



Bishopdale
College

INTERNSHIP PLACEMENT HANDBOOK

This internship placement handbook is intended to be utilised by students doing practical placements while enrolled with Bishopdale College's Level 6 Diploma in Christian Studies (Biblical Studies and Christian Leadership).

This handbook is intended to be read alongside the Student Handbook.

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Welcome

Greetings!

In the Bishopdale College Level 6 Diploma of Christian Studies, internship placements are an important part of the programme. The requirements for internship vary between strands:

- In the Biblical Studies strand, students undertake one internship course in the first semester, involving 102 hours of internship placement. This is approximately 7 hours per week, over 14 weeks of Semester 1.
- In the Christian Leadership strand, internship is included in four courses over the academic year (totalling 408 hours of internship). This is just over 14 hours per week, over 14 weeks of each semester.

Ministry Internship courses involve 'hands-on' ministry experience in either a church or other Christian organisation, under the supervision of an on-site supervisor. You also attend tutorials, complete assessment tasks reflecting on your internship learning, and engage in reflective practice. All interns are also supported by an independent mentor.

Finding a suitable placement requires careful thought – the College is available to guide you through this process. Placements must have the following characteristics:

- Placements can be with a Christian organisation such as a community group, development organisation, mission agency, or a church that is willing to partner with you in hands-on ministry in a specific area of their work.
- It is important to note that all health and safety and workplace requirements are the responsibility of the placement organisation, not Bishopdale College. This will be part of the Internship Agreement signed by the College and the organisation.
- A suitable placement needs to include the necessary hours of practical experience each week:
 - For the Biblical Studies strand, this is approximately 7 hours per week, for 14 weeks of Semester 2.
 - For the Christian Leadership strand, this is approximately 14.5 hours per week, for 14 weeks in each semester. This requirement exists for both semesters (408 hours in total).
- Your completion of hours and assigned tasks is supervised by a member of the organisation the placement is with, the on-site supervisor.
- Occasionally, administration tasks are the only tasks available in a particular context. However, although this is an integral part of ministry, as you develop in your leadership capacity it is important that you also have opportunity for people-related ministry and for ongoing leadership development. Please consider whether your placement has the capacity to offer you this scope.

Alongside the on-site supervisor provided by your placement organisation, you will need to choose a mentor – they cannot be the same person. A mentor is someone who you trust and can be open with in discussion. The mentor needs to have a good understanding of Christian ministry and mission and how this can be worked out in your placement. If your mentor does not have recognised training, this will be offered at Bishopdale College at the beginning of the programme, and is free for potential mentors.

Once a suitable placement is set up, you will need to arrange a meeting with your supervisor, mentor and the Internship Coordinator to work through the Internship Placement Agreement. This agreement defines where you will undertake your practical experience and sets up the necessary

framework. Once the form is completed, please make sure it is signed and return it immediately to us at Bishopdale College. This must be completed before the beginning of the programme.

If you have any queries or concerns, please contact the Internship coordinator, Jude Saxon using the contact details below:

Jude Saxon
Internship Coordinator
Bishopdale College
Ph: 0276238746
Email: jude@bishopdale.ac.nz

Why Utilise Internship-Based Learning?

Our Level 6 Diploma in Christian Studies offers an internship track that supports ministry involvement as part of student learning. The internship is carried out while the student completes taught courses at Bishopdale College on a range of biblical, ministry and mission topics.

Bishopdale College's internship approach recognises the significance of real-world practice while at the same time allowing people involved to graduate with an NZQA recognised qualification. We give students theological and applied training in a tutorial setting, in order to give students the tools and skills necessary for their internship placement.

Internships are undertaken in Christian mission and ministry settings, with a broad range of possibilities. The key factor for assessing the suitability of any given placement is whether the student can gain the learning experiences and practice needed for success in the programme. Each student must be able to take up responsibility for specific tasks and roles in a mission or ministry setting, but do so under adequate supervision and oversight in that setting.

Typical examples of internship placements include:

1. Responsibility for an aspect of a particular ministry area in a church. This could include:
 - ministry among children, families, youth or seniors
 - involvement in creative ministries, such as music
 - preaching and teaching
 - running a small group
 - community-facing ministries, such as an op-shop, soup kitchen or coffee cart
 - outreach into the community

2. Taking responsibility for some aspect of a particular mission or outreach, which might include a cross-cultural setting or involve connection to an overseas mission setting. This could include:
 - leading in a Christian camp organisation
 - chaplaincy in various settings
 - working among refugees or a non-English speaking Christian group
 - working in a missions organisation and undertaking missions practice or team evangelism.

Internships are designed to build 'hard-skills' in specific ministry and leadership roles, through the circle of learning theory and application in practice, but also to develop 'soft-skills' of personal growth and discovery, character formation and Christian discipleship, all of which contribute to the outcomes for students and for the Christian Church as a whole.

Introduction: Application Process and Internship Structures

Programme Entry Requirements: Placement Identification

Applicants must confirm the organisation where they will complete their internship placement before the commencement of the programme. Placements can be in a church, other Christian ministry setting, or in any other suitable organisation with a Christian ethos. Bishopdale College will assist applicants with identifying an appropriate placement context.

Programme Entry Interview

All applicants are required to attend an interview as part of the entry process. This interview may be conducted in person, or through video conferencing. Applicants will be advised of the date, time and place of interview, and who will be interviewing them.

The interview is part of Bishopdale College's entry process determining an applicant's readiness for the programme, including their internship placement. The purpose of the interview is for Bishopdale College to get to know the prospective student, to identify whether the programme is a suitable study option for the applicant, and to clarify arrangements for the internship placement.

The interview process places considerable emphasis on communication and fully informing the applicant regarding the internship component of the course, and also on ascertaining for the College that the applicant is ready for placement. Academic readiness for study is also in view, as well as clear communication and being sure the applicant is fully informed regarding all aspects of the programme. A priority is placed on ensuring the applicant is able to ask all questions they may have.

The purpose of the interview is to ensure that each:

- Applicant is fully informed about the programme and able to ask all questions.
- Applicant is ready for the academic demands of the programme.
- Applicant is not a risk to the community where they are placed.
- Applicant is not at risk from being placed in an internship context.

Interview Criteria:

The College reserves the right not to offer a place to students who are not a suitable fit for the Level 6 NZDipCS(BS&CL). Criteria include whether:

- The applicant is likely to succeed in the programme and has the personal maturity necessary skills to undertake both academic and practical components.
- Any physical/mental/learning issues are able to be managed and the College is confident that it can meet the needs of the applicant throughout the course of study.
- That a safe and appropriate internship placement can be arranged which will provide the applicant the necessary opportunities to fulfil the course requirements and grow in the ways desired, fulfilling the GPO's.

Review Process:

1. Interviewers meet after the interview to discuss the interview.
2. If any issues are identified that may be significant enough, requests a professional health, mental health or learning needs assessment.
3. When the interviewers are satisfied that the applicant meets all requirements, including satisfying the criteria above, then a final summary of the interview will be sent to the Dean.
4. The Dean is to acknowledge receipt and raise any questions that further need addressing.
5. Confirmation from the Dean needs to be given for offering a place, or declining a student.

Internship Support and Oversight

Each student's placement guarantees that the intern has an approved ministry responsibility, development of goals for the placement, and the opportunity to develop in their role.

Some key people and relationships are essential to enabling this to take place:

The Internship Coordinator: A staff member at Bishopdale College who assists with facilitating internship arrangements, oversees the internship process, and can mediate between the student and placement if necessary. The Internship Coordinator ensures communication between the intern, on-site supervisor, mentor and the College is happening.

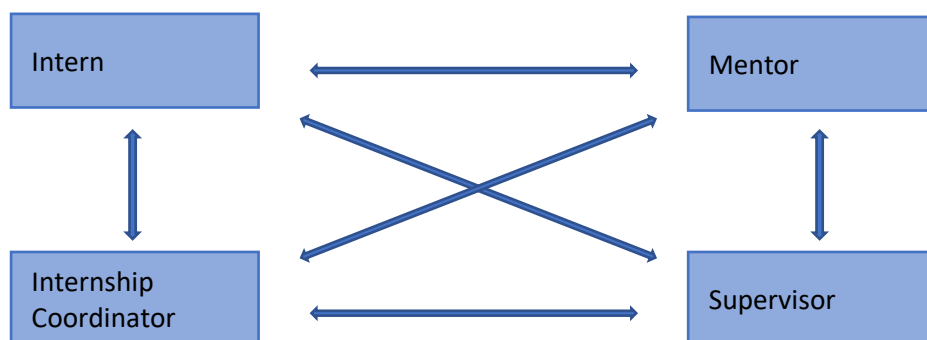
On-site placement supervisor: The placement will need to provide an on-site supervisor who is responsible for the intern's work and to whom the intern reports. The on-site supervisor offers specific practical guidance in the internship placement, such as day to day tasks, skills development and the overall role of the intern. The on-site supervisor ensures the intern completes the required hours, which are recorded by the student, signed off each month and submitted to the Internship Coordinator. Bishopdale College tracks and records the completion of internship hours throughout the semester.

Independent mentor: The student chooses a mentor, who must be approved by Bishopdale College. The mentor acts as a facilitator and guide, and helps the student reflect on their personal development both practically and spiritually. The mentor's role is to help the student to reflect in a way that integrates practical ministry experience and classroom learning. Bishopdale provides training for this role. Mentors must meet with the student at least six times a semester.

All placement supervisors and mentors attend a training session at the beginning of each year, addressing expectations, requirements and support available.

Mentors and supervisors both complete a report at the end of each semester, as a formative assessment which records the intern's development over that semester.

Relationships and lines of communication:



Section One: Context for Internship Learning

Graduate Profile: Level 6 New Zealand Diploma of Christian Studies (Biblical Studies and Christian Leadership)

Graduates of this programme will be able to:

- Analyse and apply an in-depth understanding of theology and biblical foundations in operational or research contexts.
- Evaluate, review and respond to the pastoral, specialised and ethical responsibilities required of defined church ministry settings.
- Apply management or administrative capability and leadership in a Christian ministry environment to make strategic decisions in a specified context.
- Critically reflect on personal faith journey and professional development to refine own practice.

Graduates of the Biblical Studies strand will also be able to:

- Research and critically evaluate the application of diverse biblical disciplines, methods and textual analysis to inform and develop a Christian community.

Graduates of the Christian Leadership strand will also be able to:

- Lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.

Internship Assessment and Measurement of Outcomes

There are five internship courses offered as part of the NZDipCS(BS&CL) at Bishopdale College.

Students in the Biblical Studies strand complete one internship course:

1. Practice of Christian Leadership

Students in the Christian Leadership strand complete four internship courses:

1. Practice of Christian Leadership (Core compulsory)
2. Biblical Mission in Context (CL Strand compulsory)
3. Leadership and Communication (CL Strand compulsory)
4. Ethics for Christian Leadership (CL Elective) OR Practice of Mission (CL elective)

Details about the overall programme structure are available in Part C of the Student Handbook.

The internship component of the NZDipCS(BS&CL) has been designed to integrate theory and practice. A key outcome of this is that students develop skills that cannot be obtained through classroom learning. These are soft skills, such as sensitivity and appropriate responses to Christian worship contexts, respecting and valuing others and active listening, (manaakitanga), confidence, and problem solving. Interns also gain an understanding of many concepts relevant to their chosen career pathway in the Christian theology and ministries sector. The integration of tutorials and assessments with a workplace/practical component gives these concepts a depth that cannot be achieved by theory alone.

The formative assessments in all internship courses enable Bishopdale College to accurately guide and assess the 'real-world' learning of each student, and to ensure that by the conclusion of their internship placement, they demonstrate all of the required Graduate Profile Outcomes. Internship

course formative assessments include the development of an internship learning covenant, where students set out goals, and the review of ministry development, incorporating the student's self-reflection as well as feedback from the student's on-site supervisor and mentor. The learning covenant gives shape to the strategy for the internship placement and the ministry review critically engages the outcomes of that strategy in practice. Together they provide a scaffold for assessing the learning of each intern.

As part of the formative assessment for all courses with an internship component, these reviews address the Graduate Profile Outcomes, and anchor the student's process of formative reflection and development of skills and knowledge through the span of the internship. Along with the soft skills identified above, students also acquire hard skills, such as leading in teams, conflict-management, leadership styles and project management. Further learning involves self-understanding and awareness that increases students' wellbeing and effectiveness in their vocation.

Summative assessment also plays an important role in ensuring that students have met required outcomes. Summative assessments in internship courses have been designed to incorporate mentored reflection on the process of integrating theory into real life practice, as evidenced by the learning outcomes across all internship-based courses, where students are asked to (among other skills) analyse, reflect and discuss theory in light of their internship context.

Across both strands of the NZDipCS(BS&CL), the emphasis is equipping for Christian leadership. The College has been intentional about including a practical component in both strands. We are training students to be reflective practitioners. Learning needs to be primarily practice-based to equip for a practice-based ministry.

- There is a higher proportion of internship hours in the Christian Leadership strand, which is justified on the basis that effective Christian leadership relies on an integration of theory and practice. The Christian Leadership strand requires a level of practical engagement and integration that cannot be accomplished in classroom learning alone. This is a supplement to, and thoroughly integrated with, classroom learning. Reflective practice is at the core of this strand.
- The lesser number of internship hours in the Biblical Studies strand reflects its focus on biblical studies and theology, with a smaller internship component retained in order to strengthen connection to practical matters of leadership in mission and ministry contexts and foster skills in reflective practice.

