

University of
Chester

THE CHURCH
OF ENGLAND
Diocese of Chester

Pastoral Worker Training Handbook

2016-2017

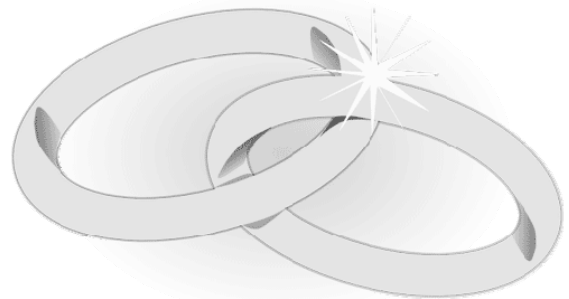


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Contacts

Director of Studies for Pastoral Workers

Revd Peter Mackriell

01829 752639

peter.mackriell@chester.anglican.org

Course Administrator (general enquiries)

Peter Bacon

Church House

01928 718834 ext 237

ministry@chester.anglican.org

Warden of Pastoral Workers (licensed PW issues)

Revd Vivien Gisby

07516 470895

vivien.gisby@chester.anglican.org

Committee for Ministry

Revd Canon Dr Christopher Burkett

Director of Ministry

Church House

01928 718834 Ext 256

christopher.burkett@chester.anglican.org

This document is designed to introduce you to what is specific about being a Pastoral Worker and to the form of your training for the next two years.

Welcome to Pastoral Worker Training

Welcome to Years 2 and 3 of your training as a Pastoral Worker in the Diocese of Chester. You will now have finished Foundations for Ministry (FfM) which forms Year 1 of your training and we will be building on that foundation with some training specifically aimed at the calling to Pastoral Worker Ministry, whilst seeking to lay a foundation on which to build further training and development throughout your ministry. The next two years are designed to give you a firm grounding to equip you for Pastoral Worker Ministry and to help you to integrate knowledge and information with the practical skills and spiritual growth you need for being a Pastoral Worker.

What is a Pastoral Worker?

The course is designed on the basis of the following definition of Pastoral Worker Ministry:

Pastoral Workers are lay people who exercise a vital ministry in the Church. They are licensed to work in pastoral ministry in a voluntary capacity. This means work in the fellowship of the church and in the many contacts the church has with people at important parts of their lives.

This includes involvement in pastoral care and visiting, contacts through baptism, weddings, bereavement and illness — and in enabling others to work in these areas. It may also include taking Holy Communion to the sick or housebound. Pastoral Workers have both theological and practical training relevant to these specific areas.

Pastoral Workers are licensed by the Bishop to an area of ministry determined in the parish and agreed with the incumbent and PCC.

Pastoral Workers' ministry will vary, depending on their gifts and the needs in the parish. However, the training is designed to give grounding in a wide variety of pastoral skills and experience.

There is inevitably some overlap with other lay ministries; both Readers and Pastoral Workers are accredited lay ministers, serving God in His world and in His Church. There are, however, some important distinctions between these ministries:

The emphasis of much **Reader** ministry is preaching, teaching and leading worship — with pastoral work flowing from these ministries. The modules of the Pastoral Worker course are open to Readers who want to do some further training in pastoral work.

Pastoral Workers may also be involved in teaching, working with small groups, with volunteers, and in outreach work, all of which will require knowledge of Christian faith and doctrine. Pastoral Workers in training, like Readers, begin to look at these areas of ministry on the Foundations for Ministry course, which is Year 1 of the Pastoral Worker training.

Once Pastoral Workers are licensed they are encouraged to engage in further training and development, including areas such as personal spiritual growth and biblical knowledge. The main focus, however, of their initial training and their ministry is pastoral work.

What are Pastoral Workers licensed to do?

In the Diocese of Chester, the Bishop licenses Pastoral Workers under **Canons E7 and E8** as licensed lay workers. These canons are reproduced in full at the end of this Handbook.

The primary focus for a Pastoral Worker in the Diocese of Chester will be to “exercise pastoral care”. They may also “evangelise, instruct the people in the Christian faith, and prepare them for reception of the sacraments”. Pastoral Workers will also have permission to assist with the distribution of Holy Communion, both at services in church, and to the ill and housebound.

The Canons also potentially permit lay workers to lead worship, preach, and conduct funerals. However, this is not seen as the main area of a Pastoral Worker’s ministry and there is no input on worship-leading or taking funerals in the initial training for Pastoral Workers. If the incumbent or priest-in-charge of a parish wishes a Pastoral Worker to carry out such duties, additional training and the Bishop’s permission will be required. Initial enquiries should be made to the Director of Ministry.

Aim of the Pastoral Worker Training Course

This course aims to equip Pastoral Workers in training for the exercise of Pastoral Worker Ministry in the Church of England and to begin a process of life-long learning within that Pastoral Worker ministry.

Objectives of the Pastoral Worker Training Course

To enable Pastoral Workers in training to:

1. Grow in their own Christian faith, life and godliness and also in their own self-understanding and pastoral sensitivity.
2. Develop understanding and skills in areas of specific pastoral ministry (especially the theology and practice of the Church of England’s “occasional offices”), and in general skills of listening, communicating, enabling and encouraging.
3. Make connections between their own faith and life experience and the pastoral ministry to which they are called.
4. Develop skills of enabling members of the Church to exercise their ministry in the Body of Christ.
5. Grow in confidence in dealing with people they encounter through their ministry, who have a wide variety of relationships with the Church and Christian faith.
6. Appreciate the possibilities of a shared ministry in the local church through appropriate collaborative working, under the leadership of the incumbent (or Rural Dean where agreed) and develop the ability to make an appropriate personal contribution to such a shared pattern of ministry.
7. Encourage the process of continual and life-long learning in Pastoral Worker Ministry, building on existing skills and experience.

Outline of Pastoral Worker Training

Year 1

Foundations for Ministry

Term 1 – Church, Faith and Action

Term 2 – Ministry, Vocation and Teamwork

Term 3 – Groups, Growth and the Gospel

Years 2 and 3

Pastoral Worker Training

Throughout the Course you need to arrange regular meetings with a mentor. Guidance will be given at the Induction Day as to how to choose your mentor and how to make good use of the support that they can offer. There is further information about this on page 7.

Induction Day at Foxhill Conference Centre

Six modules (three units each year), currently comprising:

- Baptism Matters
- Marriage Matters
- Ministry and Bereavement
- Ministry, Sickness and Pastoral Visiting
- Listening as Ministry
- Ministry, Volunteers and Teams

The six modules will be delivered at Church House (5500 Daresbury Park, Daresbury, Cheshire, WA4 4GE). The modules consist of five taught sessions and a seminar to prepare for assessment. The assessment involves a dialogue/presentation; a written reflection supports the preparation for this and is submitted as part of the assessment.

Pastoral Worker trainees may be joined by “independents” for the modules. For example, many Readers do these courses as part of their ongoing training after they have been licensed.

In addition, throughout years 2 and 3

- Work on Parish Project and Learning Portfolios
- Further sessions to support the development of Listening Skills
- One Ministry Day per term, on specific topics related to Pastoral Worker Ministry. These offer an important enrichment opportunity and support personal formation. They also enable Pastoral Worker trainees to meet together to share, encourage and pray for one other.

Towards the end of the course

- An opportunity to attend a weekend spiritual retreat
- Agree Working Agreement with Incumbent

On-going Ministry Review

See the end of this booklet and the Licensed Pastoral Workers Handbook

Mentors for Pastoral Workers

What is a mentor?

- someone who accompanies a Pastoral Worker trainee during their training

What is the purpose of mentoring?

- to support the trainee by meeting once or twice each term to:
 - provide a listening ear
 - encourage him/her to talk about the course and any personal learning or growth
 - prompt the trainee to apply this learning to his/her own situation
 - to look at drafts of the Parish Project and to help the trainee to reflect on each section
 - to help the trainee fulfil the course requirements
 - to help the trainee seek extra assistance if difficulties arise

What qualities / attitudes are needed in a mentor?

