



**Diploma of Christian Studies**

**PC244D**  
**Practical Ministry**  
**Field Education**

**Semester 2, 2018**

**Malyon College**  
An approved institution of the  
**Australian College of Theology**

PC244 is offered by Malyon College as part of the 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).

## 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

Field Education provides the opportunity for students to integrate theory with practice. This unit allows students to take and apply their theological education and to apply and reflect upon its implementation in a real ministry setting.

### Credit Points

This unit is valued at 4 credit points.

### Co- and Pre-Requisites

None

### Exclusions

Candidates may take two only of units PC242-244 and DM240-242

### Unit Outcomes

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

- a) Perform a number of ministry functions satisfactorily
- b) Observe, report and reflect on ministry activities
- c) Prepare for ministry by drawing on ministry observation, meetings with mentor, lectures and other resources
- d) Reflect orally and in writing on their field based learning, with their peers and with their Mentor
- e) Demonstrate the ability to reflect theologically
- f) Relate practical field experiences to a theoretical framework built up in the lectures and/or readings.

## 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 online).

### Section B: Field Work.

A placement in a practical ministry situation, to include a minimum of 107 hours experience, under supervision.

## Workload Requirement

This unit will require the students' full participation in the following ways:

**1. Engagement with the 13 Modules that cover the theoretical study**

This material will be available on the Malyon Moodle site

**2. Engagement with Ministry Supervisor**

Students are to meet with their Ministry Supervisor for one hour per week throughout the semester.

**3. Forum Posts**

Students are expected to read all lecture notes and associated resource materials provided for the 13 Modules on Moodle AND complete the on-line Forum Posts associated with each Module (These are to be done on a weekly basis throughout the semester).

**4. Field-based section**

Students are to engage in a total of 107 hours of practical ministry experience ensuring that they meaningful engage in a range of ministry contexts.

## Required Resources

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 arrange their field work experience and a supervisor/mentor who has completed, or will complete the Malyon College fieldwork supervisor training.

## UNIT ASSESSMENT

### Grade Criteria

Units at this level introduce students to the introductory features, broad scope and principles of a discipline or topic appropriate to the content of each unit but not at the breadth and depth required for leaders and teachers in congregations for which vocation the undergraduate degrees in theology and ministry and the Master of Divinity have been devised. It is acknowledged, however, that some students will be already academically equipped and motivated to operate at levels consistent with 300 and even 400 undergraduate level.

#### Pass

Evidences a basic understanding of the foundational and introductory features of the discipline that intersect with the topic or unit attempts to engage primary sources (if these are relevant to the unit) and is aware of their significance for the discipline

#### Credit

Shows emerging skills in engaging primary sources and is aware of their significance for the discipline evidences a basic understanding of the foundational features of the discipline shows an awareness of relevant scholarly viewpoints without necessarily engaging these in depth

#### Distinction

Demonstrates an engagement with primary sources has begun to grasp the foundational features of the discipline is beginning to engage with a range of scholarly viewpoints

#### High Distinction

Demonstrates ability in engaging primary sources, is beginning to understand their setting and historical context evidences a grasp of the foundational features of the discipline shows emerging skills in the task of critically evaluating a range of scholarly viewpoints.

## Assessment Requirements

1. Students are expected to meet for at least one hour per week with their Ministry Supervisor.
2. While Forum Posts are not graded, they are nonetheless a requirement of ACT. Thus, in order to pass this unit of study ALL Forum posts are to be completed by the end of the semester.
3. Completion of Assessment Item 1 - Theory Essay
4. Completion of Assessment Item 2 - Field Education Report

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.

## Assessment 1 – Theory Essay

<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>Friday 31<sup>st</sup> August</b>

Write an essay discussing the issues related to ministry leadership within your proposed semester ministry experience. (*e.g. worship leading, Youth Group, ministry to women, etc.*).

### 1. Background Information

- Identify the context of the ministry department within the purposes of the church: how, when and where is it conducted and what is the purpose of the ministry?

### 2. Reporting the Observation

Observe a substantial activity within your chosen ministry. Analyse the leadership of the ministry by answering questions such as the following:

- What happened? Why?
- What skills were required by those conducting the ministry, both in preparation and when conducting the ministry?
- 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 this particular ministry?
- What were the strengths and the weaknesses of the approach taken by the leader/s, in theological terms?

### 4. Learning

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

- What have you observed in the leaders that you wish to utilise in your future 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. Critically analyses the ministry observation.
4. Reflects theologically on the ministry observation.
5. Derives personal learning from the ministry observation.

**Length:** 1500 words  
**References:** Scripture references, as appropriate.  
**Time:** at least 5 hours  
**Due:** Friday 31<sup>st</sup> August by no later than 11:55pm  
**Mark allocation:** 40%

## Requirement 2 – Field Education 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>Friday 26<sup>th</sup> October</b>

Write and a report of your experience in performing a task or program, over the semester, within your particular ministry context, including a reflection upon your learning from the ministry experience. The report will –

- Identify the context of the ministry, how it contributes to the purposes of the church.
- Describe the ministry experience, giving examples of your involvement in the ministry.
- Analyse the experience, what you saw to be successful activities and what you believe did not achieve the ministry objectives.
- Include a theological reflection of the experience, in light of your faith: how does the Bible “speak into” this ministry? Include Bible references, where necessary.
- Reflect personally on the ministry experience, describing what new lessons you learned and how you were challenged through this experience.
- Report on what you have learned personally from the ministry experience.

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

1. Identifies the context of the ministry within the purposes of the church.
2. Describes the ministry experience.
3. Applies appropriate theological reflection to the ministry experience.
4. Reflects personally on the ministry experience.
5. Derives personal learning from the ministry experience.

**Length:** 2500 words  
**References:** Scripture references, as appropriate  
**Time:** at least 9 hours  
**Due:** Friday 26<sup>th</sup> October by no later than 11:55pm  
**Mark allocation:** 60%

## Unit Coordinator



**Rev Bob Rogers, AdDipTh, BMin, GradDipTh, MA(Th)**

Bob is the Queensland Director for Global Interaction and Field Education Director at Malyon College. He is married to Leanne and they have two adult children. Bob completed an apprenticeship as a Diesel Mechanic and entered Bible College, fully expecting to use his trade on the mission field. However, God had other plans and Bob and Leanne spent 13 years ministering to members of the Australian Defence Force with Everyman's Welfare Service, including Active Service in Cambodia.

Bob completed his Bachelor of Ministry as while serving as a Youth Pastor back in the 90s and was asked by Everyman's to accept the position of Executive Director of the organisation. He continued his studies and completed a Master of Arts in Theology, was ordained and later served for 10 years as the Pastoral Team Leader at Stafford Heights Baptist Church. Bob enjoys teaching and encouraging others to give their best to God in all they do.

Contact details: ☎ 0402 852 995 📧 [bob.rogers@malyon.edu.au](mailto:bob.rogers@malyon.edu.au)

## 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.actheology.edu.au](http://www.actheology.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.*