Course Descriptors - DCS631: Practice of Christian Leadership

Course Title	Practice of Mission (CL Elective)		
Aims	<p>The aims of this course are to:</p> <ul style="list-style-type: none"> • Equip students with perspectives and skills for cross-cultural mission that cohere with a biblical understanding of mission. • Reflect on personal faith journeys. • Evaluate, review, and respond to the challenges and responsibilities in cross-cultural mission. • Develop skills in management of personnel and resources. • Apply ethical and practical decision-making strategies through involvement in a missional context. 		
Alignment to Graduate Profile Outcomes (GPO)	<p>Graduate Profile Outcomes</p> <p>GPO3: Apply management or administrative capability and leadership in a Christian ministry environment to make strategic decisions in a specified context.</p> <p>GPO4: Critically reflect on personal faith journey and professional development to refine own practice.</p> <p>GPO6: Lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.</p>	<p>LO1: GPO2, GPO4</p> <p>LO2: GPO2, (CL)GPO6</p> <p>LO3: GPO4, (CL)GPO6</p> <p>LO4: GPO2</p> <p>LO5: GPO4</p> <p>LO6: (CL)GPO6</p>	
Level	6	Course Code	DCS635
Compulsory/Elective	Elective	Pre/co requisites	None
Credits	Total Course Credits	15	Number of weeks
Learning hours	Contact Hours	12 hours	<p>Ministry Classification of Internet Based Learning Indicated</p> <p><input type="checkbox"/> 1 No Access</p> <p><input type="checkbox"/> 2 Web supported</p> <p><input checked="" type="checkbox"/> 3 Web enhanced</p> <p><input type="checkbox"/> 4 Web based</p>
	Independent Self-Study (mainly asynchronous)	36 hours	<p>Mode of delivery</p> <p><input type="checkbox"/> Face-to-Face (Intramural)</p> <p><input checked="" type="checkbox"/> Blended (LMS based online delivery)</p>

	<ul style="list-style-type: none"> • Preparation for tutor directed learning to engage in discussions and learning activities • Completion of assigned tasks • Work on assessments 			<input type="checkbox"/> Distance (Extramural)
	Off-site Components/Workplace Learning <ul style="list-style-type: none"> • Internship Placement 	102 hours		
	Notional learning hours	150		

Capabilities, competencies, and attributes covered in this course (i.e., “soft” skills)	Skills to be developed:	How the developed skills will be measured/assessed:
	<ul style="list-style-type: none"> • Sensitivity and appropriate responses to Christian worship contexts. • Respecting and valuing others (Manaakitanga) • Confidence • Empathy (Manaakitanga) • Compassion (Manaakitanga) • Problem solving • Active listening (Manaakitanga) • Respect (Manaakitanga) • Understanding concepts relevant to a chosen career pathway (Tātaritanga) 	<ul style="list-style-type: none"> • Review of set readings • Observations • Discussion • Mentoring • Self or Peer Assessment • Reflective activities • Peer feedback • Personal Journals

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
Learning Outcome 1: Critically reflect on the experience of the internship situation in terms what it means to be called to, and work	[Tutorials] <ul style="list-style-type: none"> • Mission – what is it? • What does it mean to be called to Mission? • The nature of cross-cultural mission 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. 	Formative Assessment <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
<p>in cross-cultural mission situations in New Zealand and overseas. (2.5 credits)</p>	<ul style="list-style-type: none"> • Mission in national and international contexts • Culture and mission <p>[Internship]</p> <ul style="list-style-type: none"> • Reflect with mentor on the call to mission and how it is expressed and worked out in the internship placement context. 	<ul style="list-style-type: none"> • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<ul style="list-style-type: none"> • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 1 (LO 1, 3, 4 & 5) Assessment Type: Discursive Essay</p> <p>Assessment Outcome Statement: The purpose of this assessment is to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission. Weighting: 30% Due Date: Week 11</p> <p>Summative Assessment 2 (LOs 1, 2 & 3) Assessment Type: Evaluative Essay</p> <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate what it means to be called to, and work in cross-cultural mission in relation to the biblical basis and nature of mission, and drawing on biblical models of mission and the internship experience, reflect on issues that may arise in this context. Weighting: 40% Due Date: Week 15</p>

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
<p>Learning Outcome 2: Apply biblical insights to contemporary mission in terms of the internship situation. (3.5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • The biblical basis of mission • Mission in the Old Testament • Mission in the New Testament • Applying biblical insights to contemporary cross-cultural mission. <p>[Internship]</p> <ul style="list-style-type: none"> • Participate in, analyse and reflect on the application of biblical insights on mission in the internship placement situation. 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 2 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> • Evaluative Essay <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate what it means to be called to, and work in cross-cultural mission in relation to the biblical basis and nature of mission, and drawing on biblical models of mission and the internship experience, reflect on issues that may arise in this context. Weighting: 40% Due Date: Week 15</p>

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
		<ul style="list-style-type: none"> Journaling Class group Discussions 	
<p>Learning Outcome 3: In relation to internship experience, analyse issues that cross-cultural workers face in ministry in the context of New Zealand and overseas. (3 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> Cultural issues - culture shock, cultural barriers. Communication issues – language barriers, Resourcing issues Support issues Ethical issues <p>[Internship]: Observing issues in the internship situation, journaling and reflecting with mentor on the origin of the issues and potential ways of dealing with them for discussion in class.</p>	<ul style="list-style-type: none"> Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. Timetabled tutor directed learning will be designed to facilitate interactive blended learning. Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> Tutorials 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Discussion Peer feedback Assessment Samples of written documentation Mentoring and supervision Internship Learning Covenant Review of ministry development <p>Summative Assessment 1 (LO 1, 3, 4 & 5) Assessment Type:</p> <ul style="list-style-type: none"> Discursive Essay <p>Assessment Outcome Statement: The purpose of this assessment is to draw on the internship experience to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission. Weighting: 30% Due Date: Week 9</p> <p>Summative Assessment 2 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> Evaluative Essay

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
		<ul style="list-style-type: none"> • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Assessment Outcome Statement: The purpose of this assessment is to evaluate what it means to be called to, and work in cross-cultural mission in relation to the biblical basis and nature of mission, and drawing on biblical models of mission and the internship experience, reflect on issues that may arise in this context.</p> <p>Weighting: 40%</p> <p>Due Date: Week 15</p>
<p>Learning Outcome 4: Discuss strategies to sustain spiritual and lifestyle balance in cross-cultural mission situations in the context of the internship situation. (2.5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Culture shock, stress and well-being; dealing with mission attrition • Understanding and managing challenges of family and team relationships. • Mission and spirituality: spiritual discipline, life-balance, spiritual warfare, sustaining the journey. <p>[Internship placement]</p> <ul style="list-style-type: none"> • Reflecting on how these may be present in the placement situation and how they might be 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 1 (LO 1, 3, 4 & 5) Assessment Type:</p> <ul style="list-style-type: none"> • Discursive Essay <p>Assessment Outcome Statement: The purpose of this assessment is to draw on the internship experience to critically reflect on and discuss appropriate strategies and practices to maintain life-</p>

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
	addressed; discussing with mentor.	<p>learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction.</p> <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>balance and spiritual health in the context of cross-cultural mission</p> <p>Weighting: 30%</p> <p>Due Date: Week 9</p> <p>Summative Assessment 3 (LOs 4 & 5)</p> <p>Assessment Type:</p> <ul style="list-style-type: none"> • Personal Case Study <p>Assessment Outcome Statement: The purpose of this assessment is for students to analysis real-life situations in the internship context in terms of the personal, social, ethical and practical ramifications for all the people and situations they are likely to impac,t and devise strategies for action based on their analysis.</p> <p>Weighting: 30%</p> <p>Due Date: Week 5</p>
Learning Outcome 5 Apply relevant skills to make strategic decisions in cross-cultural mission in relation to the internship context. (3.5 credits)	<p>[Tutorial]</p> <ul style="list-style-type: none"> • People and management skills for cross-cultural mission • Learning to communicate cross-culturally • Ways of decision making across cultures. 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
	<p>[Internship]</p> <ul style="list-style-type: none"> Observing and analysing real-life situations in the internship context, reflecting on these with mentor, and presenting suggested courses of action to class for discussion. 	<ul style="list-style-type: none"> Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> Tutorials Mentoring Guest speakers Readings Learning activities in relation to class topics Journaling Class group Discussions 	<p>Summative Assessment 1 (LO 1, 3, 4 & 5) Assessment Type:</p> <ul style="list-style-type: none"> Discursive Essay <p>Assessment Outcome Statement: The purpose of this assessment is to draw on the internship experience to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission Weighting: 30% Due Date: Week 9</p> <p>Summative Assessment 3 (LOs 4 & 5) Assessment Type: Personal Case Study</p> <p>Assessment Outcome Statement: The purpose of this assessment is to analyse real-life situations in a cross-cultural mission context in terms of their personal, social, ethical and practical ramifications and devise strategies for action based on the analysis.. Weighting: 30% Due Date: Week 5</p>

Note: At this programme level there is an expectation that students will be able to independently source relevant textbooks, journal articles, and eBooks to a large degree

Resources

- Carroll, Jackson W. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2006.
- Cameron, Helen, Philip J Richter, Douglas Davies & Frances Wards. eds *Studying Local Churches: A Handbook*. London: SCM Press, 2011
- DeyMaz, Mark. *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation*. San Francisco: Jossey-Bass, 2007.
- Norma Cook Everist and Craig L. Nesson, *Transforming Leadership: New Vision for a Church in Mission*. Minneapolis, MN: Fortress Press, 2008.
- Floding, Matthew, ed. *Welcome to Theological Field Education*. Herndon, VA: Alban, 2011.
- Galindo, Israel. *The Hidden Lives of Congregations: Discerning Church Dynamics*. Virginia: Alban Institute, 2004.
- Jones, W. Paul Jones. *Worlds Within A Congregation*. Nashville, TN: Abingdon, 2000.
- Moynagh, Michael. *Church for Every Context*. London: SCM Press, 2012.
- Perman, Matt. *What's Best Next: How the Gospel Transforms the Way You Get Things Done*. Grand Rapids, MI: Zondervan, 2014.
- Pyle, W. and Mary Seals, eds. *Experiencing Ministry Supervision: A Field-Based Approach* Nashville, TN: Broadman & Holman, 1995.
- Vanhoozer, Kevin J., Charles A. Anderson, and Michael J. Sleasman. *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Annotated edition. Grand Rapids, Michigan: Baker Academic, 2007.

Course Descriptors - DCS632: Biblical Mission in Context

Course Title	Biblical Mission in Context (CL Compulsory)		
Aims	<p>The aims of this course are to:</p> <ul style="list-style-type: none"> Integrate a biblical understanding of mission with contextual theory Deepen learning through integrative tutorials and a mentored practicum which utilises models of reflective practice. 		
Alignment to Graduate Profile Outcomes (GPO)	<p>Graduate Profile Outcomes</p> <p>Graduates will be able to:</p> <p>GPO2: Evaluate, review and respond to the pastoral, specialised and ethical responsibilities required of defined church ministry settings.</p> <p>GPO4: Critically reflect on personal faith journey and professional development to refine own practice.</p> <p>(CL)GPO6: Lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.</p>	<p>LO1: (CL) GPO6</p> <p>LO2: GPO2, (CL)GPO6</p> <p>LO3: (CL)GPO6</p> <p>LO4: GPO4</p>	
Level	6	Course Code	DCS632
Compulsory/Elective	Compulsory	Pre/co requisites	None
Credits	Total Course Credits	15	Number of weeks
			18
Learning hours	<p>Contact Hours</p> <ul style="list-style-type: none"> Tutor directed learning experiences (mainly synchronous) Lecture/Tutorial Mentoring 	12 hours	<p>Ministry Classification of Internet Based Learning Indicated</p> <p><input type="checkbox"/> 1 No Access</p> <p><input type="checkbox"/> 2 Web supported</p> <p><input checked="" type="checkbox"/> 3 Web enhanced</p> <p><input type="checkbox"/> 4 Web based</p>
	<p>Independent Self-Study (mainly asynchronous)</p> <ul style="list-style-type: none"> Assigned Readings Revision Preparation for tutor directed learning to engage in discussions and learning activities Completion of assigned tasks Work on assessments 	36 hours	<p>Mode of delivery</p> <p><input type="checkbox"/> Face-to-Face (Intramural)</p> <p><input checked="" type="checkbox"/> Blended (LMS based online delivery)</p> <p><input type="checkbox"/> Distance (Extramural)</p>

	Off-site Components/Workplace Learning	102 hours		
	<ul style="list-style-type: none"> • Internship Placement 			
	Notional learning hours	150		

Capabilities, competencies, and attributes covered in this course (i.e., “soft” skills)	Skills to be developed:	How the developed skills will be measured/assessed:
	<ul style="list-style-type: none"> • Respecting and valuing others (Manaakitanga) • Confidence • Problem solving • Active listening (Manaakitanga) • Respect (Manaakitanga) • Understanding concepts relevant to a chosen career pathway (Tātaritanga) 	<ul style="list-style-type: none"> • Review of set readings • Observations • Discussion • Mentoring • Peer feedback • Reflective activities • Personal Journals

