor, book review and other resources. This report should detail your ministry preparation and include a description of what you planned to do in your ministry and why.
    - Due: 1<sup>st</sup> October
  - d. A Ministry Experience Report of 2000 words.
    - Due: 21<sup>st</sup> October
  - e. Mentor's Evaluation Report
    - Due: 31<sup>st</sup> October

Field Education students are assessed largely on the basis of the reports that they and their mentor write concerning the students' activities, reflection upon and growth in practical ministry. This section of the Unit Guide provides guidelines for the writing of each of the different reports.

Don't just write these reports and hand them in. Show them to your mentor, discuss them together, and invite constructive comment. This is an important part of the learning and ministry formation process.

## Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Writing Guide** is available to all students on the Moodle site; it should be studied by all students, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Unless an extension has been granted, the late submission of an item will incur a penalty of 3% of the total possible marks per calendar day up to 14 days late. Where an extension has not been granted, an item submitted after 14 days late will be awarded a mark of zero. Regardless of the foregoing, students must complete all assessments in order to pass a unit. Therefore, if a student has not submitted an item by the final date of the semester examination period, the assessment will be deemed as a non-attempt, and consequently the student will receive a failing grade for the unit.
4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.
5. With respect to the **list of references** students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
  - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
  - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

## Requirement 1 – Ministry Observation Report

<b>Responsibility for Completion:</b>	<b>Student</b>
<b>Process:</b>	<b>Discuss with Mentor before submission</b>
<b>Submission:</b>	<b>Through Moodle</b>
<b>Deadline:</b>	<b>13<sup>th</sup> August</b>

The Ministry Observation Report (500 words) is so named because it is a report of the student's **observation** of the Mentor or another Ministry leader performing a ministry task, and then reflection upon and learning from the experience of observation. The following outline will help organise the reporting of observations of ministry tasks.

**(Note: the ministry observation must be related to your proposed ministry experience e.g., worship leading, school chaplaincy, Christian social work etc.).**

### 1. Background Information

- Identify the context of the ministry: time, place, agenda, purpose etc.

### 2. Reporting the Observation

Analyse the observation by answering questions such as the following:

- What happened? Why?
- What skills did you observe?
- Which of these skills do you need to practise?
- What did you learn about the participants?

### 3. Theological Reflection

Use questions such as the following to analyse the theological dynamics of what you observed:

- What appeared to be the theological presuppositions underlying the particular ministry event that you observed?
- What were the strengths and the weaknesses of the approach taken, in theological terms?

### 4. Learning

Use questions such as the following to identify what you have learned from the observation:

- What have you observed that you wish to utilise in your ministry?
- What have you observed which you will not utilise in your ministry?
- What skills or knowledge do you need to develop as a consequence of observing this ministry?

The **key assessment criteria** for this requirement are based on how well the student:

1. Identifies the context of the ministry: time, place, agenda, purpose etc.
2. Reports the ministry observation.
3. Analyses the ministry observation.
4. Reflects on the ministry observation.
5. Derives personal learning from the ministry observation.

***Length: 500 words***

***References: Nil***

***Time: at least 2 hours***

***Due: 13<sup>th</sup> August by no later than 11:55pm***

***Mark allocation: 10%***

## **Requirement 2 - Book Review**

<b>Responsibility for Completion:</b>	<b>Student</b>
<b>Submission:</b>	<b>Through Moodle</b>
<b>Deadline:</b>	<b>22<sup>nd</sup> August</b>

Write a book review of a book related to your area of ministry focus (1000 words). The book should be between 100 and 300 pages in length.

The **key assessment criteria** for this requirement are based on how well the student:

1. Summarises the content of the book.
2. Draws reasonable conclusions and personal applications from the book.
3. Presents their review of the book to the class in an interesting manner.

***Length: 1000 words***

***References: Nil***

***Time: at least 4 hours***

***Due: 22<sup>nd</sup> August by no later than 11:55pm***

***Mark allocation: 20%***

## Requirement 3 - Ministry Preparation Report

<b>Responsibility for Completion:</b>	<b>Student</b>
<b>Process:</b>	<b>Discuss with Mentor before submission</b>
<b>Submission:</b>	<b>Through Moodle</b>
<b>Deadline:</b>	<b>1<sup>st</sup> October</b>

This report (1500 words) will detail how you prepared for the ministry activity. The report should detail your ministry preparation and include a description of what you planned to do in your ministry and why.

### 1. Introduction

- Describe the context of the ministry.

### 2. Reflection on Ministry Observation

- Describe your conclusions from observing this ministry performed by another person (if applicable) and as analysed in your Ministry Observation Report.