- an understanding of the Christian faith and of ministry
- an ability to listen
- a commitment to listen before making suggestions
- an ability to ask questions which will lead to further reflection
- a commitment to meet regularly and to pray for the trainee

Who could be a mentor?

- any person (lay or ordained) with the above qualities
- there are distinct advantages in the mentor and trainee being from different parishes:
 - easier to 'stand back' and question assumptions in the project
 - able to feed in experiences from a different setting

How do I choose my mentor?

- a list will be provided of people who have agreed to act as mentors; you can approach someone on that list or you can find your own mentor
- you will be asked to complete a short form registering that you have found a mentor to work with

Starting a New Phase of Training

As you move from 'Foundations for Ministry' to Pastoral Worker specific training, it would be wise to bear a few things in mind. In some ways Pastoral Worker training is similar to FfM but it is also very different at certain crucial points, which might take some adjustment:

- **Moving on to different groups**

Having done some work on group dynamics, you should be aware of how important this area can be! You have spent a year in what tends to become a very supportive and tight-knit group. You are now moving into a different group.

- **Short bursts, with varied groups**

For most of the time you will be doing short five-week modules. This is a major change from FfM and is bound to feel much more "bitty", but you will be seeing a lot of the same people on these modules, including your fellow Pastoral Worker trainees.

The modules or short courses are "open access" and designed to work for a number of different people:

- those doing initial Pastoral Worker training
- other licensed people such as Readers, doing the courses as further training
- people with no "labelled" ministry, but who are involved in specific areas of pastoral care.

- **One group throughout the two years, meeting for Pastoral Worker specific sessions**

This year we are enriching your training with additional Listening Skills training, supporting your assessment with a termly seminar, and offering further enrichment with a ministry day on one additional Saturday in each term.

Straightforward help with a module can be given by the people leading those modules, but if you need other help or advice you should contact the **Director of Studies for Pastoral Workers** (Peter Mackriell), or the **Course Administrator** (Peter Bacon).

COURSE MODULES

You must successfully complete all the modules in order to receive the Certificate of Higher Education in Ministry, a significant component of your training for licensing. Students will usually take the programme over two years. Attendance at each taught session is important; you should inform the Director of Studies if you have difficulty with this and also advise the module tutor.

The Modules you will take are as follows:

- **TH4114** **Baptism Matters**
- **TH4115** **Marriage Matters**
- **TH4116** **Ministry and Bereavement**
- **TH4117** **Ministry, Sickness and Pastoral Visiting**
- **TH4118** **Listening as Ministry**
- **TH4119** **Ministry, Volunteers and Teams**

The six modules are officially “half-modules” in that they each carry 10 academic credits, equivalent to half a Level 4 module. Three half-modules are delivered in the first year and three half-modules in the second year.

Assessment

The six modules lead to 60 credits at Level 4, entitling you to the award of Certificate of Higher Education in Ministry.

Awards Board

The Awards Board for this programme will be held in June each year. The results of your assessments go to this Board and you receive confirmation of these results soon after.

Referencing

We use APA referencing, in line with the University of Chester’s course requirements. The full referencing guide can be found via the Moodle Homepage, or by following this link:

<https://portal.chester.ac.uk/lis/Pages/FindingInformation/referencing.aspx>



BAPTISM MATTERS

In practice, baptism (or christening) can be an important avenue of contact between the church and the wider community. Consideration of how best to approach and make use of this contact raises many issues, theological, social and practical. Pastoral Workers are very often involved in baptism preparation and follow-up. Even if this is not your specific role, this is an important module as it addresses some fundamental Christian theology and also looks at how churches can build a welcome for children and young families.

The course is designed to equip people in organising and carrying out baptism preparation and follow-up. It will include material on what baptism means, parish policies, church law, baptism services and resources for baptism contact, preparation and follow-up. The course assumes that infant baptism is practised in Anglican churches, even with a variety of different policies; there will be no significant consideration of the question of the appropriateness of infant baptism as such.

Aims

- To introduce trainees to the theological and practical issues surrounding baptism
- To help trainees to reflect on these issues in relation to their local contexts
- To help trainees develop pastoral skills appropriate to ministry in their context in the area of baptism

Learning Outcomes

Students will be assessed on their ability to:

- Explain and evaluate approaches to baptism preparation, policy or liturgy in the context of Christian ministry
- Demonstrate knowledge and understanding of the drivers and priorities of those seeking baptism
- Demonstrate pastoral skills and sensitivity appropriate to ministry in the context of baptism
- Reflect on experience engaged with practice, with use of appropriate resources

Content Outline

Baptism — theology, liturgy and legality; the child and the family; the child and the church; support in and around baptism; baptism follow-up; baptism policies

Methods of Assessment

- A 700 word written action plan
- Presentation (dialogue assessment) — explain and evaluate EITHER a church's baptism service OR a church's baptism policy to parents seeking baptism for their second child

We shall be seeking to assess how you have understood some of the issues raised on the course about baptism and the needs and expectations of baptism families and how you can apply them sensitively in a baptism visit context. You will also be required to reflect on the underlying meaning and significance of Christian baptism and how best to communicate this in that context.

More guidance on assessment will be given during the course.

MODULE DESCRIPTOR - BAPTISM MATTERS

| | | | | | |
|---------------------------------------|---------------------|------------------------|-----------------------|-------------|---|
| 1. Code | TH4114 | 2. Module Title | Baptism Matters PW L4 | | |
| 3. Level | 4 | 4. Credit Value | 10 | ECTS | 5 |
| 5. Delivery Site(s) | Diocese of Chester. | | | | |
| 6. Available to / Restrictions | | | | | |

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| 7. Expected Student Learning Activity and Contact Hours | 8. Attendance Guidance |
| Seminar, lecture and group work (12 hours), formative oral assessment (2 hours) totalling 14 hours Directed activity and fieldwork (linkwork) 25 hours Directed study and research 61 hours Formative assessment includes a written proposal with tutor-led discussion and feedback. | Full attendance is expected. Students should contact their course tutor before or immediately after any session missed. |

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| 9. Module Content |
| Baptism - theology, liturgy and legality; The Child and the Family; The Child and the Church; Support in and around Baptism; Baptism follow-up; Baptism policies. |

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| 10. Aims |
| <ol style="list-style-type: none"> 1 To introduce trainees to theological & practical issues surrounding baptism 2 To help trainees to reflect on these issues in relation to their local contexts 3 To help trainees develop pastoral skills appropriate to ministry in their context in the area of baptism |

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| 11. Methods of Learning and Teaching and Formative Assessment |
| Small seminar groups allowing for interaction and specific application of the material to the students' own contexts; use of audio-visual resources; case studies; group exercises & reflection; guided linkwork between sessions; independent study and research |
| Formative assessment - assignment proposal form with tutor-led discussion and feedback |

| 12. Learning Outcomes | 13. Assessment and Reassessment Components and Weighting |
|--|---|
| <p>Students will be assessed on their ability to:</p> <p>1 Explain & evaluate approaches to baptism preparation, policy or liturgy in the context of Christian ministry</p> <p>2 Demonstrate knowledge and understanding of the drivers and priorities of those seeking baptism</p> <p>3 Demonstrate pastoral skills and sensitivity appropriate to ministry in the context of baptism</p> <p>4 Reflect on experience engaged with practice, with use of appropriate resources</p> | <p>Presentation with dialogue assessment - explain and evaluate EITHER a church's baptism service OR a church's baptism policy to parents seeking baptism for their second child - (1300 word equivalent)</p> <p>A written action plan for the presentation, outlining areas to be covered and research carried out in preparation for the dialogue (700 words).</p> <p>Each component to be given percentage mark and then weighted 65/35 for final mark; both components need a minimum 40% mark for module to be passed.</p> <p>Reassessment as Assessment</p> |

