



Bachelor of Ministry & Bachelor of Theology

PC444/D
Practical Ministry Field
Education

Semester 2, 2018

Malyon College
An approved institution of the
Australian College of Theology

PC444 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).

Contents

About Malyon College.....	3
About The Australian College of Theology	3
Unit Details.....	Error! Bookmark not defined.
Unit Description.....	4
Credit Points	4
Co- and Pre-requisites	4
Exclusions.....	4
Learning Outcomes.....	4
Unit Outline	4
Workload Requirement	5
Required Resources	5
Assessment	5
Requirements	5
Assessment Instructions.....	6
Requirement 1 – Ministry Observation Report.....	7
Requirement 2 - Book Review	8
Requirement 3 - Ministry Preparation Report	9
Requirement 4 - Ministry Experience Report.....	10
Requirement 5 - Mentor’s Evaluation Report	11
Unit Coordinator	12
Unit Contribution to Graduate Attributes	13
ACT Policies and Procedures.....	14

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 Australia 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 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 PC442-444 and DM440-442

Learning 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 in writing on their field based learning and with their peers and 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.
- g)

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 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:

1. **Engagement with the 13 Modules that cover the theoretical study** - Available on the Malyon Moodle site – 1 hour per week
2. **Meeting with supervisor** - 1 hour per week
3. **Ministry Experience & Preparation** – 9 hours per week
4. **Reflection and Report-writing** – 1.5 hours per week.

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.

Assessment

Requirements

To complete this unit, students must:

1. Complete all 13 online modules, including the weekly forum.
2. Meet for at least one hour per week with a ministry mentor.
3. Complete 117 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: Children's ministry, youth ministry, worship/music ministry, small group leadership, chaplaincy & preaching.

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. **Ministry Observation Report** of 500 words. (Note: the ministry observation must be related to your proposed ministry experience eg. worship leading, a Youth Group night, etc.).

- Due: 17th August

- b. **Book review** of a book related to your area of ministry focus (1000 words). This review should reflect on the application of the themes of the book to your own ministry context.
 - Due: 17th August
- c. **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: 14th September
- d. **Ministry Experience Report** of 2000 words.
 - Due: 26th October
- e. **Mentor's Evaluation Report**
 - Due: 26th October

Assessment Instructions

Field Education students are assessed 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.

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 **Student Assignment 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

Responsibility for Completion:	Student
Process:	Discuss with Mentor before submission
Submission:	Through Moodle
Deadline:	17th August

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, a Youth Group night 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: 17th August by no later than 11:55pm

Mark allocation: 10%

Requirement 2 - Book Review

Responsibility for Completion: Student

Book Title: *Dangerous Calling*, by Paul David Tripp, (Wheaton:Crossway, 2012). 240 pages

Submission: Through Moodle

Deadline: 17th August

Write a book review of the book, *Dangerous Calling*. (1000 words). The review should reflect *critically* on the application of the themes of the book to your own ministry context.

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

1. Summarises the content of the book.
2. Critically reflects on the applicability of the themes of the book to the student's own ministry context.
3. Draws reasonable conclusions and personal applications from the book.

Length: 1000 words

Extra references: Nil

Time: at least 4 hours

Due: 17th August by no later than 11:55pm

Mark allocation: 20%

Requirement 3 - Ministry Preparation Report

Responsibility for Completion:	Student
Process:	Discuss with Mentor before submission
Submission:	Through Moodle
Deadline:	14th September

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 5 hours

Due: 14th September by no later than 11:55pm

Mark allocation: 30%

Requirement 4 - Ministry Experience Report

Responsibility for Completion:	Student
Process:	Discuss with Mentor before submission
Submission:	Through Moodle
Deadline:	26th October

The Ministry Experience Report (2000 words) is so named because it is a report of the student's **Experience** in performing the 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, you will be 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: 26th October by no later than 11:55pm
Mark allocation: 40%

Requirement 5 - Mentor's Evaluation Report

Responsibility for Completion:	Mentor
Process:	Discuss the report with the student before submission
Submission:	Through Moodle
Deadline:	26th October (Adequate lead-time is needed to discuss the report with the student before submission.)

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** - Use the following dot points as guidelines...
 - 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?

Due: 26th October

Bibliography

Prescribed Text:

Tripp, P.D., *Dangerous calling*. (Wheaton: Crossway, 2012).

Other texts:

Floding, M., *Welcome to Field Education*. (Herndon:Alban, 2011).

Floding, M. (ed.), *Engage: A theological field education toolkit*. (Lanham: Rowman & Littlefield, 2017).

Hilman, G.M., *Preparing for Ministry: A practical guide for theological field education*. (Grand Rapids: Michigan: Kregel, 2008).

Lanial, T.S., *Shepherds after my heart: Pastoral traditions and leadership in the Bible*. (Downers Grove, Ill: Intervarsity Press, 2006).

Piper, J.B., *We are not professionals: A plea to Pastors for radical ministry*. (Nashville: Broadman & Holman, 2002).

Pyle, W.t. & M.A. Seals., *Experiencing ministry supervision: A field based approach*. (Nashville:Broadman & Holman, 1995).

Tidball, D.J. *Ministry by the book: New Testament patterns for pastoral leadership*. (Nottingham: Apollos, 2008).

Wood, C.M. *Attentive to God: Thinking theologically about ministry*. (Nashville: Abington, 2008).

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 (EWS), 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

Unit Contribution to Graduate Attributes

	1.	2.	3.	4.
Graduate Attribute 1: Personal Maturity				
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	✓			
Graduate Attribute 2: Theological Maturity				
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			✓	
Graduate Attribute 3: Ministry Maturity				
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):

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.