### 3. Reflection with Mentor

- In this section reflect on the input of your mentor.

### 4. Theoretical Approach

- Report on your readings and the lecture input and how it will influence your ministry activity.

### 5. Preparation Activity

- Describe the actual preparation for the ministry. Include any documents related to the ministry (e.g. programs, run sheets).

### 6. Conclusion

- Summarise the preparation you have made for the performance of your ministry.

The **key assessment criteria** for this requirement are based on how well the student:

1. Identifies the context of the proposed ministry: time, place, agenda, purpose etc.
2. Concisely reports conclusions from reflection on the ministry observation.
3. Draws conclusions and personal applications from meetings with supervisor/mentor.
4. Draws conclusions and personal applications from reflection on the theoretical input (including the Book Review).
5. Describes the ministry preparation process.

***Length: 1500 words***

***References: At least two***

***Time: at least 6 hours***

***Due: 1<sup>st</sup> October by no later than 11:55pm***

***Mark allocation: 30%***

## Requirement 4 - Ministry Experience Report

<b>Responsibility for Completion:</b>	<b>Student</b>
<b>Process:</b>	<b>Discuss with Mentor before submission</b>
<b>Submission:</b>	<b>Through Moodle</b>
<b>Deadline:</b>	<b>21<sup>st</sup> October</b>

The Ministry Experience Report (2000 words) is so named because it is a report of the student's **Experience** in performing a ministry task, and then reflection upon and learning from the experience of ministry. The following outline will help organise the reporting of a ministry task.

### 1. Background Information

- Identify the context – time, place, agenda or purpose etc

### 2. Reporting the Experience

Analyse the experience by answering questions such as the following (Be as factual and honest as possible about your own role – record what happened “warts and all”).

Remember that you are assessed not on how “well” you did, but on the quality of your reflection on the experience and what you learned from it):

- What happened?
- What went well?
- What did not go well?
- What skills and knowledge did you utilise?
- What did you learn about the participants?

### 3. Personal Reflection

- Why did things go well?
- Why did things not go well?
- What skills and knowledge did you utilise?
- What skills and knowledge do you need to develop?
- What did you learn about the participants?
- What did you learn about yourself?

### 4. Theological Reflection

Use questions such as the following to analyse the theological dynamics of what you did:

- Are there any Biblical texts which relate to your experience?
- Where was God in this ministry experience?
- As you reflect upon the experience, what would God be saying to you?

The **key assessment criteria** for this requirement are based on how well the student:

1. Concisely identifies the context of the ministry: time, place, agenda, purpose etc.
2. Reports the ministry experience.
3. Analyses the ministry experience.
4. Reflects personally on the ministry experience.
5. Reflects theologically on the ministry experience.
6. Derives personal learning for ministry from the ministry experience.

***Length: 2000 words***

***References: As appropriate***

***Time: at least 8 hours***

***Due: 21<sup>st</sup> October by no later than 11:55pm***

***Mark allocation: 40%***

## Requirement 5 - Mentor's Evaluation Report

<b>Responsibility for Completion:</b>	<b>Mentor</b>
<b>Process:</b>	<b>Discuss the report with the student before submission</b>
<b>Submission:</b>	<b>Through Moodle</b>
<b>Deadline:</b>	<b>31<sup>st</sup> October (Adequate lead-time is needed to discuss the report with the student before submission.)</b>

The Mentor's Evaluation Report is required at the end of the semester of the student's Field Education placement. The Mentor is to give a full and frank evaluation of the student's ministry practice and development during the semester under review. The report should be completed early enough for the Mentor to discuss it thoroughly with the student, before the student submits it.

Mentor's Evaluation Report should be written in accordance with the outline provided by the three headings below. Not every sub-question under these headings will necessarily be relevant (they are given purely to prompt thinking), but the main headings are important.

### EVALUATION TOPICS

#### 1. Student's Growth

- How has the student developed toward effective ministry?
- What personal and spiritual growth has taken place in the student?
- In what ways has the student integrated knowledge about ministry (theory) with the actual performance of ministry (practice)?
- What growth areas does the student need to address in the near future?

## 2. The Learning Environment

- How has the mentoring relationship developed between you and the student?
- How has the student facilitated the development of this relationship?
- How have you facilitated the development of this relationship?
- How might the relationship be further strengthened?

## 3. General Comments

- How do you evaluate the role of the College in the student's ministry development?
- Are there any related issues you may wish to raise?