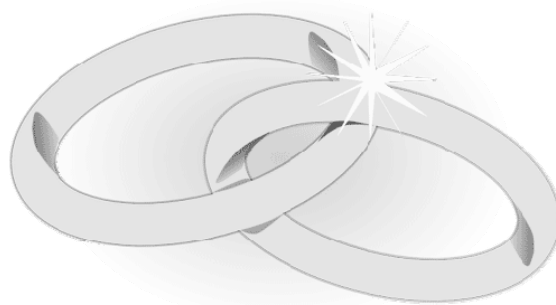
| 14. Key References |
|--|
| <p>Avis, P. (ed.) (2011). <i>The Journey of Christian Initiation: Theological and Pastoral Perspectives</i>. CHP.</p> <p>Buchanan, C. (1990). <i>A case for Infant Baptism</i>. Grove.</p> <p>Buchanan, C. (2001). <i>Infant Baptism in Common Worship</i>. Grove.</p> <p>Church of England (2005). <i>Common Worship: Christian Initiation</i>. CHP.</p> <p>Church of England (2015). <i>Common Worship Christian Initiation: Additional Baptism Texts in Accessible Language</i>. CHP.</p> <p>Earey, M., Lloyd, T. and Tarrant, I. (eds.) (2007). <i>Connecting with Baptism</i>. CHP.</p> <p>Micks, M. (1996). <i>Deep Waters: An Introduction to Baptism</i>. Cowley.</p> <p>Myers, G (2000). <i>Using Common Worship: Initiation Services</i>. CHP.</p> <p>Whitehead, N. & H. (1998). <i>Baptism Matters</i>. CHP.</p> <p>Withers, M. (2003). <i>Gifts of Baptism</i>. BRF.</p> |

| 15. Module Leader | 16. Subject / Programme Assessment Board |
|---------------------|--|
| Rev Peter Mackriell | Theology & Religious Studies |

| 17. Approved By | 18. Date of Approval |
|--------------------|----------------------|
| Revalidation Panel | 12/01/2016 |

Marriage Matters

Marriage is another important area of contact between the church and the wider community. Some Pastoral Workers will be involved directly in marriage preparation and follow-up. However, all trainees are likely to be involved in dealing with people for whom marriage raises issues. This course explores marriage in the context of society and the many ways in which the church is called to work with people who are married, about to be married, or experiencing problems in marriage. As well as marriage preparation and follow-up, it will address how we support married couples and include the reality of marital breakdown and domestic violence.



The course covers Christian ideas of marriage; marriage in the context of human relationships and sexuality; church law (including divorce issues); marriage preparation models and the marriage service.

Aims

- To introduce trainees to theological and practical issues surrounding marriage and relationships
- To help trainees to reflect on these issues in relation to their local contexts
- To help trainees develop pastoral skills appropriate to ministry in their context in the area of marriage and relationships

Learning Outcomes

Students will be assessed on their ability to:

- Explain and evaluate approaches to marriage preparation, policy or liturgy in the context of Christian ministry
- Demonstrate knowledge and understanding of the drivers and priorities of those seeking marriage
- Demonstrate pastoral skills and sensitivity appropriate to ministry in the context of marriage and relationships
- Reflect on experience engaged with practice with use of appropriate resources

Content Outline

Marriage — theology, liturgy and legality; marriage in the context of human relationships and society; marriage preparation and follow-up; marital breakdown and domestic violence

Methods of Assessment

- A 700 word written action plan
- A presentation (dialogue assessment) on EITHER the marriage service OR a church's policy on divorce and remarriage OR a marriage preparation course session

We will be seeking to assess whether you have reflected on issues raised by the course concerning marriage and can engage with them with appropriate pastoral skill and sensitivity. You will also be required to reflect on a Christian approach to the meaning and significance of marriage.

More guidance on assessment will be given during the course.

MODULE DESCRIPTOR - MARRIAGE MATTERS

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|---------------------------------------|---------------------|------------------------|------------------------|-------------|---|
| 1. Module Code | TH4115 | 2. Module Title | Marriage Matters PW L4 | | |
| 3. Level | 4 | 4. Credit Value | 10 | ECTS | 5 |
| 5. Delivery Site(s) | Diocese of Chester. | | | | |
| 6. Available to / Restrictions | | | | | |

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| 7. Expected Student Learning Activity and Contact Hours | 8. Attendance Guidance |
| Seminar, lecture and group work (12 hours), formative oral assessment (2 hours) totalling 14 hours Directed activity and fieldwork (linkwork) 25 hours Directed study and research 61 hours Formative assessment includes a written proposal with tutor-led discussion and feedback. | Full attendance is expected. Students should contact their course tutor before or immediately after any session missed. |

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| 9. Module Content |
| Marriage - theology, liturgy and legality; marriage in the context of human relationships & society; marriage preparation and follow-up; divorce & remarriage; marital breakdown & domestic violence. |

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| 10. Aims |
| <p>1 To introduce trainees to theological & practical issues surrounding marriage and relationships</p> <p>2 To help trainees to reflect on these issues in relation to their local contexts</p> <p>3 To help trainees develop pastoral skills appropriate to ministry in their context in the area of marriage and relationships</p> |

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| 11. Methods of Learning and Teaching and Formative Assessment |
| <p>Small seminar groups allowing for interaction and specific application of the material to the students' own contexts; use of audio-visual resources; case studies; group exercises & reflection; guided linkwork between sessions; independent study and research.</p> <p>Formative assessment - assignment proposal form with tutor-led discussion and feedback.</p> |

| 12. Learning Outcomes | 13. Assessment and Reassessment Components and Weighting |
|--|--|
| <p>Students will be assessed on their ability to:</p> <p>1 Explain & evaluate approaches to marriage preparation, policy or liturgy in the context of Christian ministry</p> <p>2 Demonstrate knowledge and understanding of the drivers and priorities of those seeking marriage</p> <p>3 Demonstrate pastoral skills and sensitivity appropriate to ministry in the context of marriage and relationships</p> <p>4 Reflect on experience engaged with practice with use of appropriate resources</p> | <p>Presentation with dialogue assessment on EITHER the marriage service OR a church's policy on divorce & remarriage OR a marriage preparation course session (1300 word equivalent)</p> <p>A written action plan for the presentation, outlining areas to be covered and research carried out in preparation for the dialogue (700 words)</p> <p>Alternative topics relevant to the subject can be negotiated with the Programme Leader.</p> <p>Each component to be given percentage mark and then weighted 65/35 for final mark; both components need a minimum 40% mark for module to be passed.</p> <p>Reassessment as Assessment</p> |

| 14. Key References |
|---|
| <p>Body, A. (2007). <i>Growing Together: The Course</i>. CHP.</p> <p>Body, A. (2010). <i>Growing Together: A Guide for Couples Getting Married</i>. CHP.</p> <p>Body, A. (2007). <i>Making the most of Weddings</i>. CHP.</p> <p>Instone-Brewer, D. (2003) <i>Divorce & Remarriage in the Church</i>. Paternoster.</p> <p>Chapman, G. (2015). <i>The 5 Love Languages</i>. Moody Press.</p> <p>Church of England (1999). <i>Marriage: A teaching document from the House of Bishops of the Church of England</i>. CHP.</p> <p>Church of England (2004). <i>Common Worship: Pastoral Service (2nd Edn)</i>. CHP.</p> <p>Hendricks, G. & Hendricks, K. (1992). <i>Conscious Loving: The Journey to Co-Commitment</i>. Bantam Books</p> <p>Lake, S. (2000). <i>Using Common Worship: Marriage</i>. CHP.</p> <p>Lee, N. & S. (2002). <i>The Marriage Book</i>. Alpha International.</p> <p>Litvinoff, S. (2001). <i>The Relate Guide to Better Relationships</i>. Vermillion.</p> <p>Read, C. and de Lange, A. (2001). <i>Common Worship Marriage</i>. Grove.</p> |

| 15. Module Leader | 16. Subject / Programme Assessment Board |
|---------------------|--|
| Rev Peter Mackriell | Theology & Religious Studies |

| 17. Approved By | 18. Date of Approval |
|--------------------|----------------------|
| Revalidation Panel | 12/01/2016 |



Ministry and Bereavement

An area where many Pastoral Workers will be specifically involved is in bereavement — visiting newly bereaved people, organising teams of bereavement visitors, etc.