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
Learning Outcome 1: Analyse the contextualised nature of Christian groups and communities in the internship context in relation to biblical patterns of mission. (4 credits)	[Tutorials] <ul style="list-style-type: none"> • Bible as story of mission • Missional themes and models in the Old Testament <ul style="list-style-type: none"> ○ Story of Ruth ○ Mercy and justice in the Mosaic Law and the Prophets • Missional themes and models in the New Testament <ul style="list-style-type: none"> ○ Missionary journeys 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self- 	Formative Assessment <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development Summative Assessment 1 (LO 1) Assessment Type: Book Review Assessment Outcome Statement: The purpose of this assessment is to analyse the contextualised nature of

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
	<ul style="list-style-type: none"> ○ Peter and Paul in Acts ○ Paul's teaching in Athens ○ Gospel themes and models <ul style="list-style-type: none"> ○ E.g. Jesus and the Samaritan Woman • Biblical models of contextual mission <ul style="list-style-type: none"> ○ Paul's use of bridge-points with Jews and Greeks ○ Paul's tent-making ministry <p>[Internship]</p> <ul style="list-style-type: none"> • Participate, analyse, and reflect on the contextualised nature of the internship community and how that relates to biblical patterns of contextual mission. 	<p>directed research, role play, and contextualised skills practice.</p> <ul style="list-style-type: none"> • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Christian groups and communities in relation to biblical patterns of mission.</p> <p>Weighting: 20% Due Date: Week 4</p> <p>Summative Assessment 3 (LOs 1, 2 & 3) Assessment Type: Integrative Essay</p> <p>Assessment Outcome Statement: The purpose of this assessment is to analyse the culture, process, resources and environment of their organisation in relation to biblical patterns of contextual mission, integrate this with own understanding of contextual biblical mission, and apply insights for future ministry.</p> <p>Weighting: 40% Due Date: Week 13</p>

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
<p>Learning Outcome 2: Integrate biblical models of contextual mission in the internship context with relevant leadership and management theory. (4.5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Self-understanding and call to missional leadership • Biblical models of missional leadership <ul style="list-style-type: none"> ○ Gospel models <ul style="list-style-type: none"> ○ Jesus feeding the Five Thousand ○ Early church in Acts and Epistles <ul style="list-style-type: none"> ○ Paul and Barnabas • Biblical models of contextual leadership • Understanding, analysing and engaging with context • Relational networks <ul style="list-style-type: none"> ○ analysis ○ understanding ○ engaging <p>[Internship]</p> <ul style="list-style-type: none"> • Critically reflect on how and where biblical models of contextual leadership are consistent with or challenge leadership and 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 3 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> • Integrative Essay <p>Assessment Outcome Statement: The purpose of this assessment is to analyse the culture, process, resources and environment of their organisation in relation to biblical patterns of contextual mission, integrate this with own understanding of contextual biblical mission, and apply insights for future ministry.</p> <p>Weighting: 40% Due Date: Week 13</p>

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
	<p>management theory in the internship situation.</p>	<ul style="list-style-type: none"> Journaling Class group Discussions 	
<p>Learning Outcome 3: Apply integrative practice to leading or managing groups and activities in the internship context. (4 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> Engaging in biblical mission - contextualising skills Developing projects for biblical mission Integrating biblical models with contemporary mission practice <p>[Internship]</p> <ul style="list-style-type: none"> Engage in internship leadership and management activities that integrate biblical models of contextual mission with leadership and management theory. 	<ul style="list-style-type: none"> Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. Timetabled tutor directed learning will be designed to facilitate interactive blended learning. Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> Tutorials 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Discussion Peer feedback Assessment Samples of written documentation Mentoring and supervision Internship Learning Covenant Review of ministry development <p>Summative Assessment 2 (LOs 3 & 4) Assessment Type: Reflective ePortfolio</p> <p>Assessment Outcome Statement: The purpose of this assessment is to critically reflect on the application of integrative practice during internship, including relevant resources to be able to identify appropriate strategies for lifelong learning.</p> <p>Weighting: 40% Due Date: Week 13</p> <p>Summative Assessment 3 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> Integrative Essay

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
		<ul style="list-style-type: none"> • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Assessment Outcome Statement: The purpose of this assessment is to analyse the culture, process, resources and environment of their organisation in relation to biblical patterns of contextual mission, integrate this with own understanding of contextual biblical mission, and apply insights for future ministry.</p> <p>Weighting: 40% Due Date: Week 17</p>
<p>Learning Outcome 4: Apply a model of reflective practice to evaluate learning opportunities in the context of critical ministry situations in the internship situation. (2.5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Reflective Practice for Biblical mission • Reflective practice skills for internship placement • Critical ministry situations in Biblical mission and the application of reflective practice skills. <p>[Internship]</p> <ul style="list-style-type: none"> • Critically reflect on how reflective practice assists in developing ministry skills in critical ministry situations in the internship situation. 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 2 (LOs 3 & 4) Assessment Type:</p> <ul style="list-style-type: none"> • Reflective ePortfolio <p>Assessment Outcome Statement: The purpose of this assessment is to use a formal reflective process to describe and evaluate incidents in the internship experience, employing and evaluating</p>

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
		<p>feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction.</p> <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>resources in the process and using these to identify an appropriate strategy for ongoing learning.</p> <p>Weighting: 40%</p> <p>Due Date: Week 13</p>

Note: At this programme level there is an expectation that students will be able to independently source relevant textbooks, journal articles, and eBooks to a large degree

Resources

Resources on Biblical Contextual Mission:

Bartholomew, Craig G, and Michael W. Goheen. *The Drama of Scripture: Finding Our Place in the Biblical Story*. 2nd Edition. Grand Rapids, MI: Baker Academic, 2014.

Beale, G. K. *A New Testament Biblical Theology: The Unfolding of the Old Testament in the New*. Grand Rapids, Baker Academic, 2011.

Cray, D. H, *Encountering Theology of Mission: Biblical Foundations, Historical Developments and Contemporary Issues*. Grand Rapids MI: Baker Academic, 2010.

Flemming, Dean. *Contextualization in the New Testament*. Leicester: InterVarsity Press, 2005.

Flemming, Dean. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing, and Telling*. Downers Grove, IL: IVP, 2013.

Newell, Marvin J. *Crossing Cultures in Scripture: Biblical Principles for Mission Practice*. Downers Grove, IL: IVP, 2016.

Wright, Christopher. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids, MI: Zondervan, 2010.

Internship resources:

- Ammerman, Nancy, Jackson Carroll, Carl Dudley, and William McKinney. eds. *Studying Congregations: A New Handbook*. Nashville, TN: Abingdon Press, 1998.
- Carroll, Jackson W. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2006.
- Cameron, Helen, Philip J Richter, Douglas Davies & Frances Wards. eds *Studying Local Churches: A Handbook*. London: SCM Press, 2011
- DeyMaz, Mark. *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation*. San Francisco, CA: Jossey-Bass, 2007.
- Norma Cook Everist and Craig L. Nesson, *Transforming Leadership: New Vision for a Church in Mission*. Minneapolis, MN: Fortress Press, 2008.
- Floding, Matthew, ed. *Welcome to Theological Field Education*. Herndon, VA: Alban, 2011.
- Galindo, Israel. *The Hidden Lives of Congregations: Discerning Church Dynamics*. Virginia: Alban Institute, 2004.
- Gilbert, Roberta M. *Extraordinary Leadership: Thinking Systems, Making a Difference*. Virginia: Leading Systems Press, 2009. Herndon, VA: Alban, 2008.
- Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Herndon, VA: Alban, 2008.
- Jones, Jeffrey D. *Heart, Mind, and Strength: Theory and Practice for Congregational Leadership*. Landham, MD: Rowman & Littlefield, 2008
- Jones, W. Paul Jones. *Worlds Within A Congregation*. Nashville, TN: Abingdon, 2000.
- Kincaid, William B. *Finding Voice: How Theological Field Education Shapes Pastoral Identity*. Eugene, OR: Wipf & Stock, 2012.
- Maxwell, John. *The Fifteen Invaluable Laws of Growth*. New York: Hachette Book Group, 2014.
- Merritt, Carol Howard. *Tribal Church: Ministering to the Missing Generation*. Virginia: The Alban Institute, 2007.
- Moynagh, Michael. *Church for Every Context*. London: SCM Press. 2012.
- Nash, Sally and Paul Nash, *Tools for Reflective Ministry*. London: SPCK, 2009.
- Perman, Matt. *What's Best Next: How the Gospel Transforms the Way You Get Things Done*. Grand Rapids, MI: Zondervan, 2014.
- Pyle, W. and Mary Seals, eds. *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville, TN: Broadman & Holman, 1995.

Course Descriptors - DCS633: Leadership and Communication

Course Title	Leadership and Communication (CL compulsory)		
Aims	This course aims to: <ul style="list-style-type: none"> • Explore the communicative dynamics, issues and challenges involved in team leadership in Christian communities • Assess strategies for team ministry in a specific missional or pastoral group, community or organisation, and • Examine students' own leadership styles in relation to biblical models. 		
Alignment to Graduate Profile Outcomes (GPO)	Graduate Profile Outcomes Graduate will be able to: GPO2: Evaluate, review and respond to the pastoral, specialised and ethical responsibilities required of defined church ministry settings. GPO4: Critically reflect on personal faith journey and professional development to refine own practice. (CL)GPO6: Lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.	LO1:GPO2, (CL)GPO6 LO2: (CL)GPO6 LO3: (CL)GPO6 LO4: GPO4.	
Level	6	Course Code	DCS633
Compulsory/Elective	Compulsory	Pre/co requisites	None
Credits	Total Course Credits	15	Number of weeks
Learning hours	Contact Hours <ul style="list-style-type: none"> • Tutor directed learning experiences (mainly synchronous) • Lecture/Tutorial • Mentoring 	18 hours	Ministry Classification of Internet Based Learning Indicated <ul style="list-style-type: none"> <input type="checkbox"/> 1 No Access <input type="checkbox"/> 2 Web supported <input checked="" type="checkbox"/> 3 Web enhanced <input type="checkbox"/> 4 Web based
	Independent Self-Study (mainly asynchronous) <ul style="list-style-type: none"> • Assigned Readings • Revision • Preparation for tutor directed learning to engage in discussions and learning activities • Completion of assigned tasks 	36 hours	Mode of delivery <ul style="list-style-type: none"> <input type="checkbox"/> Face-to-Face (Intramural) <input checked="" type="checkbox"/> Blended (LMS based online delivery) <input type="checkbox"/> Distance (Extramural)

	<ul style="list-style-type: none"> • Work on assessments 			
	Off-site Components/Workplace Learning <ul style="list-style-type: none"> • Internship Placement 	96 hours		
	Notional learning hours	150		

Capabilities, competencies, and attributes covered in this course (i.e., “soft” skills)	Skills to be developed:	How the developed skills will be measured/assessed:
	<ul style="list-style-type: none"> • Sensitivity and appropriate responses to Christian worship contexts. • Respecting and valuing others (Manaakitanga) • Confidence • Problem solving • Active listening (Manaakitanga) • Respect (Manaakitanga) • Understanding concepts relevant to a chosen career pathway (Tātaritanga) 	<ul style="list-style-type: none"> • Review of set readings • Observations • Discussion • Mentoring • Reflective activities • Peer feedback • Personal Journals

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
Learning Outcome 1: Evaluate communication dynamics, issues, and challenges in team leadership in the internship context. (4.5 credits)	[Tutorials] <ul style="list-style-type: none"> • Team dynamics <ul style="list-style-type: none"> ○ What are these? ○ Ways of describing, modelling, assessing. • Principles of communication: <ul style="list-style-type: none"> ○ People skills ○ the art of listening ○ the art of questioning 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, 	Formative Assessment <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development Summative Assessment 1 (LO 1)

	<ul style="list-style-type: none"> • Challenges in communication ○ Intercultural communication <p>[Internship]</p> <ul style="list-style-type: none"> • Participate, analyse and reflect on the range of communicative dynamics, issues and challenges involved in team leadership in the internship situation. 	<ul style="list-style-type: none"> • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Assessment Type:</p> <ul style="list-style-type: none"> • Short Evaluative Essay <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate the communication dynamics, issues and challenges encountered in the context of team leadership during the internship.</p> <p>Weighting: 20% Due Date: Week 11</p> <p>Summative Assessment 2 (LOs 1 & 4) Assessment Type:</p> <ul style="list-style-type: none"> • Reflective ePortfolio <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate and critically reflect, using a formal reflective process, on critical incidents occurring during the internship experience, to identify appropriate strategies for continued learning in the context of Christian community and ministry.</p> <p>Weighting: 35% Due Date: Week 7</p> <p>Summative Assessment 3 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> • Integrative Essay <p>Assessment Outcome Statement:</p>
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			<p>The purpose of this assessment is to articulate and integrate biblical models of team leadership as a foundation for team ministry, evaluating strategies for team ministry in the context of the internship experience, with the intention of critically evaluating personal leadership styles in relation to biblical models and team dynamics.</p> <p>Weighting: 45%</p> <p>Due Date: Week 17</p>
<p>Learning Outcome 2: Integrate biblical models of team leadership with personal leadership styles in the context of the internship situation. (4 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Approaches to Leadership <ul style="list-style-type: none"> ○ Biblical foundations and practical implications ▪ Models of team leadership in the Old Testament ▪ Models of team leadership in the New Testament • Assessing biblical models of team leadership in terms of models of team dynamics • Assessing own leadership styles in relation to biblical models. <p>[Internship]</p> <ul style="list-style-type: none"> • Critically reflect on how and where biblical models of team leadership are consistent with or challenge contemporary 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 3 (LOs 1, 2 & 3)</p> <p>Assessment Type:</p> <ul style="list-style-type: none"> • Integrative Essay <p>Assessment Outcome Statement:</p> <p>The purpose of this assessment is to articulate and integrate biblical models of team leadership as a foundation for team ministry, evaluating strategies for team ministry in the context of the internship experience, with the intention</p>