***Length: as appropriate***

***Time: at least 1 hour***

***Due: 31<sup>st</sup> October by no later than 11:55pm***

***Mark allocation: Nil***

## Unit Coordinator



The single passion and vocation which **Andrew Dunstan** (BMin, BTh (Hons I), MPhil, DPhil (cand.)) prayerfully pursues anew each morning is for the attention of Christian leaders to be so caught by the gospel of the good, true and beautiful God that they embody it in endless faithful and striking improvisations in their ministry, mission and Christian lives.

Andrew became a Christian when an encounter with the gospel for the first time during a WEC High School camp sparked a powerful revolution of his entire thought and life. He concluded thereafter that God was enlisting him to the ministry of the gospel as a pastor.

After initial studies in psychology at the University of Queensland, Andrew completed a BMin and BTh (Hons) through Malyon College. Further convinced of the power and worth of the gospel through his theology lectures under Jim Gibson, yet troubled by the tendency of many pastors to let other sources shape their habits of ministry and piety, Andrew sensed his calling specify into a vocation to be a pastor-theologian: to help forge both a theology (i.e. explication of the gospel) whose goal is practice and a practice of Christian life, mission and ministry whose basis is truly theological (i.e. shaped by the gospel). This catalysed an honours thesis which investigated the Scottish theologian TF Torrance's understanding of why the gospel exercises authority over people, and especially the role that both its 'depth' and 'compulsion' have in this.

After several years rehearsing a theological practice of ministry as an associate pastor at North-East Baptist Church (Nundah), a social worker, a volunteer with WEC and SU Queensland and an itinerant speaker, Andrew won the FJ Church Scholarship which provided almost \$50 000 to study towards his vocation. Moving to England with his wife, Elspeth (Elf), he completed a Master of Philosophy specialising in modern theology at the University of Oxford under the supervision of Dr Joel Rasmussen and Reverend Professor Paul Fiddes. His thesis explored the Swiss Reformed theologian

Karl Barth's understanding of the beauty (i.e. persuasiveness) of the glory of God. He is currently in the final stages of expanding this under the supervision of Rev. Prof. Paul Fiddes in order to complete a Doctor of Philosophy at the University of Oxford. Whilst at the University of Oxford Andrew had the distinction of being the Graduate Research Assistant (GRA) at the Oxford Centre for Christianity and Culture, of being offered a scholarship to work under Rev Prof Alister McGrath and of completing his first academic publication: a book chapter on Barth's theology of beauty (translated into Russian!).

Andrew and his wife returned to Malyon College in late 2013 in order to develop the college's vision of the centrality of the gospel to systematic theology (knowledge) into one which also places it at the centre of practical theology (practice) as Lecturer in Theology and New Testament.

#### Contact details

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## Unit Contribution to Graduate Attributes

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Maturity</b>				
a. cultivates a growing personal relationship with God that leads to developing spiritual maturity	✓			
b. understands and seeks to practice the biblical character qualifications for Christian leadership	✓			
c. humbly depends on God through prayer for personal and ministry effectiveness			✓	
d. disciplines one's life to achieve the fulfilment of goals	✓			
e. pursues personal growth through lifelong learning and mentoring relationships	✓			
f. discerns, acknowledges and reflects on personal strengths and weaknesses with a view to personal development	✓			
g. builds positive, healthy relationships and serves others	✓			
h. recognises and follows God's call to influence others	✓			
<b>Graduate Attribute 2: Theological Maturity</b>				
a. displays a thorough knowledge of the Bible and its history, culture, geography, and theology			✓	
b. possesses a confidence in the integrity and authority of Scripture and in its relevance in contemporary ministry			✓	
c. locates and critically engages sources that enable biblical and theological understanding				✓
d. articulates a personal theological understanding in terms of both biblical truth and church history			✓	
e. applies the Bible and one's own theological understanding to ministry contexts and situations;	✓			
f. processes new ideas and practical challenges in a reflective and reconstructive manner	✓			
g. communicates one's biblical/theological understanding with clarity and conviction			✓	
<b>Graduate Attribute 3: Ministry Maturity</b>				
a. reflects on and understands the context(s) in which the graduate ministers	✓			

b. possesses a range of basic ministry skills with particular focus on communicative and relational skills	✓			
c. works collaboratively and effectively in a team	✓			
d. manages a project efficiently by planning, organising, implementing and evaluating	✓			
e. is equipped to and commits to the sharing of the Gospel		✓		
f. develops ministry in keeping with gifting, culture and calling	✓			
g. is able to lead others in keeping with gifting	✓			

**Scale:**

1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit

## ACT Policies and Procedures

### KEY POLICIES

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

### ACCESSING DOCUMENTS

These and other policy documents are publically available in the following handbooks, through links on ACT's home page ([www.acttheology.edu.au](http://www.acttheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the 'Recent Updates' link found on the home page.*