This course will focus on areas surrounding bereavement - work with the dying and with their families and friends. It will include material on the Christian approach to death and dying, liturgy and practicalities of funerals, bereavement process, models for bereavement visiting and support.

Aims

- To help trainees develop an understanding of bereavement, loss and grief within the Christian tradition
- To help trainees gain confidence in handling issues surrounding loss and grief
- To introduce trainees to different models of support for the bereaved used in parishes
- To encourage trainees to identify sources of support for themselves and for bereaved people

Learning Outcomes

Students will be assessed on their ability to:

- Demonstrate understanding of the grieving process and relate it to particular contexts
- Suggest appropriate support for a bereaved person; support which the trainee could give and support which could be provided by their local church
- Reflect on experience engaged with practice, with use of appropriate resources

Content Outline

Understanding loss and grief; the grieving process; funeral practicalities and liturgy; models of bereavement support; theology of death and dying.

Methods of Assessment

- A 700 word written action plan
- Case Study presentation (dialogue assessment) on two bereavement situations, (supplied) relating to key features of bereavement and possibilities for support in each scenario (20 minutes)

You will be asked to think about bereavement care in two situations, one of which may be from your own experience of supporting an individual or family. You will be expected to reflect on two case studies; if one of these is your own, you will need to submit a brief summary of the case in advance of the assessment.

You will then be asked to discuss this with an assessor. We will be looking for you to identify key features in the experience of the bereaved person and relate it to the course material on the grieving process, and also to suggest appropriate support for the bereaved person (which could be provided by you, by the local church and by other agencies locally/nationally).

More guidance on assessment will be given during the course.

MODULE DESCRIPTOR - MINISTRY AND BEREAVEMENT

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|---------------------------------------|---------------------|------------------------|------------------------------|-------------|---|
| 1. Module Code | TH4116 | 2. Module Title | Ministry & Bereavement PW L4 | | |
| 3. Level | 4 | 4. Credit Value | 10 | ECTS | 5 |
| 5. Delivery Site(s) | Diocese of Chester. | | | | |
| 6. Available to / Restrictions | | | | | |

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|---|--|
| 7. Expected Student Learning Activity and Contact Hours | 8. Attendance Guidance |
| <p>Seminar, lecture and group work (12 hours), formative oral assessment (2 hours) totalling 14 hours Directed activity and fieldwork (linkwork) 25 hours Directed study and research 61 hours</p> <p>Formative assessment includes a written action plan outlining areas to be covered in the oral presentation and detailing the research that has been done in preparation for it.</p> | <p>Full attendance is expected. Students should contact their course tutor before or immediately after any session missed.</p> |

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| 9. Module Content |
| <p>Understanding Loss & Grief; The grieving process; Funeral practicalities and liturgy; Models of bereavement support; Theology of death & dying.</p> |

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| 10. Aims |
| <p>1 To help trainees develop an understanding of bereavement, loss and grief within the Christian tradition 2 To help trainees gain confidence in handling issues surrounding loss and grief 3 To introduce trainees to different models of support for the bereaved used in parishes 4 To encourage trainees to identify sources of support for themselves and for bereaved people</p> |

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| 11. Methods of Learning and Teaching and Formative Assessment |
| <p>Small seminar groups allowing for interaction and specific application of the material to the students' own contexts; use of audio-visual resources; case studies; group exercises & reflection; guided linkwork between sessions; independent study and research.</p> <p>Formative assessment - assignment proposal form with tutor-led discussion and feedback.</p> |

| 12. Learning Outcomes | 13. Assessment and Reassessment Components and Weighting |
|--|--|
| <p>Students will be assessed on their ability to:</p> <p>1 Demonstrate understanding of the grieving process and relate it to particular contexts.</p> <p>2 Suggest appropriate support for a bereaved person; support which the trainee could give and support which could be provided by their local church</p> <p>3 Reflect on experience engaged with practice, with use of appropriate resources</p> | <p>Case Study presentation with dialogue assessment on two bereavement situations, relating to key bereavement features and possibilities for support in each scenario – (1300 word equivalent)</p> <p>A written action plan for the presentation, outlining areas to be covered and research carried out in preparation for the dialogue (700 words)</p> <p>Each component to be given percentage mark and then weighted 65/35 for final mark; both components need a minimum 40% mark for module to be passed.</p> <p>Reassessment as Assessment</p> |

| 14. Key References |
|---|
| <p>Ainsworth-Smith, I. and Speck, P. (1999). <i>Letting go: Caring for the dying and bereaved</i>. SPCK.</p> <p>Atwell, R. (2014). <i>Peace at the last: leading funerals well</i>. Canterbury</p> <p>Billings, A. (2002). <i>Dying and grieving</i>. SPCK.</p> <p>Horton, R.A. (2000). <i>Using Common Worship: Funerals</i>. CHP.</p> <p>Howell, D. (1993). <i>The Pain of Parting: Understanding the Grief Journey</i>. Grove.</p> <p>Kubler-Ross, E. and Kessler, D. (2005). <i>Grief & Grieving</i>. Simon & Schuster.</p> <p>Kübler-Ross, E. (2008). <i>On Death and Dying: What the Dying have to teach Doctors, Nurses, Clergy and their own Families, 40th anniversary edition</i>. Routledge.</p> <p>Nash, P. (2011) <i>Supporting Dying Children and their Families: A Handbook for Christian Ministry</i> SPCK</p> <p>Oliver, S. (2013) <i>Inside Grief</i>, SPCK</p> <p>Thorp, H. (2008). <i>Establishing a Bereavement Ministry Team</i>. Grove.</p> <p>Worden, W. (2003). <i>Grief Counselling and Grief Therapy</i>. Brunner-Routledge.</p> |

| 15. Module Leader | 16. Subject / Programme Assessment Board |
|---------------------|--|
| Rev Peter Mackriell | Theology & Religious Studies |

| 17. Approved By | 18. Date of Approval |
|--------------------|----------------------|
| Revalidation Panel | 12/01/2016 |



Ministry, Sickness and Pastoral Visiting

We all come into contact with people who are sick or in distress and Pastoral Workers will be particularly called upon to visit people at home and in hospital, as well as being involved in organising others to do so. Pastoral Workers are also licensed to administer Communion at home or in hospital for those who are sick, and may do so with the permission of their incumbent.

This is a unit on pastoral visiting and working with those who are sick in a variety of contexts. It will explore pastoral visiting, Christian ideas of health, sickness, disability and healing, models of care, care for the carers, home communions and visits.

Aims

- To help trainees develop an understanding of pastoral visiting and care for the sick within the Christian tradition
- To help trainees gain confidence in handling issues surrounding sickness
- To introduce trainees to different models of pastoral visiting and support for use in parishes
- To encourage trainees to identify sources of support for those they visit and for themselves

Learning Outcomes

Students will be assessed on their ability to:

- Demonstrate knowledge and understanding of issues surrounding pastoral visiting and the care of those who are sick
- Demonstrate awareness of pastoral skills and issues appropriate to pastoral visiting and ministry with the sick
- Reflect on experience engaged with practice, with use of appropriate resources

Content Outline

Models of care; pastoral visiting; care for the carers; hospital visiting; home communions; theology of health, sickness, disability and healing

Methods of Assessment

- A 700 word action plan
- Case study presentation (dialogue assessment) on two pastoral visiting situations, relating to approaches, key elements and issues

You will be asked to think about two particular situations in pastoral visiting; for example, a particular person you have been to visit at home or in hospital. You will be asked to discuss with an assessor, in relation to the course content, how you have dealt with that pastoral visiting situation, including your approach to key elements in the visit and reflection on issues surrounding health and sickness and pastoral visiting in different contexts. You will be asked to comment on possible resources for prayer and worship appropriate to these contexts.