	<p>models of team dynamics in the internship situation.</p> <ul style="list-style-type: none"> • Critically reflect on how own leadership style reflects biblical models of team leadership and how this self-understanding informs team participation in the internship situation. 	<p>collaborative teaching and learning tools for peer to peer learning and tutor to student interaction.</p> <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>of critically evaluating personal leadership styles in relation to biblical models and team dynamics.</p> <p>Weighting: 45%</p> <p>Due Date: Week 17</p>
<p>Learning Outcome 3: Critically evaluate leadership strategies for team ministry in the internship context. (4 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • What sort of strategies work where: assessing particular situations of team ministry. • Discussion on challenges of students' specific situations. • Strategies for conflict management. • Applying integrative understanding: <ul style="list-style-type: none"> ○ how do biblical models suggest strategies for team ministry? ○ How does working in team leadership clarify understanding of the biblical models? 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 3 (LOs 1, 2 & 3)</p> <p>Assessment Type:</p> <ul style="list-style-type: none"> • Integrative Essay <p>Assessment Outcome Statement: The purpose of this assessment is to articulate and integrate biblical models of team leadership as a foundation for team ministry, evaluating strategies for team ministry in the context of the</p>

	<p>[Internship Placement]</p> <ul style="list-style-type: none"> Engage in leadership activities that apply biblical models of team leadership to strategic decision making relating to team ministry in the internship situation. 	<p>learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction.</p> <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> Tutorials Mentoring Guest speakers Readings Exercises set in relation to class topics Journaling Class group Discussions 	<p>internship experience, with the intention of critically evaluating personal leadership styles in relation to biblical models and team dynamics.</p> <p>Weighting: 45%</p> <p>Due Date: Week 17</p>
<p>Learning Outcome 4: Critically reflect on learning opportunities in critical ministry situations in the internship situation. (2.5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> Understanding reflective practice: being reflective practitioners Reflective practice skills for team leadership The application of reflective practice skills to critical ministry situations. <p>[Internship]</p> <ul style="list-style-type: none"> Critically reflect on how reflective practice assists in developing ministry skills in critical ministry situations in the internship situation. 	<ul style="list-style-type: none"> Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. Timetabled tutor directed learning will be designed to facilitate interactive blended learning. Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Discussion Peer feedback Assessments Samples of written documentation Mentoring and supervision Internship Learning Covenant Review of ministry development <p>Summative Assessment 2 (LOs 1 & 4)</p> <p>Assessment Type:</p> <ul style="list-style-type: none"> Reflective ePortfolio <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate and critically reflect, using a formal reflective process, on critical incidents occurring during the internship experience, to identify appropriate</p>

		<p>learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction.</p> <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>strategies for continued learning in the context of Christian community and ministry.</p> <p>Weighting: 35%</p> <p>Due Date: Week 7</p>
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Note: At this programme level there is an expectation that students will be able to independently source relevant textbooks, journal articles, and eBooks to a large degree

Resources

Baab, Lynne M. *The Power of Listening: building skills for mission and ministry*. Lanham, MD: Rowman & Littlefield Publishers, 2014. E-Book.

Bolsinger, Tom. *Canoeing the Mountains: Christian leadership in uncharted territory*, 2nd ed. Downers Grove, IL: IVP, 2015.

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*. Herndon, VA: Alban Institute, 1999.

Cladis, George. *Leading the Team-Based Church: How Pastors and Church Staffs Can Grow Together into a Powerful Fellowship of Leaders*. San Francisco, CA: Jossey-Bass, 1999.

DeyMaz, Mark *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation*. San Francisco, CA: Jossey-Bass, 2007.

Eguizabal, Orbelina and Kevin E. Lawson. "Leading Ministry Teams, Part I: Theological Reflection on Ministry Teams" *Christian Education Journal* 6, no. 2 (2009): 250-264.

Floding, Matthew. Ed. *Welcome to Theological Field Education*. Herndon, VA: Alban, 2011.

Goleman, Daniel. "Leadership That Gets Results" *Harvard Business Review* (Mar – Apr, 2000).

Hartwig, Ryan, T. and Warren Bird. *Teams that Thrive: Five Disciplines of Collaborative Church Leadership*. Downers Grove, IL: IVP, 2015.

Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Herndon, VA: Alban, 2008.

Horseman, Colin, *Ministering with Emotional Intelligence*. Cambridge, UK: Grove, 2011.

Hunter, Dale. *The Art of Facilitation: The Essentials for Leading Great Meetings and Creating Group Synergy*. Revised Edition. San Francisco, CA: Jossey-Bass, 2009.

Nash, Sally and Paul Nash, *Tools for Reflective Ministry*. London: SPCK, 2009.

Perman, Matt. *What's Best Next: How the Gospel Transforms the Way You Get Things Done*. Grand Rapids, MI: Zondervan, 2014.

Pyle, W. and Mary Seals, eds. *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville, TN: Broadman & Holman, 1995.

Course Descriptors - DCS634: Ethics for Christian Leadership

Course Title	Ethics for Christian Leadership (CL Elective)		
Aims	<p>The aims of this course are to:</p> <ul style="list-style-type: none"> • Develop understanding of the ethical responsibilities and challenges of Christian leadership • Develop skills to formulating ethical strategies • Address ethical issues through involvement in a particular missional or pastoral context. 		
Alignment to Graduate Profile Outcomes (GPO)	<p>Graduate Profile Outcomes</p> <p>Graduates will be able to:</p> <p>GPO2: Evaluate, review, and respond to the pastoral, specialised and ethical responsibilities required of defined church ministry settings.</p> <p>GPO4: Critically reflect on personal faith journey and professional development to refine own practice.</p> <p>GPO6: Lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.</p>	<p>LO1: GPO2, (CL)GPO6</p> <p>LO2: GPO2, (CL)GPO6</p> <p>LO3:, GPO2, (CL)GPO6</p> <p>LO4: GPO4</p>	
Level	6	Course Code	DCS634
Compulsory/Elective	Elective	Pre/co requisites	None
Credits	Total Course Credits	15	Number of weeks
Learning hours	Contact Hours	12 hours	<p>Ministry Classification of Internet Based Learning Indicated</p> <p><input type="checkbox"/> 1 No Access</p> <p><input type="checkbox"/> 2 Web supported</p> <p><input checked="" type="checkbox"/> 3 Web enhanced</p> <p><input type="checkbox"/> 4 Web based</p>
	Independent Self-Study (mainly asynchronous)	36 hours	<p>Mode of delivery</p> <p><input type="checkbox"/> Face-to-Face (Intramural)</p> <p><input checked="" type="checkbox"/> Blended (LMS based online delivery)</p> <p><input type="checkbox"/> Distance (Extramural)</p>

	Off-site Components/Workplace Learning	102 hours		
	<ul style="list-style-type: none"> • Internship Placement 			
	Notional learning hours	150		

Capabilities, competencies, and attributes covered in this course (i.e., “soft” skills)	Skills to be developed:	How the developed skills will be measured/assessed:
	<ul style="list-style-type: none"> • Respecting and valuing others (Manaakitanga) • Confidence • Empathy (Manaakitanga) • Compassion (Manaakitanga) • Problem solving • Active listening (Manaakitanga) • Respect (Manaakitanga) • Understanding concepts relevant to a chosen career pathway (Tātaritanga) 	<ul style="list-style-type: none"> • Review of set readings • Discussion • Mentoring • Reflective activities • Peer feedback • Personal Journals

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
Learning Outcome 1: Evaluate the ethical components of specific ministry situations in the internship context and the responsibilities these entail (3 credits)	[Tutorials] <ul style="list-style-type: none"> • Ethical issues and strategies for Christian leaders: areas, ways of ethical decision-making, <ul style="list-style-type: none"> ○ Deontological ethics ○ Utilitarian/Consequentialist ethics ○ Character/virtue ethics ○ Communitarian ethics • Social and professional ethics • Professional ethics: <ul style="list-style-type: none"> ○ Setting boundaries ○ codes of conduct. 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group 	Formative Assessment <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development Summative Assessment 1 (LOs 1 & 2) Assessment Type: Code of Ethics Assessment Outcome Statement:

	<ul style="list-style-type: none"> • [Internship] <p>Participate, analyse and reflect on the ethical processes and issues of the internship context to develop an understanding of leadership responsibilities in relation to these.</p>	<p>discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice.</p> <ul style="list-style-type: none"> • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>The purpose of this assessment is to evaluate the ethical components of specific ministry situations and identify the ministry responsibilities to formulate and apply a code of ethics during internship.</p> <p>Weighting: 35% Due Date: Week 9</p>
<p>Learning Outcome 2: Apply Christian ethical principles to pastoral or missional practice in the internship situation. (4 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Old Testament, Kingdom, and Pauline ethics as foundational for Christian ethics. ○ Community and ethics. ○ Character and virtue ethics in biblical contexts. • Jesus and ethics: Sermon on the Mount • Pauline ethics of the Cross 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 1 (LOs 1 & 2)</p>

	<p>[Internship]</p> <ul style="list-style-type: none"> • Participate in, analyse and reflect on the application of Christian ethical principles to pastoral or missional practice in the internship context. 	<p>interactive timetabled learning and assessment tasks,</p> <ul style="list-style-type: none"> • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Assessment Type:</p> <ul style="list-style-type: none"> • Code of Ethics <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate the ethical components of specific ministry situations and identify the ministry responsibilities to formulate and apply a code of ethics during internship.</p> <p>Weighting: 35% Due Date: Week 9</p> <p>Summative Assessment 2 (LO 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> • ePortfolio of Personal Case Studies <p>Assessment Outcome Statement: The purpose of this assessment is to apply Christian ethical principles and approaches to identify pastoral or missional approaches and make strategic decisions in specific ministry situations.</p> <p>Weighting: 40% Due Date: Week 14</p>
<p>Learning Outcome 3: Apply a biblical approach to Christian ethics in making strategic decisions in the internship situation.</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • The case study as methodology in ethics <ul style="list-style-type: none"> ○ Writing case studies ○ Verbatim recording skills 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision

<p>(3 credits)</p>	<ul style="list-style-type: none"> • Case study analysis: Integrating ethical approaches with biblical ethical foundations. • Ethical decision making and pastoral/missional responses. <ul style="list-style-type: none"> ○ Frameworks ○ Conflict of duties situations ○ Mentoring/supervision • <p>[Internship]</p> <ul style="list-style-type: none"> • Reflecting with mentor on particular ethical issues and strategic responses to these in the internship situation.. 	<ul style="list-style-type: none"> • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<ul style="list-style-type: none"> • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 2 (LO 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> • ePortfolio of Personal Case Studies <p>Assessment Outcome Statement: The purpose of this assessment is to apply Christian ethical principles and approaches to identify pastoral or missional approaches and make strategic decisions in specific ministry situations.</p> <p>Weighting: 40% Due Date: Week 14</p>
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<p>Learning Outcome 4: Critically reflect on the character formation and aspects of personal faith-journey narrative in relation to the internship situation. (5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Narrative ethics: <ul style="list-style-type: none"> ○ Characteristics of this approach to ethics ○ Relation to postmodern insights ○ Relation to communitarian ethics • Reflecting on own faith-journey narratives <ul style="list-style-type: none"> ○ Methods and resources • Interpreting the narratives of others <ul style="list-style-type: none"> ○ Personal narrative as template • Virtue, character ethics: <ul style="list-style-type: none"> ○ Reflective extrapolations from the strands of narrative ○ How personal faith journey shows character development. <p>[Internship]</p> <ul style="list-style-type: none"> • Mentored reflection on how personal faith journey narrative and character development relate to and assist understanding and guiding others in the internship situation. 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 3 (LO 4)</p> <p>Assessment Type: Critical Reflection</p> <p>Assessment Outcome Statement: The purpose of this assessment is to critically reflect on the student's own personal faith journey as a character-revealing narrative and consider how their own journey may be a guide to understanding the narratives of others.</p> <p>Weighting: 25% Due Date: Week 5</p>
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		<ul style="list-style-type: none"> • Learning activities in relation to class topics • Journaling • Class group Discussions 	
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Note: At this programme level there is an expectation that students will be able to independently source relevant textbooks, journal articles, and eBooks to a large degree

Resources:

Indicative Bibliography

Hays, Richard B. *The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics*. Edinburgh: T & T Clark, 1996.