More guidance on assessment will be given on the course.

MODULE DESCRIPTOR - MINISTRY, SICKNESS AND PASTORAL VISITING

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|---------------------------------------|---------------------|------------------------|--|-------------|---|
| 1. Module Code | TH4117 | 2. Module Title | Ministry, Sickness & Pastoral Visiting PW L4 | | |
| 3. Level | 4 | 4. Credit Value | 10 | ECTS | 5 |
| 5. Delivery Site(s) | Diocese of Chester. | | | | |
| 6. Available to / Restrictions | | | | | |

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| 7. Expected Student Learning Activity and Contact Hours | 8. Attendance Guidance |
| <p>Seminar, lecture and group work (12 hours), formative oral assessment (2 hours) totalling 14 hours Directed activity and fieldwork (linkwork) 25 hours Directed study and research 61 hours</p> <p>Formative assessment includes a written action plan outlining areas to be covered in the oral presentation and detailing the research that has been done in preparation for it.</p> | <p>Full attendance is expected. Students should contact their course tutor before or immediately after any session missed.</p> |

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| 9. Module Content |
| <p>Models of care; Pastoral visiting; Care for the carers; Hospital Visiting; Home Communion; Theology of health, sickness, disability and healing.</p> |

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| 10. Aims |
| <p>1 To help trainees develop an understanding of pastoral visiting and care for the sick within the Christian tradition 2 To help trainees gain confidence in handling issues surrounding sickness 3 To introduce trainees to different models of pastoral visiting and support for use within parishes 4 To encourage trainees to identify sources of support for those they visit and for themselves</p> |

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| 11. Methods of Learning and Teaching and Formative Assessment |
| <p>Small seminar groups allowing for interaction and specific application of the material to the students' own contexts; use of audio-visual resources; case studies; group exercises & reflection; guided linkwork between sessions; independent study and research. Formative assessment action plan outlining areas to be covered in oral presentation and detailing research undertaken. Presentation includes tutor led discussion and feedback.</p> |

| 12. Learning Outcomes | 13. Assessment and Reassessment Components and Weighting |
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| <p>Students will be assessed on their ability to:</p> <p>1 Demonstrate knowledge and understanding of the issues surrounding pastoral visiting and the care of those who are sick</p> <p>2 Demonstrate awareness of pastoral skills and issues appropriate to pastoral visiting and ministry with the sick</p> <p>3 Reflect on experience engaged with practice, with use of appropriate resources</p> | <p>Case study presentation and dialogue assessment on two pastoral visiting situations, relating to approaches, key elements and issues. (1300 word equivalent)</p> <p>A written action plan for the presentation, outlining areas to be covered and research carried out in preparation for the dialogue (700 words)</p> <p>Each component to be given percentage mark and then weighted 65/35 for final mark; both components need a minimum 40% mark for module to be passed.</p> <p>Reassessment as Assessment</p> |

| 14. Key References |
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| <p>Church of England. (2010) <i>A Time to Heal</i>. CHP.</p> <p>Church of England. (2000). <i>Common Worship Ministry to the Sick</i>. CHP.</p> <p>Callahan, K. (1994). <i>Visiting in an age of mission</i>. Jossey Bass.</p> <p>Dudley, M. (ed). (1997). <i>A manual for ministry to the Sick</i>. SPCK.</p> <p>Headley, C. (2000). <i>Home Communion: A Practical Guide</i>. Grove.</p> <p>Justice, W. G. (2005). <i>Training Guide for Visiting the Sick</i>. Haworth Press.</p> <p>Kirkwood, N. A. (2005). <i>A Hospital Visitor's Handbook</i>. Morehouse.</p> <p>Litchfield, K. (2006). <i>Tend my Flock: Sustaining good pastoral care</i>. Canterbury.</p> <p>McCloughry, R. (2013). <i>The Enabled Life: Christianity in a Disabling World</i>. SPCK.</p> <p>Saunders, J. (2002). <i>Dementia: Pastoral Theology and Pastoral Care</i>. Grove.</p> <p>Speck, P. (1988). <i>Being There: pastoral care in time of illness</i>. SPCK.</p> <p>Wilson, S. (2001). <i>When I was In Hospital, You Visited me</i>. Grove.</p> <p>Wright, F. (1996). <i>Pastoral Care Revisited</i>. SCM.</p> |

| 15. Module Leader | 16. Subject / Programme Assessment Board |
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| Rev Peter Mackriell | Theology & Religious Studies |

| 17. Approved By | 18. Date of Approval |
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| Revalidation Panel | 12/01/2016 |



Listening as Ministry

Listening is a key skill for Pastoral Workers. This unit is designed to develop skills and experience in the vital art of listening to people and to God.

Aims

- To introduce trainees to the concept of listening as ministry
- To help trainees to develop skills in listening to others, to themselves and to God
- To introduce trainees to a method of disciplined, self-aware, active and reflective listening

Learning Outcomes

Students will be assessed on their ability to:

- Demonstrate key listening attitudes and skills
- Reflect on their own patterns of listening to God
- Reflect on experience engaged with practice, with use of appropriate resources

Content Outline

The importance of listening; good listening as foundational and multi-purpose in Christian ministry, good listening as disciplined, many-layered and multipurpose; listening to life's changes; listening to God and listening to others.

Methods of Assessment

- One observed listening exercise (15 minutes)
- A 500 word written action plan
- One dialogue assessment on personal patterns of listening to God (5 minutes)

For the observed listening exercise you will be observed listening to someone else to see if you have understood the principles of listening and can demonstrate listening skills in practice.

For the other exercise you will be asked to talk to an assessor about your own ways of listening to God (past and present) and any other avenues of listening to God you wish to explore.

More guidance on assessment and suitable reading will be given during the course

MODULE DESCRIPTOR - LISTENING AS MINISTRY

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|---------------------------------------|---------------------|------------------------|-----------------------------|-------------|---|
| 1. Module Code | TH4118 | 2. Module Title | Listening as Ministry PW L4 | | |
| 3. Level | 4 | 4. Credit Value | 10 | ECTS | 5 |
| 5. Delivery Site(s) | Diocese of Chester. | | | | |
| 6. Available to / Restrictions | | | | | |

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| 7. Expected Student Learning Activity and Contact Hours | 8. Attendance Guidance |
| Seminar, lecture and group work (12 hours), formative oral assessment (2 hours) totalling 14 hours Directed activity and fieldwork (linkwork) 25 hours Directed study and research 61 hours Formative assessment includes a written proposal with tutor-led discussion and feedback. | Full attendance is expected. Students should contact their course tutor before or immediately after any session missed. |

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| 9. Module Content |
| The Importance of Listening; Good Listening as foundational and multipurpose in Christian ministry and pastoral care; Good Listening as disciplined and many-layered and multipurpose; Listening to Life's Changes ; Listening to God and Listening to others. |

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| 10. Aims |
| <p>1 To introduce trainees to the concept of listening as ministry</p> <p>2 To help trainees to develop skills in listening to others, to themselves and to God</p> <p>3 To introduce trainees to a method of disciplined, self-aware, active and reflective listening</p> |

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| 11. Methods of Learning and Teaching and Formative Assessment |
| <p>Small seminar groups allowing for interaction and specific application of the material to the students' own contexts; use of audio-visual resources; case studies; group exercises & reflection; guided linkwork between sessions; independent study and research.</p> <p>Formative assessment - assignment proposal form with tutor-led discussion and feedback.</p> |

| 12. Learning Outcomes | 13. Assessment and Reassessment Components and Weighting |
|---|---|
| <p>Students will be assessed on their ability to:</p> <p>1 Demonstrate key listening attitudes and skills</p> <p>2 Reflect on their own patterns of listening to God</p> <p>3 Reflect on experience engaged with practice, with use of appropriate resources</p> | <p>Component one is an observed listening exercise (1200 word equivalent); component two is a dialogue assessment on personal patterns of listening to God (300 word equivalent); and component three a written action plan detailing the areas to be covered along with the research undertaken in preparation for component 2 (500 words).</p> <p>Each component to be given percentage mark and then weighted 60/15/25 for final mark; all components need a minimum 40% mark for module to be passed.</p> <p>Reassessment as Assessment</p> |

| 14. Key References |
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| <p>Edmondson, C. (2010). <i>Leaders Learning to Listen</i>. Darton, Longman and Todd.</p> <p>Foster, R. (2008). <i>Prayer: Finding the Heart's True Home</i>. Hodder & Stoughton.</p> <p>Hartley, M. (2006). <i>How to Listen so that People Talk</i>. Sheldon Press.</p> <p>Huggett, J. (2005). <i>Listening to God</i> (new ed.). Hodder & Stoughton.</p> <p>Huggett, J. (2005). <i>Listening to Others</i> (new ed.). Hodder & Stoughton.</p> <p>Jacobs, M. (2000). <i>Swift to Hear: Facilitating Skills in Listening and Responding</i>. (new ed). SPCK.</p> <p>Long, A. (1990). <i>Listening</i>. DLT.</p> <p>Mitton, M. (2010). <i>A Heart to Listen: Learning to Become a Listening Person</i>. BRF.</p> <p>Ross, A. (2003). <i>Counselling Skills for Church and Faith Community Workers</i>. Open University Press.</p> <p>Sumpter, T. (2011). <i>Evangelisting: Recovering the Art of Listening in Evangelism</i>. Grove.</p> |

| 15. Module Leader | 16. Subject / Programme Assessment Board |
|--------------------------|---|
| Rev Peter Mackriell | Theology & Religious Studies |

| 17. Approved By | 18. Date of Approval |
|------------------------|-----------------------------|
| Revalidation Panel | 12/01/2016 |

Ministry, Volunteers and Teams

Pastoral Workers should not be people who “do it all themselves”. Part of their work involves drawing others into pastoral ministry and organising teams and projects. Working with volunteers in a church context is very different from working with employed people — how can we best use, encourage and support the gifts and ministries of others and how can we help them to work together?



This course looks at how to motivate and organise others, including issues of supervision, accountability, resourcing and training.

Aims

- To aid trainees in reflecting on their own experience of working with volunteers and in a team
- To help trainees develop awareness of the issues in supporting volunteers and facilitating and leading team working in the context of Christian ministry

Learning Outcomes:

Students will be assessed on their ability to:

- Reflect on their own context in being part of and facilitating teamwork with volunteers
- Demonstrate awareness of issues in supporting volunteers and facilitating team working in the context of Christian ministry
- Reflect on experience engaged with practice, with use of appropriate resources

Content Outline

Motivation; working with volunteers in a church context; organisation; accountability, supervision and review; groups, teams and difference; dealing with conflict; approaches to training, learning and resourcing.

Methods of Assessment

- A 700 word action plan
- Case study presentation (dialogue assessment) on experience of team working with volunteers (inside or outside a parish context)

You will be asked to talk to the assessor about your own experience of working with volunteers and teams. This could be talking about experience of a group in church, outside the church, or at work.

More guidance on assessment will be given during the course.

MODULE DESCRIPTOR - MINISTRY, VOLUNTEERS AND TEAMS

| | | | | | |
|---------------------------------------|---------------------|------------------------|--------------------------------------|-------------|---|
| 1. Module Code | TH4119 | 2. Module Title | Ministry, Volunteers and Teams PW L4 | | |
| 3. Level | 4 | 4. Credit Value | 10 | ECTS | 5 |
| 5. Delivery Site(s) | Diocese of Chester. | | | | |
| 6. Available to / Restrictions | | | | | |

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|---|---|
| 7. Expected Student Learning Activity and Contact Hours | 8. Attendance Guidance |
| Seminar, lecture and group work (12 hours), formative oral assessment (2 hours) totalling 14 hours Directed activity and fieldwork (linkwork) 25 hours Directed study and research 61 hours | Full attendance is expected. Students should contact their course tutor before or immediately after any session missed. |

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| 9. Module Content |
| Motivation; Working with Volunteers in a church context; Organisation; Accountability, supervision & review; Groups, teams & difference; Dealing with conflict; Approaches to training, learning and resourcing. |

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| 10. Aims |
| 1 To aid trainees in reflecting on their own experience of working with volunteers and in a team |
| 2 To help trainees develop awareness of the issues in supporting volunteers and facilitating & leading team working in the context of Christian ministry. |

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| 11. Methods of Learning and Teaching and Formative Assessment |
| Small seminar groups allowing for interaction and specific application of the material to the students' own contexts; use of audio-visual resources; case studies; group exercises & reflection; guided linkwork between sessions; independent study and research. |
| Formative assessment - assignment proposal form with tutor-led discussion and feedback. |

| 12. Learning Outcomes | 13. Assessment and Reassessment Components and Weighting |
|---|---|
| <p>Students will be assessed on their ability to:</p> <p>1 Reflect on their own context in being part of and facilitating teamwork with volunteers</p> <p>2 Demonstrate awareness of the issues involved in supporting volunteers and facilitating team working in the context of Christian ministry</p> <p>3 Reflect on experience engaged with practice, with use of appropriate resources</p> | <p>Case study presentation and dialogue assessment on experience of team working with volunteers (inside or outside a parish context). (1300 word equivalent)</p> <p>A written action plan for the presentation, outlining areas to be covered and research carried out in preparation for the dialogue (700 words).</p> <p>Each component to be given percentage mark and then weighted 65/35 for final mark; both components need a minimum 40% mark for module to be passed.</p> <p>Reassessment as Assessment</p> |

| 14. Key References |
|--|
| <p>Chalke, Steve and Relph, P. (1995) <i>Making a Team Work: How to Lead a Team Effectively</i>. Kingsway.</p> <p>Dawswell, A. (2003). <i>Ministry Leadership Teams</i>. Grove.</p> <p>Greenwood, R. (2000). <i>The Ministry Team Handbook</i>. SPCK.</p> <p>Helm, N. & Allin, P. (eds). (2002). <i>Finding Support in Ministry</i>. Grove.</p> <p>Hybels, B. (2004). <i>The Volunteer Revolution</i>. Zondervan.</p> <p>Jones, G. & J. (2003). <i>Teamwork</i>. Scripture Union.</p> <p>Maxwell, J. C. (2003). <i>17 Indisputable Laws of Teamwork</i>. Nelson.</p> <p>Morgan, T. & Stevens, T. (2005). <i>Simply Strategic Volunteers</i>. Flagship Church Resources.</p> <p>Parrott, L. (1991). <i>Motivating Volunteers in the Local Church</i>. Beacon Hill Press.</p> <p>Pinsonneault, D. (2001). <i>Attracting & Managing Volunteers</i>. Liguori Publications.</p> <p>Skilton, C. (1999). <i>Leadership Teams</i>. Grove.</p> <p>VanCise, M. (1999) <i>Successful Mission Teams</i>. New Hope.</p> <p>Williams, D. E. & Gangel, K. O. (2004) <i>Volunteers for Today's Church</i>. Wipf & Stock.</p> |

| 15. Module Leader | 16. Subject / Programme Assessment Board |
|---------------------|--|
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| Revalidation Panel | 12/01/2016 |

Final Assessments

In addition to the assessments at the end of the taught modules you are required to produce two pieces of work which together make up the final module of the course as follows:

Deadlines:

Parish Project

Year 3: First Session of Summer Term
Tuesday, 25 April 2017

*This project can be submitted earlier,
if the student is satisfied that they have fulfilled the requirements set out below.*

Reflection on Learning Portfolio

Year 3: Final Assessment
Tuesday, 23 May 2017

This portfolio cannot be completed until after the final Ministry Day on Saturday, 13 May 2017.