Hollinger, Dennis P. *Choosing the Good: Christian Ethics in a Complex World*. Grand Rapids, MI: Baker Academic, 2002.

Hovey, Craig, *Exploring Christian Ethics*. London: SPCK, 2018.

Messer, Neil, G *Christian Ethics: SCM Studyguide*. London: SCM Press, 2006.

Miles, Rebekah L. *The Pastor as Moral Guide*. Minneapolis, MN: Fortress, 1999.

Stassen, Glen H, and David P Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove, IL: IVP Academic, 2002.

Trull, Joe E. and R. Robert Creech. *Ethics for Christian Ministry: Moral Formation for Twenty-First Century Leaders*. Grand Rapids, MI: Baker Academic, 2017.

Whetstone, J. Tomas. *Leadership Ethics and Spirituality: A Christian Perspective*. Bloomington, IN: Westbow Press, 2013.

Wright, Christopher J H. *Old Testament Ethics for the people of God*. Nottingham: IVP, 2004.

Course Descriptors - DCS635: Practice of Mission

Course Title	Practice of Mission (CL Elective)		
Aims	<p>The aims of this course are to:</p> <ul style="list-style-type: none"> • Equip students with perspectives and skills for cross-cultural mission that cohere with a biblical understanding of mission. • Reflect on personal faith journeys. • Evaluate, review, and respond to the challenges and responsibilities in cross-cultural mission. • Develop skills in management of personnel and resources. • Apply ethical and practical decision-making strategies through involvement in a missional context. 		
Alignment to Graduate Profile Outcomes (GPO)	<p>Graduate Profile Outcomes</p> <p>GPO3: Apply management or administrative capability and leadership in a Christian ministry environment to make strategic decisions in a specified context.</p> <p>GPO4: Critically reflect on personal faith journey and professional development to refine own practice.</p> <p>GPO6: Lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.</p>	LO1: GPO2, GPO4 LO2: GPO2, (CL)GPO6 LO3: GPO4, (CL)GPO6 LO4: GPO2 LO5: GPO4 LO6: (CL)GPO6	
Level	6	Course Code	DCS635
Compulsory/Elective	Elective	Pre/co requisites	None
Credits	Total Course Credits	15	Number of weeks
Learning hours	Contact Hours	12 hours	<p>Ministry Classification of Internet Based Learning Indicated</p> <p><input type="checkbox"/> nm 1 No Access <input type="checkbox"/> 2 Web supported <input checked="" type="checkbox"/> 3 Web enhanced <input type="checkbox"/> 4 Web based</p>
	Independent Self-Study (mainly asynchronous)	36 hours	<p>Mode of delivery</p> <p><input type="checkbox"/> Face-to-Face (Intramural) <input checked="" type="checkbox"/> Blended (LMS based online delivery) <input type="checkbox"/> Distance (Extramural)</p>

	<ul style="list-style-type: none"> • Completion of assigned tasks • Work on assessments 			
	Off-site Components/Workplace Learning <ul style="list-style-type: none"> • Internship Placement 	102 hours		
	Notional learning hours	150		

Capabilities, competencies, and attributes covered in this course (i.e., “soft” skills)	Skills to be developed:	How the developed skills will be measured/assessed:
	<ul style="list-style-type: none"> • Sensitivity and appropriate responses to Christian worship contexts. • Respecting and valuing others (Manaakitanga) • Confidence • Empathy (Manaakitanga) • Compassion (Manaakitanga) • Problem solving • Active listening (Manaakitanga) • Respect (Manaakitanga) • Understanding concepts relevant to a chosen career pathway (Tātaritanga) 	<ul style="list-style-type: none"> • Review of set readings • Observations • Discussion • Mentoring • Self or Peer Assessment • Reflective activities • Peer feedback • Personal Journals

Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment
Learning Outcome 1: Critically reflect on the experience of the internship situation in terms what it means to be called to, and work in cross-cultural mission situations in New Zealand and overseas.	[Tutorials] <ul style="list-style-type: none"> • Mission – what is it? • What does it mean to be called to Mission? • The nature of cross-cultural mission • Mission in national and international contexts • Culture and mission 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. 	Formative Assessment <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development

(2.5 credits)	<p>[Internship]</p> <ul style="list-style-type: none"> • Reflect with mentor on the call to mission and how it is expressed and worked out in the internship placement context. 	<ul style="list-style-type: none"> • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Summative Assessment 1 (LO 1, 3, 4 & 5) Assessment Type: Discursive Essay</p> <p>Assessment Outcome Statement: The purpose of this assessment is to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission. Weighting: 30% Due Date: Week 11</p> <p>Summative Assessment 2 (LOs 1, 2 & 3) Assessment Type: Evaluative Essay</p> <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate what it means to be called to, and work in cross-cultural mission in relation to the biblical basis and nature of mission, and drawing on biblical models of mission and the internship experience, reflect on issues that may arise in this context. Weighting: 40% Due Date: Week 15</p>
<p>Learning Outcome 2: Apply biblical insights to contemporary mission in terms of the internship situation.</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • The biblical basis of mission • Mission in the Old Testament • Mission in the New Testament 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment

<p>(3.5 credits)</p>	<ul style="list-style-type: none"> Applying biblical insights to contemporary cross-cultural mission. <p>[Internship]</p> <ul style="list-style-type: none"> Participate in, analyse and reflect on the application of biblical insights on mission in the internship placement situation. 	<ul style="list-style-type: none"> Timetabled tutor directed learning will be designed to facilitate interactive blended learning. Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> Tutorials Mentoring Guest speakers Readings Learning activities in relation to class topics Journaling Class group Discussions 	<ul style="list-style-type: none"> Samples of written documentation Mentoring and supervision Internship Learning Covenant Review of ministry development <p>Summative Assessment 2 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> Evaluative Essay <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate what it means to be called to, and work in cross-cultural mission in relation to the biblical basis and nature of mission, and drawing on biblical models of mission and the internship experience, reflect on issues that may arise in this context.</p> <p>Weighting: 40% Due Date: Week 15</p>
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<p>Learning Outcome 3: In relation to internship experience, analyse issues that cross-cultural workers face in ministry in the context of New Zealand and overseas. (3 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> • Cultural issues - culture shock, cultural barriers. • Communication issues – language barriers, • Resourcing issues • Support issues • Ethical issues <p>[Internship]: Observing issues in the internship situation, journaling and reflecting with mentor on the origin of the issues and potential ways of dealing with them for discussion in class.</p>	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 1 (LO 1, 3, 4 & 5) Assessment Type:</p> <ul style="list-style-type: none"> • Discursive Essay <p>Assessment Outcome Statement: The purpose of this assessment is to draw on the internship experience to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission. Weighting: 30% Due Date: Week 9</p> <p>Summative Assessment 2 (LOs 1, 2 & 3) Assessment Type:</p> <ul style="list-style-type: none"> • Evaluative Essay <p>Assessment Outcome Statement: The purpose of this assessment is to evaluate what it means to be called to, and work in cross-cultural mission in</p>
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		<ul style="list-style-type: none"> Class group Discussions 	<p>relation to the biblical basis and nature of mission, and drawing on biblical models of mission and the internship experience, reflect on issues that may arise in this context.</p> <p>Weighting: 40%</p> <p>Due Date: Week 15</p>
<p>Learning Outcome 4: Discuss strategies to sustain spiritual and lifestyle balance in cross-cultural mission situations in the context of the internship situation. (2.5 credits)</p>	<p>[Tutorials]</p> <ul style="list-style-type: none"> Culture shock, stress and well-being; dealing with mission attrition Understanding and managing challenges of family and team relationships. Mission and spirituality: spiritual discipline, life-balance, spiritual warfare, sustaining the journey. <p>[Internship placement]</p> <ul style="list-style-type: none"> Reflecting on how these may be present in the placement situation and how they might be addressed; discussing with mentor. 	<ul style="list-style-type: none"> Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. Timetabled tutor directed learning will be designed to facilitate interactive blended learning. Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> Discussion Peer feedback Assessment Samples of written documentation Mentoring and supervision Internship Learning Covenant Review of ministry development <p>Summative Assessment 1 (LO 1, 3, 4 & 5)</p> <p>Assessment Type:</p> <ul style="list-style-type: none"> Discursive Essay <p>Assessment Outcome Statement: The purpose of this assessment is to draw on the internship experience to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission</p> <p>Weighting: 30%</p> <p>Due Date: Week 9</p> <p>Summative Assessment 3 (LOs 4 & 5)</p>

		<ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>Assessment Type:</p> <ul style="list-style-type: none"> • Personal Case Study <p>Assessment Outcome Statement: The purpose of this assessment is for students to analysis real-life situations in the internship context in terms of the personal, social, ethical and practical ramifications for all the people and situations they are likely to impac,t and devise strategies for action based on their analysis.</p> <p>Weighting: 30% Due Date: Week 5</p>
<p>Learning Outcome 5 Apply relevant skills to make strategic decisions in cross-cultural mission in relation to the internship context. (3.5 credits)</p>	<p>[Tutorial]</p> <ul style="list-style-type: none"> • People and management skills for cross-cultural mission • Learning to communicate cross-culturally • Ways of decision making across cultures. <p>[Internship]</p> <ul style="list-style-type: none"> • Observing and analysing real-life situations in the internship context, reflecting on these with mentor, and presenting suggested courses of action to class for discussion. 	<ul style="list-style-type: none"> • Tutor directed learning sessions will be activity based and interactive with feedforward provided by tutors and peers. • Timetabled tutor directed learning will be designed to facilitate interactive blended learning. • Independent self-study will be structured to support and prepare for interactive timetabled learning and assessment tasks, • Inquiry-based learning will underpin learning activities including, group discussion, tutor directed learning experiences, practical activities, self-directed research, role play, and contextualised skills practice. 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Discussion • Peer feedback • Assessment • Samples of written documentation • Mentoring and supervision • Internship Learning Covenant • Review of ministry development <p>Summative Assessment 1 (LO 1, 3, 4 & 5)</p> <p>Assessment Type:</p> <ul style="list-style-type: none"> • Discursive Essay <p>Assessment Outcome Statement:</p>

		<ul style="list-style-type: none"> • The Learning Management Systems (LMS), Moodle will be used for formative learning/assessment, enabling lecturers to feed forward and support student learning. Through Moodle students access collaborative teaching and learning tools for peer to peer learning and tutor to student interaction. <p>Specific learning and teaching approaches include:</p> <ul style="list-style-type: none"> • Tutorials • Mentoring • Guest speakers • Readings • Learning activities in relation to class topics • Journaling • Class group Discussions 	<p>The purpose of this assessment is to draw on the internship experience to critically reflect on and discuss appropriate strategies and practices to maintain life-balance and spiritual health in the context of cross-cultural mission</p> <p>Weighting: 30%</p> <p>Due Date: Week 9</p> <p>Summative Assessment 3 (LOs 4 & 5)</p> <p>Assessment Type: Personal Case Study</p> <p>Assessment Outcome Statement: The purpose of this assessment is to analyse real-life situations in a cross-cultural mission context in terms of their personal, social, ethical and practical ramifications and devise strategies for action based on the analysis..</p> <p>Weighting: 30%</p> <p>Due Date: Week 5</p>
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Note: At this programme level there is an expectation that students will be able to independently source relevant textbooks, journal articles, and eBooks to a large degree

Resources

Andrews, Leslie A. The Family in Mission: Understanding and Caring for Those Who Serve. Palmer Lake, CO: MTI, 2004.

Bowen, Roger. *So I Send You*. London: SPCK, 2000.

Cloud Henry and John S. Townsend. *Boundaries*. Grand Rapids, MI: Zondervan, 2002.

Cray, D. H, *Encountering Theology of Mission: Biblical Foundations, Historical Developments an Contemporary Issues*. Grand Rapids MI: Baker Academic, 2010.

Deane Hudson. *Good and Faithful: New Zealand Missionaries and Their Experience of Attrition*. Auckland: Daystar 2008.

Dowsett, Rose and Clive Calver, eds. *The Great Commission (Thinking Clearly Series)*. Crowborough, UK: Monarch, 2002.

Elmer, Duane. *Cross-Cultural Connections: Stepping Out and Fitting in Around the World*. Downers Grove, IL: IVP, 2002.

Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP, 2006.

Flemming, Dean. *Contextualization in the New Testament*. Leicester: InterVarsity Press, 2005.

_____. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing, and Telling*. Downers Grove, IL: IVP, 2013.

Griffiths, Michael. *Lambs dancing with Wolves: A Manual for Christian Workers Overseas*. London: Monarch, 2001.

Hiebert Paul G. and Frances F., *Case Studies in Missions*. Grand Rapids, MI: Baker Book House, 1987.

Hoke, Steve, & Bill Taylor. *Global Mission Handbook: A Guide for Cross-cultural Service*. Downers Grove, IL: IVP, 2009.

Livermore, David. *Serving with Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*. Grand Rapids, MI: Baker Books, 2006.

Moreau, A. Scott and others, eds. *Deliver us from Evil: An Uneasy Frontier in Christian Mission*. Monrovia, CA: MARC, 2003.

Newell, Marvin J. *Crossing Cultures in Scripture: Biblical Principles for Mission Practice*. Downers Grove, IL: IVP, 2016.

Reapsome, Jim, and Jon Hirst. *Innovation in Mission*. Tyrone, GA: Authentic Books, 2007.