I. PARISH PROJECT (2500 words)

Rationale

- Pastoral Worker Ministry is very much a practical ministry, involved with people. For the other modules on the course, the assessment is oral and discussion based to support this emphasis on practical skills. The assessment on this module is designed to be a written record and reflection about a set of very practical tasks carried out in the parish.
- The most important aspect of the Project is to seek to ground your learning in a “live” situation and to make links between learning and life, theory and ministry.
- It should also be part of a whole approach to planning and reflecting on what is done in your ministry, as well as proving of genuine use to the church in a particular area of its ministry. We hope you find it a useful and encouraging exercise.

A Specific Task

The idea of the parish project is that of contextual learning.
The written submission is designed for you:

to record the nature of a specific project you are undertaking in your parish during your Pastoral Worker training.

and

to reflect on it

Before you begin, complete these tasks, in Year 2 of your training

- In the first term, begin discussing a possible Project with your incumbent. (S)he may want to take your proposal to your PCC. Allow time for this.
- The Project should be agreed with your incumbent and also reviewed with your mentor.
- The Project Proposal Form can be found on Moodle. This should be completed, giving details of the intended project. This should be signed by your incumbent and mentor.
- **Email or give a copy to Peter Mackriell (Director of Studies) by the first session in February (Tuesday, 7 February) so that, if necessary, some adjustments can be made to the project proposal.**

Types of projects

Projects will vary greatly between different Pastoral Workers. Usually the project is related to one of the central areas of ministry in which the Pastoral Worker will be operating. The Project should be something new to your parish or provide an appreciable change to something existing - so setting up a new scheme or getting involved in something you have not done before.

Some examples of past projects include setting up and developing a:

- bereavement visiting team
- new system of baptism preparation and follow-up
- new scheme of marriage preparation
- system for hospital and sick visiting, with a team of volunteers
- rota for home communions
- new lunch club or toddler group
- internet café
- new youth outreach group
- pastoral care team

Timescale of the project

A 'project' should usually last about 6-9 months. Some projects will have a very specific end-point, others will be on-going; it may form part of, or contribute to, a bigger piece of work which continues when the project itself is complete. So you could take as your project the planning and development stages of your future parish ministry.

You should plan to have a specific point/milestone in the project where you stop and review what has been done and how it has gone. You should include some reflection on what will happen in the future in this area of work.

Review and Reflection: theological and spiritual aspects

Practical considerations are important, but one of the most important tasks of a Pastoral Worker is to be a person of prayer and thought who is aware of the spiritual and theological aspects of what is being done in the church. A Pastoral Worker needs to be **part of a ministry team** that is seeking to discern God's will and work.

The Project therefore is not just to assess your ability to "get something done" but also your ability to review and reflect on what has been done and why and how to move forward in future. In any project or work you do, it is important to have a clear idea of **WHY** you are doing it - this should always involve theological thought and reflection, so you also need to do some work on relating that review process to Christian faith and belief.

Part of your project is to **spend time reflecting** on the purpose of the task and on what happens in carrying out the task from a **theological viewpoint**. We want to see evidence that you are able to make connections between the purpose of your task, what is done and experienced during the project and Christian life, spirituality and theology. You may wish to look at Laurie Green's **Pastoral Cycle of Theological Reflection**, familiar to most of you from Foundations for Ministry

Some advice from past trainees

- a. Start early - now!
- b. Sort out a “staged” plan for the project, well in advance.
- c. Do lots of networking and groundwork from the start.
- d. Be prepared to adapt and change as you go along, but keep to your outline, unless there are events/good reasons to change.
- e. Keep a diary/journal with dates and stages and reflection, plus a record of problems and how you dealt with them.
- f. Work with your incumbent and your mentor - dialogue and constructive criticism to be encouraged.
- g. Draft a plan for your write-up and show it to the Director of Studies.
- h. Ring each other up, and get help/feedback.
- i. Let people know if you are struggling.
- j. Content is more important than presentation/perfection.
- k. Keep your sense of humour!

Though this Project is a different exercise from the project assignments on *Foundations for Ministry*, re-reading the Guidelines on Projects from *Foundations for Ministry* may well be useful.

What should be in your Project Report?

You may choose how to present your project, but it does need to have a clear structure. The points written below may be of some help to you and may be used as headings if they help.

A. Introductory section

1. Background to the project

- State **briefly** what your project is about. There should be a clear **aim** for the project, detailing what it is you are trying to do, but you may want this in **Section B**.
- You should give **brief** information on your parish: the size of the parish, number of worship centres, other staff and ministry team members, important areas of church life and so on. Include a photograph/map if it helps you.
- It can also be helpful to include some **brief** information about yourself - your own journey to the point of training as a Pastoral Worker, any background especially relevant to the project you have undertaken and why it is appropriate for you to be the person working on this particular project.

2. Why was this project chosen?

- Your Project Report should detail why this project was undertaken. How was it identified as a need and how was the decision taken to pursue it?
- Show evidence of collaborative working in making the decisions about the project, e.g. **the form showing that your incumbent and mentor have been consulted** is an important part of this.
- Did you have the backing and support of the PCC? If there is discussion of your project in the PCC, it can be useful to include the relevant section of PCC minutes in an appendix.
- This section should also include some relevant reflection on the theological issues involved. If you are setting up a particular project, why do you think it is important for Christians to be involved in that sort of work? Make some links with the Bible and with Christian theology.
- This section of the report should link to an important phase of any project - doing some research, collecting information and thinking and praying about what it is right to do.
- You have the go-ahead for your project, so now you need to make it clear how you actually set about doing it.

B. Planning the project

The planning stage (may overlap with sections A and D)

I. Preliminary research, study and consultation

- What are we seeking to do and why? What resources did you use to help you decide? (Reading and other research, learning from the Pastoral Worker Course, scripture references)
- State your **AIMS/GOALS** (if not already clear in Section A). **Goals** are usually described in terms of outcomes or end products. They answer the question 'What is it you want to see at the end of your project?'. An example of a goal for a Pastoral Worker project might be: "To set up a visiting scheme."

2. Setting Objectives

- This involves splitting the task up into manageable "chunks".
- **Objectives** are intermediate stations on the way to your goals.
- They answer the question, 'What do I need to do to achieve my goal?' For example, organising a youth club might have as objectives: finding premises, recruiting and training leaders, obtaining finance, getting equipment, planning a programme.
- The project plan could set out the goal, or goals, each broken down into objectives and timescales for each objective (see Section C below)

C. The preparation stage

Preparation - getting ready often involves:

- assembling resources in terms of equipment, finances or people.
- setting up working agreements or job descriptions etc. Include things such as expectations of confidentiality, the boundaries for someone's pastoral involvement, the need for supervision and support

This phase often involves setting timescales for each of the objectives. You should include this timetable in the project write-up.

D. Implementing the project

Implementation - doing it. It is important not to dive into this phase before the groundwork has been done. An important part of the implementation phase is being aware of how things are being done.

- Tell us what you did and when - this can include some written accounts of setbacks and high points in that process.
- You may wish to **evaluate** specific meetings and events along the way. This can include important areas such as reviewing things with the people you are working with.
- Your own reflections will be helpful here and, if you kept a journal, quote from it/include it in an appendix.
- You may wish to include things you have produced during the process **e.g.** a "baptism preparation pack." Put them in an appendix too.

E. Evaluating the project

Evaluation - how it went: some evaluation may occur throughout the project, but is essential at the end.