Storti, Craig. *The Art of Crossing Cultures*. Yarmouth, Maine: Intercultural Press, 2007.

Wright, Eric E, *A Practical Theology of Mission*. Leominster, UK: Day One, 2010.

Section 2: Internship Roles and Responsibilities

Role: Work Placement Supervisors

The Purpose of Supervision

The purpose of supervision is to provide intentional commitment to help the students develop and grow in ministry. Bishopdale College's internship programme provides students with close personal contact, fellowship, and ministry specific guidance that is not able to be done in the classroom alone. At the same time, regular tutorials provide instruction and contact with a wider range of perspectives and experiences from others who are in a similar stage of ministry development in other contexts.

Supervision aims:

- to assist interns in character and skills development
- to work with the mentor to encourage interns' overall growth and monitor their well-being
- to encourage the student into new areas of ministry and discovery – this is a key task

The Supervisor's Role

The following summarises what is expected of supervisors in the facilitation of an intern's development at their placement.

Responsibilities

The supervisor is responsible for:

- Providing acceptable supervision of the intern as they carry out their ministry responsibilities.

This includes:

- Allocation of ministry responsibilities.
- An induction of interns, including site induction and health and safety briefing.
- Including the intern in team meetings associated with their ministry area.
- Individual meetings as required in relation to the intern's given roles and skill formation, to offer feedback and encourage development in specific areas.
- Observation of the intern on a minimum of two occasions for the purpose of feedback.
- Liaison with key people including the mentor and internship coordinator should concerns arise during the course of the semester.
- Signing off your interns required hours of hands on practice each month, for the intern to submit to the Internship Coordinator.
- Completion of a ministry review at the end of each internship course.

Inducting Interns by Placement

Bishopdale College internships are designed to prepare students for ministry. This preparation is not just practical and theological but helps students to shift from their personal faith and approach to leadership, to an understanding of the diverse theories that they will come across in ministry. A deeply meaningful way of increasing this understanding is by way of induction as they commence their placement.

The purpose of the induction is to orient the intern in the context of their internship. This is done by taking the time to introduce the intern to the practical and relational aspects of the organisation, bringing the attention of the intern to the significance of the context in which they serve.

The following areas are worth clarifying with the intern:

- Site induction and House Keeping:
 - Health and safety
 - Parking
 - How to access and use the internet/internal networks
 - Kitchen etiquette
 - Phone - private calls, toll calls
 - Photocopier
 - Security - keys, alarms
 - Processes around reimbursement, receiving money, good practice
 - Police check
 - Dress code
- Leadership, Communication and Decision Making:
 - Preferred communication modes – email, meetings, informal conversations etc
 - Code of ethics of your church/organisation
 - Any codes or expectations around communication, decision making, conflict and complaints

End of Semester Ministry Review

At the end of the semester, Supervisors must complete the 'Supervisor Ministry Review' questions. The review is then discussed with the intern before it is returned to the College as part of the student's formative assessment. This document is available in the appendices.

Thank you for partnering with us in the training of people for ministry. We appreciate all the work you do to enable us to offer this internship programme and for your part in making it possible.

Role: Internship Placement Mentors

The Purpose of Mentoring

Mentoring is about providing a place where the student can have a conversation with a mentor for the purpose of reflecting and reviewing aspects of the student's ministry that in turn guide and broaden their experience in different areas of ministry.

Like the role of an on-site supervisor, the mentor relationship provides students with close personal contact fellowship and ministry specific guidance that is not able to be done in the classroom alone. At the same time regular tutorials provide instruction and contact with a wider range of perspectives and experiences from others who are in a similar stage of ministry development in other contexts.

It is important that each student meets with their mentor on a regular basis throughout the semester, for about an hour each time. In association with Bishopdale College, the mentor has the responsibility of facilitating conversation that encourages thoughtful engagement with the ministry practice of the student.

For the internship context, the mentor's primary role is to facilitate conversation for reflection on learning in ministry practice. In addition, the mentor is also someone who is committed to the intern and their development in all aspects of life. This means the mentor carries the role of a facilitator,

enabler, and guide to encourage spiritual growth. They also may find themselves helping with the discipline of study, managing conflict, and encouraging the student to move into new areas of ministry.

Criteria for Mentors

When approving mentors, the College considers criteria such as:

- Training and experience in the sort of ministry the student is directed towards.
- Evidence of commitment to personal and spiritual growth/spiritual direction in self and others.
- Objectivity, openness, insight and sensitivity.
- Capacity to support and guide in relation to:
 - development of knowledge and skills
 - critical self-understanding
 - reflection on ministry experiences and attitudes
 - clarifying strengths, weaknesses and problem areas – handling stress
- Ability to stimulate, motivate and encourage.
- Ability to evaluate and analyse.
- Availability to schedule mentor/student meetings at least fortnightly.
- Capacity to keep notes of mentor/student meetings and prepare the end of semester review.

The Mentor's Role

The subsequent comments outline what is expected of a mentor as they facilitate an intern's theological reflection on their ministry experience.

Expectations:

- A minimum of six one-hour meetings with the intern throughout the semester.
- Mentor sessions are recorded for the purpose of completing the end of semester report - see below.
- Provide an environment where the intern can reflect and honestly discuss theory and ministry experience and help to create opportunities where the intern can encounter God's leading.
- Attend mentor training provided by Bishopdale College. It is important that a relationship is formed not only between the mentor and intern, but also between the mentor, the on-site supervisor and the Internship Coordinator at Bishopdale College.

Mentoring Meetings:

- One hour, regularly scheduled meetings are recommended.
- A record of dates and lengths of meetings should be kept.
- The mentor should keep notes on each meeting.
 - The following suggestions are a guide to what should be covered in meetings:
 - The theme focused on this semester
 - Intern's learning objectives
 - Connection of theoretical learning and approved practice
 - Ministry outcomes
 - Self-perception of ministry
 - Ministry ability and effectiveness
 - Handling of new ministry situations
 - Development of leadership skills
 - Relationships with colleagues and supervisors

- Growth in interpersonal skills
- Spiritual development

End of Semester Ministry Review

At the end of the semester, Mentors must complete the 'Mentor Ministry Review' questions. The review is then discussed with the intern before it is returned to the College as part of the student's formative assessment. This document is available in the appendices.

Thank you for partnering with us in the training of people for ministry. We appreciate all the work you do to enable us to offer this internship programme and for your part in making it possible.

Section 3: Internship Placement Co-ordination

Internship Coordinator's role

The Internship Coordinator closely monitors each internship placement to determine the effectiveness of the placement, any difficulties or conflicts noted by the student, supervisor or mentor, any risk to the student and/or any potential organisational risk to either Bishopdale College or the organisation hosting the intern.

The Internship Coordinator will use a 'wrap-around' approach to monitor the placements including, but not limited to:

- Formal reports from the student, supervisor and mentor at the end of each semester.
- Formal discussions with the student twice a semester.
- Formal discussions with the supervisor and mentor twice a semester.
- Informal discussions with the student, supervisor and mentor as opportunities arise.
- Mediation, should conflict, exclusion or unsatisfactory conduct occur.

Dealing with conflict or other difficulties while student is on work placement

Bishopdale College has a Student Complaints Policy (QMS44 in the Policies and Procedures document), which will be referred to and followed as required. This is detailed in the Student Handbook.

Support and guidance are offered to students who have programme-related or non-programme related problems. Should students have concerns about conditions, placements, staff, course content, assessment or programme completion requirements, there are avenues available to them to address these concerns appropriately.

At all times the College attempts to interact with all parties in a fair and equitable manner and to comply with all legislative requirements.

All staff have a responsibility to offer guidance and support to students. Staff also have the responsibility to refer problems which they do not have the skills to offer assistance with, or where there is a conflict of interest, to another source of support.

Section 4: Policies and Procedures

For full descriptions of all Bishopdale College Policies and Procedures, please refer to the following:

- Student Handbook 2022
- Student policies in the QMS Policies and Procedures Document (available from the College office).

Confidentiality

All information and concerns regarding students and student wellbeing are governed by the principle that confidentiality will be maintained at all times. The College takes confidentiality seriously and is governed by the principles of the Privacy Act. Within the internship setting, confidentiality is shared confidentiality between the internship coordinator, the internship supervisor, the internship mentor and the intern. When deemed necessary by the internship coordinator, the supervisor or mentor may be contacted in order to share concerns about the intern's wellbeing and to create plans for wraparound support.

Police Vetting

All students must inform Bishopdale College if they are facing convictions or ever been convicted of a crime. They must also inform the College if they are facing censure, or have been censured by a disciplinary panel or professional body.

All students who will be participating in an internship placement are required to submit a Police Vetting Service Request and Consent form as part of their application to Bishopdale College.

Harassment and Discrimination

Bishopdale College is committed to ensuring that all students are safe, and free from harassment and discrimination, in both their learning and internship placement environments.

Safety issues may include something that should be occurring and is not, or something not up to standard. Harassment and discrimination may be offensive behaviour or unwanted attention. This may involve an abuse of power to disadvantage others, insult others, or any form of discriminatory behaviour.

Any kind of harassment is unacceptable – sexual, racial, academic, religious, or any other form of discrimination. Structures are therefore provided within Bishopdale College's systems to address complaints from students or other interested parties. Bishopdale College aims to interact with all parties in an equitable manner, and to enable speedy resolution of grievances or complaints.

All students are welcome to bring a support person, or whanau support, with them when raising a concern and to any ongoing meetings. All matters raised will be dealt with in strict confidentiality.

Appendix 1: Internship Agreement

WHO SHOULD COMPLETE THIS FORM?

This internship agreement is for all students applying to complete internship course(s) within their study programme. Please complete all sections of the form and return to Bishopdale College (see back page for campus details).

SECTION ONE: STUDENT AND INTERNSHIP DETAILS

Title (*Mr, Miss, etc*) _____

First name(s) _____ Surname/Family name _____

Mobile no. _____ Phone no. _____

Work no. _____ Email address _____

Name of Church / Organisation _____

Name of Internship Mentor _____ Name of Substitute Internship Mentor _____

SECTION TWO: CHURCH / CHRISTIAN ORGANISATION ACCREDITATION

CHURCH / CHRISTIAN ORGANISATION SENIOR PASTOR / DIRECTOR

Title (*Mr, Miss, Rev etc*) _____

First name(s) _____ Surname/Family name _____

Gender (please tick) Male Female _____ Mobile no. _____

Email address _____

Church / Organisation _____

Denomination or Parent Organisation _____

Postal Address _____ Postcode _____

Street Address _____ Postcode _____

Office Phone number _____ Website _____

Please also sign and date the back page.

ON-SITE SUPERVISOR (IF DIFFERENT FROM SENIOR PASTOR / DIRECTOR)

Title (*Mr, Miss, Rev etc*) _____

First name(s) _____ Surname/Family name _____

Gender (please tick) Male Female _____ Mobile no. _____

Email address _____

Church / Organisation _____

Denomination or Parent Organisation _____

Postal Address _____ Postcode _____

Street Address _____ Postcode _____

Office Phone number _____ Website _____

Experience		
Current position	Organisation	Period of involvement
Previous position	Organisation	Period of involvement

Supervision Experience

Relevant Qualifications		
Award	Institution	Year of Graduation

Health and Safety

Orientation will include instruction on Organisation's Health and Safety Policy

Name _____ Signature _____

Copy of Health and Safety Policy attached (if available)

Please sign and date the back page.

SECTION THREE: RECOMMENDATION OF STUDENT

To be completed by the Church / Organisation Senior Pastor / Director

What is the students' current involvement in your church/organisation?

What potential gifts, talents and attributes does this particular student have?

In what way do you see this student benefitting from an internship?

continued over page

In what areas do you see leadership potential?

What will your church/organisation do to support and encourage this student in their personal growth and academic work?

What potential areas for ministry following graduation do you see?

SECTION FOUR: MINISTRY PROPOSAL

To be completed by the Church / Organisation Senior Pastor / Director.

Proposed Position	Description of tasks to be undertaken by intern	Leadership / Management Level*	Hours per Week
		Total hours per week	

***Leadership / Management Level Key**

1. No leadership responsibility
2. Assistant leader
3. Co-leader
4. Team leader
5. Responsibility for other

SECTION FIVE: INTERNSHIP MENTOR CREDENTIALS

To be completed by the Internship Mentor. Please also sign and date the back page.

The proposed Internship Mentor must be (i) Competent in written English; and (ii) Willing to complete mentor training with Bishopdale College

Please initial: I am willing to undergo training ___ I have completed training with Bishopdale in the past _____

Personal Details of the Internship Mentor

Title (*Mr, Miss, Rev etc*) _____

First name(s) _____ Surname/Family name _____

Gender (please tick) Male Female _____ Email Address _____

Phone no. _____ Mobile no. _____ Fax no. _____

Postal Address _____ Postcode _____

Ministry Experience of the Internship Mentor		
Current position	Organisation	Period of Involvement
Previous position	Organisation	Period of involvement

Mentoring Experience _____

Theological and Other Relevant Qualifications of the Internship Mentor		
Award	Institution	Year of Graduation

Substitute Internship Mentor _____

SECTION SEVEN: SUMMARY OF ROLES AND RESPONSIBILITIES

Senior Pastor / Director on behalf of the Ministry Placement

Is responsible for:

- Endorsing the student as suitable for ministry training in the areas stated in the ministry proposal
- Providing adequate opportunity for the student to fulfil the requirements of their programme This includes:
 - Providing a clearly designated and boundaried role with opportunity for ongoing development
 - Liaison with the student's local or distance learning internship coordinator regarding the ongoing requirements of the programme
- Endorsing the internship mentor and substitute internship mentor (in the event of the internship mentor's absence)

On-Site Supervisor

Is responsible for:

- Providing adequate supervision of the student as they fulfil their ministry responsibilities This includes:
 - Ensuring that the student's ministry responsibilities are appropriate to their level of development
 - Assisting the student in the development of appropriate ministry objectives at the commencement of each course
 - Meeting regularly with the student in relation to their completion of assigned tasks and skill formation
 - Ensuring the student's ministry hours are fulfilled according to the requirements of the programme
 - Liaison with key people including the mentor and internship coordinator should concerns arise during the course of the semester
 - Providing written feedback to Bishopdale College at the end of each semester

Mentor (and Substitute Mentor should they be required)

Is responsible for:

- Providing adequate mentoring for the student to fulfil the requirements of their programme This includes:
 - Meeting with the student at least one hour per fortnight (a minimum of 6 times) during the course of each semester
 - Providing a safe confidential environment
 - Assisting the student's development by facilitating reflection on their personal formation and ministry practice in relation to their ministry objectives.
 - Participation in mentor training as supplied by Bishopdale College
 - Liaison with key people including the on-site supervisor and internship coordinator should concerns arise during the course of the semester
 - Recording session notes of each meeting and providing written feedback to Bishopdale College at the end of each semester

Student

Is responsible for:

- Fulfilling the requirements of their programme. This includes:
 - Completing the required hours per week of ministry as designated in the ministry proposal and course requirements under the guidance of the on-site supervisor
 - Working with the on-site supervisor in forming their ministry objectives at the beginning of each semester
 - Preparation for and meeting with the mentor at least one hour per fortnight (a minimum of 6 times) during the course of each semester
 - Liaison with all key parties involved should concerns arise during the course of the semester
 - Completion of classes and assignments as laid out by each internship course

Internship Coordinator

The Internship Coordinator is responsible for:

- Liaison with and approval of the placement, on-site supervision and mentoring arrangements made on behalf of the student prior to the commencement of the student's first internship course
- Ensuring all parties have a copy of the documentation required by the course
- Co-ordinating mentor training for all new mentors
- Liaison with the onsite supervisor and mentor at the commencement of each new internship course
- Liaison with key people including the on-site supervisor and mentor should concerns arise during the course of the semester
- Monitoring ministry objectives, progress and evaluations

The Internship Coordinator, or course lecturer (where they differ) is responsible for:

- Facilitating formal reflective practice, academic learning and theological integration as required by each course
- Grading all pieces of the student's work

SECTION EIGHT: PLACEMENT ENDORSEMENT

Please note: All students applying for the Level 6 NZDipCS(BS&CL) are required to attend an entry interview.

An interview with the Senior Pastor / Director, Internship Mentor and Student may be required, in order to ensure that the potential placement organisation is suitable for the student's needs.

Senior Pastor / Director

- I. In supporting this placement, the church/organisation endorses this student as suitable for ministry training in areas approved by the church/organisation, agrees to provide adequate opportunity for the student to fulfil the requirements of their programme, and endorses the Internship Mentor and substitute Internship Mentor in the event of the Internship Mentor's absence.
- II. I confirm that all the information I have provided on this internship agreement is true and accurate. I consent to allow Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name _____ Signature _____ Date _____

On-Site Supervisor

- I. In supporting this placement, I agree to provide adequate supervisions of the student as they fulfil their ministry responsibilities.
- II. I confirm that all the information I have provided on this internship agreement is true and accurate. I consent to allow Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name _____ Signature _____ Date _____

Internship Mentor

In supporting this placement, I agree to provide adequate mentoring for the student to fulfil the requirements of their programme.

I confirm that all the information I have provided on this internship agreement is true and accurate. I consent to allow Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name _____ Signature _____ Date _____

Student

- (i) In submitting this internship agreement, I agree to fulfil the requirements of the programme.
- (ii) I confirm that all the information I have provided on this internship agreement is true and accurate. I consent to allow Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name _____ Signature _____ Date _____

Bishopdale College Staff

Placement approved by Internship Coordinator

Signature _____ Date _____

Appendix 2: Changes in Placement

Changing an Internship/Supervisor or Mentor

Change of internship Placement

Should a student wish to change the organisation in which they are doing their placement, then the following form is used to guide the process.

Change of Internship Placement Form

This form is to be used for a change in the situation where only the Church/Christian Organisation plus/minus the On-site Supervisor, not the mentor is being changed.

1. CONCLUSION OF EXISTING INTERNSHIP PLACEMENT

A student's ministry/mission placement in Bishopdale College internship programmes is made up of the following components:

- Church/Organisation
- On-site Supervisor
- Mentor
- Ministry Practice

It is the combination of these components that was initially approved as the student's internship contract, therefore, a change to a student's placement results in the conclusion of the existing agreement and the establishment of a new one.

A. Existing Internship Placement

The following details are what the Bishopdale College has as your existing internship placement.

Interns Name	<input type="text"/>
Church/Organisation	<input type="text"/>
On-site Supervisor	<input type="text"/>
Approved Practice	<input type="text"/>

B. Acknowledgment of Conclusion of Existing Internship Placement

The following is signed by the church/organisation Senior Pastor/Director or supervisor and the student:

a) Senior Pastor/Director/On-site Supervisor:

I acknowledge the conclusion of the above Internship Placement.

Name: Signature: _____ Date:

b) Student:

I acknowledge the conclusion of the above Internship Placement.

Name: Signature: _____ Date:

2. PROPOSED INTERNSHIP PLACEMENT

A To be completed by the Student:

This application is for the following change(s) to the Internship Placement:

- Church/Organisation
 On-site Supervisor
 Ministry Practice

Proposed Internship Placement:

Church/Organisation	<input type="text"/>
On-site Supervisor	<input type="text"/>
Ministry Focus	<input type="text"/>

Date proposed change to become effective:

Change will become effective: Beginning of next Semester
 Mid-Semester

Please note that it is strongly recommended that changes to the internship placement become effective at the beginning of the next semester, rather than during a semester, in order to ensure continuity for the student's Internship course.

2.1 CHURCH/CHRISTIAN ORGANISATION ACCREDITATION

To be completed by new Church/Christian organisation Senior Pastor/Director:

Name of Church/Organisation:
Denomination or Parent Organisation

Office Phone no. Fax no.

Postal Address

 Street Address

Senior Pastor/Director:

Title (Mr, Miss, Rev etc.)

First Name

Surname

Mobile no.

Email address

2.2 MINISTRY PROPOSAL

To be completed by the Church/Organisation Senior Pastor/Director:

Position	Ministry Description	Leadership/Management Level*	Hours per Week
Total Hours per week:			

*Leadership/Management Level Key
1. No leadership responsibility
2. Assistant leader
3. Co-leader
4. Team leader/ Independent Ministry
5. Responsibility for other leaders

2.3 ON-SITE SUPERVISOR CREDENTIALLING

To be completed by the new On-Site Supervisor:

The proposed Supervisor must be
 1) a NZ citizen, Permanent Resident or an Australian citizen
 2) Competent in written English

Personal Details of the On-Site Supervisor (if different from Senior Pastor/Director)

Title (Mr, Miss, Rev etc.)	<input type="text"/>	Postal Address	<input type="text"/>
Surname	<input type="text"/>		<input type="text"/>
First Name	<input type="text"/>		<input type="text"/>
Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female	Daytime Phone no.	<input type="text"/>
Fax no.	<input type="text"/>	Evening Phone no.	<input type="text"/>
Email address	<input type="text"/>	Mobile no.	<input type="text"/>

Supervisor Qualifications and Ministry Experience:

Experience	Position	Organisation	Period of Involvement
Current	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Supervision Experience	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		
Relevant Qualifications	Award	Institution	Year of Graduation
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. SUMMARY OF ROLES AND RESPONSIBILITIES

Senior Pastor/ Director on behalf of the Ministry Placement

Is responsible for:

- Endorsing the student as suitable for ministry training in the areas stated in the ministry proposal
- Providing adequate opportunity for the student to fulfil the requirements of their programme
 - This includes:
 - Providing a clearly designated and bounded role with opportunity for ongoing development.
 - Liaison with the student's Internship Coordinator regarding the ongoing requirements of the program
- Endorsing the internship mentor and substitute internship mentor (in the event of the internship mentor's absence)

On-Site Supervisor

Is responsible for:

- Providing adequate supervision of the student as they fulfil their ministry responsibilities
 - This includes:
 - Ensuring that the student's ministry responsibilities are appropriate to their level of development
 - Assisting the student in the development of appropriate ministry objectives at the commencement of each course
 - Meeting regularly with the student in relation to their completion of assigned tasks and skill formation
 - Ensuring the student's ministry hours are fulfilled according to the requirements of the program
 - Liaison with key people including the mentor and internship coordinator should concerns arise during the course of the semester
 - Providing written feedback to Bishopdale College at the end of each semester

Student

Is responsible for:

- fulfilling the requirements of their program
 - This includes:
 - Completing the required hours per week of ministry as designated in the ministry proposal and course requirements under the guidance of the on-site supervisor
 - Working with the on-site supervisor in forming their ministry objectives at the beginning of each semester
 - Preparation for and meeting with the mentor at least one hour per fortnight (a minimum of 6 times) during the course of each semester
 - Liaison with all key parties involved should concerns arise during the course of the semester
 - Completion of classes and assignments as laid out by each internship course

Internship Coordinator

The Internship Coordinator is responsible for:

- Liaison with and approval of the placement, on-site supervision and mentoring arrangements made on behalf of the student prior to the commencement of the student's first internship course
- Ensuring all parties have a copy of the documentation required by the course
- Co-ordinating mentor training for all new mentors
- Liaison with the onsite supervisor and mentor at the commencement of each new internship course
- Liaison with key people including the on-site supervisor and mentor should concerns arise during the course of the semester
- Monitoring ministry objectives, progress and evaluations

The Internship Coordinator, or course lecturer (where they differ) is responsible for:

- Facilitating formal reflective practice, academic learning and theological integration as required by each course
- Grading all pieces of the student's work

4. ENDORSEMENT OF NEW INTERNSHIP PLACEMENT

The following is signed by the church/organisation Senior Pastor/Director, the supervisor and the student:

a) Senior Pastor/Director:

- a) In supporting this Application for Approval of New Internship Placement, the church/organisation endorses this student as suitable for ministry training in areas approved by the church/organisation, agrees to provide adequate opportunity for the student to fulfil the requirements of their Programme, and endorses the On-site Supervisor.
- b) I confirm that all the information I have provided on this application is true and accurate. I consent to allow the Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name: Signature: _____ Date:

b) On-Site Supervisor:

- a) In supporting this Application for Approval of New Internship Placement, I agree to provide adequate supervision of the student as they fulfil their ministry responsibilities.
- b) I confirm that all the information I have provided on this application is true and accurate. I consent to allow the Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name: Signature: _____ Date:

c) Student:

- a) In submitting this Application for Approval of New Internship Placement, I agree to fulfil the requirements of the Programme and (if an international student) agree to abide by the conditions of my student visa.
- b) I confirm that all the information I have provided on this application is true and accurate. I consent to allow the Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name: Signature: _____ Date:

Bishopdale College Staff:

Change of placement approved by Internship Coordinator

Signature Date

Change of Supervisor

Should a student wish to change their supervisor, then the following form is used to guide the process.



Change of Internship On-Site Supervisor Form

This form is to be used for the nomination of a new supervisor in the situation where only the On-site Supervisor, and not the Church/Christian Organisation, is being changed.

Personal Details of the Intern

Surname	<input type="text"/>	First Name	<input type="text"/>
Student ID#	<input type="text"/>		
Previous On-Site Supervisor's Name	<input type="text"/>	Name of Church or Ministry Organization	<input type="text"/>
Please print Name	<input type="text"/>	Signed:	<input type="text"/>

Personal Details of the New On-Site Supervisor

Title (Mr, Miss, Rev etc.)	<input type="text"/>	Postal Address	<input type="text"/>
Surname	<input type="text"/>		<input type="text"/>
First Name	<input type="text"/>		<input type="text"/>
Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female	Daytime Phone no.	<input type="text"/>
Fax no.	<input type="text"/>	Evening Phone no.	<input type="text"/>
Email address	<input type="text"/>	Mobile no.	<input type="text"/>

Qualifications and Ministry Experience

Ministry Experience	Position	Organisation	Period of Involvement
Current	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>

Supervision Experience	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Relevant Qualifications	Award	Institution	Year of Graduation
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Summary of Roles and Responsibilities

NB. One person may fulfil multiple roles however the mentor and substitute mentor must remain distinct.

On-site Supervisor

Is responsible for:

- Providing adequate supervision of the student as they fulfil their ministry responsibilities
This Includes:
 - Ensuring that the student's ministry responsibilities are appropriate to their level of development
 - Assisting the student in the development of appropriate ministry objectives at the commencement of each course
 - Meeting regularly with the student in relation to their completion of assigned tasks and skill formation
 - Ensuring the student's ministry hours are fulfilled according to the requirements of the program
 - Liaison with key people including the mentor and internship coordinator should concerns arise during the course of the semester
 - Providing written feedback to Laidlaw at the end of each semester

Student

Is responsible for:

- fulfilling the requirements of their program
This includes:
 - Completing the required hours per week of ministry as designated in the ministry proposal and course requirements under the guidance of the on-site supervisor
 - Working with the on-site supervisor in forming their ministry objectives at the beginning of each semester
 - Preparation for and meeting with the mentor at least one hour per fortnight (a minimum of 6 times) during the course of each semester
 - Liaison with all key parties involved should concerns arise during the course of the semester
 - Completion of classes and assignments as laid out by each internship course

Internship Coordinator

The Internship Coordinator is responsible for:

- Liaison with and approval of the placement, on-site supervision and mentoring arrangements made on behalf of the student prior to the commencement of the student's first internship course
- Ensuring all parties have a copy of the documentation required by the course
- Co-ordinating mentor training for all new mentors
- Liaison with the onsite supervisor and mentor at the commencement of each new internship course
- Liaison with key people including the on-site supervisor and mentor should concerns arise during the course of the semester
- Monitoring ministry objectives, progress and evaluations

The Internship Coordinator, or course lecturer (where they differ) is responsible for:

- Facilitating formal reflective practice, academic learning and theological integration as required by each course
- Grading all pieces of the student's work

Endorsement

The following is signed by the On-site supervisor and the student:

a) On-site Supervisor:

- a) In supporting this Application for Approval of New Internship Placement, I agree to provide adequate supervision of the student as they fulfil their ministry responsibilities.
- b) I confirm that all the information I have provided on this application is true and accurate. I consent to allow the Laidlaw College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Laidlaw College on request.

Name: Signature: _____ Date:

b) Student:

- a) In submitting this Application for Approval of New Internship supervisor, I agree to fulfil the requirements of the Programme and (if an international student) agree to abide by the conditions of my student visa.
- b) I confirm that all the information I have provided on this application is true and accurate. I consent to allow the Laidlaw College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Laidlaw College on request.

Name: Signature: _____ Date:

Laidlaw College Staff:

Change of On-site supervisor approved by Internship Coordinator

Signature Date

Change of Mentor

Should a student wish to change their mentor, then the following form is used to guide the process.



Change of Internship Mentor Form

This form is to be used for the nomination of a new mentor in the situation where only the mentor, and not the Church/Christian Organisation, is being changed.

Personal Details of the Intern

Surname	<input type="text"/>	First Name	<input type="text"/>
Student ID#	<input type="text"/>		
Previous Mentor Name	<input type="text"/>	Name of Church or Ministry Organization	<input type="text"/>
Please print Name	<input type="text"/>	Signed:	<input type="text"/>

Personal Details of the New Mentor

Title (Mr, Miss, Rev etc.)	<input type="text"/>	Postal Address	<input type="text"/>
Surname	<input type="text"/>		<input type="text"/>
First Name	<input type="text"/>		<input type="text"/>
Gender (please tick)	<input type="checkbox"/> Male <input type="checkbox"/> Female	Daytime Phone no.	<input type="text"/>
Fax no.	<input type="text"/>	Evening Phone no.	<input type="text"/>
Email address	<input type="text"/>	Mobile no.	<input type="text"/>

Mentor Qualifications and Ministry Experience

Ministry Experience	Position	Organisation	Period of Involvement
Current	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>
Previous	<input type="text"/>	<input type="text"/>	<input type="text"/>

Mentoring Experience	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Theological Qualifications	Award	Institution	Year of Graduation
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other Qualifications	<input type="text"/>
	<input type="text"/>

Summary of Roles and Responsibilities

Mentor (& Substitute Mentor should they be required)

Is responsible for:

- Providing adequate mentoring for the student to fulfil the requirements of their program
This includes:
 - Meeting with the student at least one hour per fortnight (a minimum of 6 times) during the course of each semester
 - Providing a safe confidential environment
 - Assisting the student's development by facilitating reflection on their personal formation and ministry practice in relation to their ministry objectives.
 - Participation in mentor training as supplied by Bishopdale College
 - Liaison with key people including the on-site supervisor and internship coordinator should concerns arise during the course of the semester
 - Recording session notes of each meeting and providing written feedback to Bishopdale at the end of each semester

Student

Is responsible for:

- fulfilling the requirements of their program
This includes:
 - Completing the required hours per week of ministry as designated in the ministry proposal and course requirements under the guidance of the on-site supervisor
 - Working with the on-site supervisor in forming their ministry objectives at the beginning of each semester
 - Preparation for and meeting with the mentor at least one hour per fortnight (a minimum of 6 times) during the course of each semester
 - Liaison with all key parties involved should concerns arise during the course of the semester
 - Completion of classes and assignments as laid out by each internship course

Internship Coordinator

The Internship Coordinator is responsible for:

- Liaison with and approval of the placement, on-site supervision and mentoring arrangements made on behalf of the student prior to the commencement of the student's first internship course
- Ensuring all parties have a copy of the documentation required by the course
- Co-ordinating mentor training for all new mentors
- Liaison with the onsite supervisor and mentor at the commencement of each new internship course
- Liaison with key people including the on-site supervisor and mentor should concerns arise during the course of the semester
- Monitoring ministry objectives, progress and evaluations

The Internship Coordinator, or course lecturer (where they differ) is responsible for:

- Facilitating formal reflective practice, academic learning and theological integration as required by each course
- Grading all pieces of the student's work

Endorsement

The following is signed by the mentor and the student:

a) Mentor:

- I agree to provide adequate mentoring for the student to fulfil the requirements of their programme.
- I confirm that all the information I have provided on this application is true and accurate. I consent to allow Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name: Signature: _____ Date:

b) Student:

- In submitting this Application for Approval of New Internship mentor, I agree to fulfil the requirements of the Programme and (if an international student) agree to abide by the conditions of my student visa.
- I confirm that all the information I have provided on this application is true and accurate. I consent to allow Bishopdale College to receive, hold and use my personal information for the above purposes and I authorise any agency holding the source of information I have provided on this form to release that information to Bishopdale College on request.

Name: Signature: _____ Date:

Bishopdale College Staff:

Change of mentor approved by Internship Coordinator

Signature Date

Appendix 3 Mentor/Supervisor Reports and Internship timesheet

Supervisor Report



LEADERSHIP INTERNSHIP INTERNSHIP SUPERVISOR REPORT

Student's Name

Supervisor's Name

**Name of Church or
Placement Agency**

Date Report is Due

Supervisors are required to sight and sign each intern's timesheets throughout the semester. These are provided on a monthly basis to Bishopdale College.

This form is to be returned to Bishopdale College at the end of each semester.

Supervisor: I have discussed the attached review with the student.

Signature: _____ **(Supervisor)**

SUPERVISOR MINISTRY REVIEW
(to be completed at the end of the semester)

Please also discuss your review with the student before submitting it.

This review is used to help Bishopdale College assess the formative learning that has taken place for each intern during the internship component of their course(s).

1. Ministry Practice and Leadership Development

Discuss how you think the intern's capacity for leadership in mission and ministry has grown over the duration of this semester.

2. Theoretical Learning

Discuss how you feel the intern has connected his/her theological learning (both internship and wider academic) to his/her ministry practice.

3. Personal Growth and Development

Describe how you think the student has grown spiritually and personally during this semester. Comment on the student's ability to reflect on their ministry practice, to learn from this reflection; to respond and adapt appropriately.

Please identify areas where future development would build and strengthen the intern's ability to minister well.

-
-
-

4. Overall Ministry Development

Please place a mark (X) on the continuum at a point that reflects the level of achievement and add a comment on the student's development in the following areas for this semester.

1. Personal development through goal setting

Ability to set realistic ministry objectives, to follow them through and to make mid-course adjustments where necessary

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Intern has demonstrated skills/knowledge relevant to the specified courses

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Student has demonstrated the ability to critically reflect on their personal faith, and identified areas of professional development which will develop their own leadership practice

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

2. Openness to learn

Teachability

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to focus, be transparent, open and honest

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Development of self-awareness, including own feelings, attitudes and motivations

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Accountability

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

3. Time management

Ability to prepare well for mentoring and to manage meetings and events (organisational skills)

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

4. Leadership

Understanding of own skills and contribution to ministry

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to apply management or administrative skills to make strategic decisions

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to use leadership skills to help carry out strategic decisions

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to fulfil assigned ministry responsibilities

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Growth in capacity to lead others

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

5. Communication

Ability to communicate clearly and appropriately

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

6. Relationships

Ability to build and maintain healthy, respectful relationships

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to lead based on an understanding of the needs and contextual elements of the ministry placement.

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

7. Practices which sustain ministry

Demonstrates appropriate concern for personal practices that sustain ministry (e.g., spiritual disciplines, whole-person self-care)

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

8. Responsibilities in ministry

Ability to respond to the pastoral responsibilities required of the ministry context.

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to respond to the ethical responsibilities required of the ministry context.

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:



LEADERSHIP INTERNSHIP INTERNSHIP MENTOR REPORT

Student's Name

Mentor's Name

Name of Church or Placement Agency

Date Report is Due

Meeting No.	Date of Meeting	Length of Meeting (hours)
1		
2		
3		
4		
5		
6		
7		
8		
TOTAL MENTOR HOURS:		

* The mentor must undertake at least 6 meetings with the intern each semester

Mentor: I have discussed the attached review with the student.

Signature: _____ **(Mentor)**

MENTORING NOTES

Meeting 1	Date	Notes
Meeting 2	Date	Notes
Meeting 3	Date	Notes
Meeting 4	Date	Notes
Meeting 5	Date	Notes
Meeting 6	Date	Notes
Meeting 7	Date	Notes
Meeting 8	Date	Notes

MENTOR MINISTRY REVIEW
(to be completed at the end of the semester)

Before completing this review, we suggest that you re-read the notes you made of your mentoring meetings. Please also discuss your review with the student before submitting it.
This review is used to help Bishopdale College assess the formative learning that has taken place for each intern during the internship component of their course(s).

1. Ministry Practice and Leadership Development

Discuss how you think the intern's capacity for leadership in mission and ministry has grown over the duration of this semester.

2. Theoretical Learning

Discuss how you feel the intern has connected his/her theological learning (both internship and wider academic) to his/her ministry practice.

3. Personal Growth and Development

Describe how you think the student has grown spiritually and personally during this semester. Comment on the student's ability to reflect on their ministry practice, to learn from this reflection and to respond and adapt appropriately.

Please identify areas where future development would build and strengthen the intern's ability to minister well.

-
-
-

4. Overall Ministry Development

Please place a mark (X) on the continuum at a point that reflects the level of achievement and add a comment on the student's development in the following areas for this semester.

1. Personal development through goal setting

Ability to set realistic ministry objectives, to follow them through and to make mid-course adjustments where necessary

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Intern has demonstrated skills/knowledge relevant to the specified courses

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Student has demonstrated the ability to critically reflect on their personal faith, and identified areas of professional development which will develop their own leadership practice

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

2. Openness to learn

Teachability

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to focus, be transparent, open and honest

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Development of self-awareness, including own feelings, attitudes and motivations

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Accountability

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

3. Time management

Ability to prepare well for mentoring and to manage meetings and events (organisational skills)

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

4. Leadership

Understanding of own skills and contribution to ministry

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to apply management or administrative skills to make strategic decisions

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to use leadership skills to help carry out strategic decisions

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to fulfil assigned ministry responsibilities

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Growth in capacity to lead others

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

5. Communication

Ability to communicate clearly and appropriately

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

6. Relationships

Ability to build and maintain healthy, respectful relationships

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to lead based on an understanding of the needs and contextual elements of the ministry placement.

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

7. Practices which sustain ministry

Demonstrates appropriate concern for personal practices that sustain ministry (e.g., spiritual disciplines, whole-person self-care)

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

8. Responsibilities in ministry

Ability to respond to the pastoral responsibilities required of the ministry context.

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

Ability to respond to the ethical responsibilities required of the ministry context.

Unsatisfactory	Acceptable	Good	Outstanding
----------------	------------	------	-------------

Comments:

INTERNSHIP PLACEMENT TIMESHEET

COLLEGE ADMINISTRATIVE DETAILS	
Semester and Year	
Course Code and Name	

PLACEMENT DETAILS	
Intern's Name	
Supervisor's Name	
Name of Placement Organisation	
Signature of Supervisor to verify hours recorded are an accurate record	

HOURS LOG						
Semester Week	Hours Worked		Total Hours Worked	Semester Week	Hours Worked	Total Hours Worked
Week #:	Mo		Week #:	Mo		
	Tu			Tu		
	We			We		
	Th			Th		
	Fr			Fr		
	Sa			Sa		
	Su			Su		
Week #:	Mo		Week #:	Mo		
	Tu			Tu		
	We			We		
	Th			Th		
	Fr			Fr		
	Sa			Sa		
	Su			Su		

Explanatory Notes:

- Place the semester week, and the start and end date of the week in the first column.
- Record the number of hours worked on the day you worked them in the second column.
- Add up the total hours worked each week, and place in the third column.
- Return at the end of each month to the Internship Coordinator