- You should review how things have gone from your own reflections and show how you consulted with other people.
- What have you learned from this project? How has it changed **you**, as well as **the church**? What are the good and bad things that have come out of it both for the church and for your own ministry?
- A project does not need to “succeed” to be worthwhile. Sometimes in church life we learn most and find God’s direction for the future from the things that go wrong. It is perfectly acceptable to say “We tried this and it went badly because...We have decided as a church to take a different approach for the future so that...”
- What we do want to see in your project report is reflection on what went on and why, and some indication of **theological** and **practical thinking** that informs future decisions. You will not be marked down if a project does not work, but you will be marked down for **not reflecting** on what went on (successful or unsuccessful)

Try to use the **Theological Reflection Cycle** (see reflection portfolio below and FFM notes) to think about what went on in your project.

- How will your experiences affect how you act in future, and how does the Christian faith (and **insights from other disciplines**) relate to what has gone on?
- Does any of the practical and theological input from the modules on the Pastoral Worker course make connections with your experience on the project? Make sure you try to make those connections.

F. The future

The **future** - what happens next? Again, use the Theological Reflection Cycle as a way of thinking about what your response to the events and experiences on the project should be.

As well as reviewing what has gone on, the project should end with some indication of the future based on lessons learned.

- It may be that the project is completed.
- It may be on-going, but how will it grow and change?
- It may be abandoned, but has helped the church to see that it needs to be doing something very different.

It can be important to revisit the aims, goals and objectives set at the start of the project and ask some important questions:

- To what extent has each of them been achieved?
- What were the factors which influenced the situation?
- What lessons are there for the future (or the next stage) of the work?

G. Conclusion (including reference list and bibliography)

Finally, you need to draw together thoughts and themes from what you have read, learned and reflected on during the Project.

- Most importantly, what do you feel you have learned from the whole process of doing the Project and reflecting upon it?
- If you quote from a book or a website, make sure you give the references.
- You **must** include a **bibliography** of the reading and research you have done, to give us an indication that you have been thinking more widely than simply your own experience.
- Try to highlight some links between general themes emerging from the project and some of your wider thinking and reading.

H. Submitting your Project Report

When does it have to be finished?

The final, evaluation, section of your project may have to wait, but aim to get the majority of work on your report completed earlier – making good use of the summer months before the start of Year 3 if possible. This is when you will have fewest commitments in terms of other modules and assessments - and you may want to take the time to discuss your draft write-up with the Director of Studies.

The Project Report has to be handed in for assessment at **the first session of the Summer Term of Year 3** (Tuesday, 25 April 2017) to allow us time to evaluate it and decide whether it is appropriate for a trainee to be recommended for licensing as a Pastoral Worker.

How should it be presented?

- Your Report is required to be in electronic format and emailed to peter.mackriell@chester.anglican.org and
- Presentation of your Report should also be in ring-binder form.
- Submit your Report with your name and the title of your project, to Revd Peter Mackriell, the Director of Studies.

2. THE REFLECTION ON LEARNING PORTFOLIO (1500 WORDS)

A. The purpose of this exercise

is to give you an opportunity to reflect on what you have learned during your Pastoral Worker training. What are the things you think you have gained from the whole experience?

Hint

Gather material together as you go through the course and keep it in a file so that you can easily recall events and feelings. Some people like to keep a journal and/or prayer diary.

B. What to put in the portfolio

You **MUST** include:

1. A written piece of reflection on the course from FfM and two years of Pastoral Worker Training, including the modules and Ministry days.
(see **Section E** below for further help) **1500 words**
2. A working agreement between you and your incumbent (preferably agreed by the PCC). See Moodle for a sample working agreement.
3. Feedback forms (available on Moodle) from
 - a. your incumbent
 - b. your mentor
4. Your own overall feedback form on the course. Download the form from Moodle.

Copies of these forms can be found on Moodle.

You **MAY** wish to include:

1. Copies of your own feedback/reflection forms from the modules you have covered.
2. Copies/notes of your feedback/reflection forms from the Saturday Ministry Days.
3. Details of any other significant experiences during the course of your training:
 - Other training courses attended
 - Things you have undertaken at church, other than the ones detailed in your Parish Project
 - Experiences in your own life

C. Writing the reflection

- It is important to make sure that you link experiences to what you have learned overall from your Pastoral Worker Training, which includes Foundations for Ministry. For example, if during the course one of the most significant things in your life has been a personal experience of illness, bereavement or change, describe how you have been able to make links between that experience and your training for Pastoral Worker ministry.
- As well as simply relating a series of events or feelings, we want to see some evidence of theological reflection, of linking experience with faith. Your reflections should include some thinking about how you will support and develop your own ministry and spiritual life as a Pastoral Worker, as well as working with others in collaboration.

In your written piece you need to include reflections on the 6 modules, the Ministry Days and some reflection on Foundations for Ministry

- How has your understanding of pastoral work developed through the modules and ministry days and other events?
- How helpful have the modules and ministry days been in a church context?
- How has what you have learned on the course been relevant to your own experience of life (past and recent)?

Use the Theological Reflection Cycle from Foundations for Ministry

(from Laurie Green (2009) *Let's Do Theology*, Mowbray)

- Think about how your life experience and your learning and experiences on the course link with your Christian faith and your personal growth in Christ.
- Where has God been for you at different times? Where have/do you see him for you, for others, for the church?
- How will you support and develop your own ministry and spiritual life as a Pastoral Worker?

D. Presentation of the material

Submit the portfolio:

- In A4 format in a folder/binder
- Include a title page with your name and the title: **Reflections on Learning in Pastoral Worker Training.**

E. DEADLINE FOR SUBMISSION

Submit to the Director of Studies at (or before) the Final Assessment session:
Tuesday, 23 May 2017

N.B. The project and portfolio are not required for the University of Chester accreditation at Level 4, but could become part of a Level 5 submission for those who wish to take their studies beyond the three years.

Forms available to download

The following forms will be available on Moodle when you need them:

Mentor Registration Form

Submit to the Director of Studies as soon as you have met your mentor during the first term

Parish Project Proposal Form (see page 29)

Year 2 students submit to the Director of Studies by Tuesday, 7 February 2017

Working Agreement (see page 35)

Year 3 students submit as part of their Learning Portfolio

Incumbent's Feedback Form

Mentor's Feedback Form

Trainee's Feedback Form

Year 3 students submit as part of their Learning Portfolio

Self-Care: Circumstances and stress

The above material sets out a course of training that we hope will prove helpful, encouraging and stimulating. However, we are well aware that this is not the only thing going on in people's lives. It is important to be realistic and sensible and always keep in mind a doctrine of grace.

And finally...

Your own feedback and help is very much valued in the process of Pastoral Worker training in this Diocese. After each module and Ministry Day you will be required to complete an evaluation, which we now do on-line. We value your feedback, which can be a useful tool in the development of this course.

Pastoral Workers are a valuable resource in the delivery of training. **If, at the end of your training, you would be interested in being involved in Pastoral Worker training or FfM** (perhaps as a mentor or a group leader) then feel free to contact the Director of Studies for Pastoral Workers.

Trust in the Lord with all your heart
and lean not on your own understanding;
in all your ways submit to him,
and he will make your paths straight.

Proverbs 3:5-7 (NIV UK)

Post-Licensing

This Handbook deals with the Initial Pastoral Worker training course — three years of basic learning and training designed to provide you with a solid foundation in Pastoral Worker Ministry. However, that shouldn't be the end! Pastoral Worker ministry is a lifelong calling and in this ministry (as in our Christian life as a whole) we need to carry on learning, growing and developing.

Training

As the third year of initial training draws to an end, you will be encouraged to continue with further training and development.

The Diocese provides a number of courses and one-off events that can help greatly in developing your skills and spiritual life. After licensing you are eligible for an annual grant towards further training, details of which are published on the Diocesan website.

Ministry Review

As a Pastoral Worker, you will be expected to take part in a regular process of Ministry Review. This is much like the process of Ministry Review that is in place for clergy and Readers. You will be expected to fill out some paperwork in preparation for a meeting with a reviewer who will discuss with you how your ministry is progressing, where you feel you need to grow and develop and what issues you think need addressing for the future. This is not about bureaucracy (though it is linked to the regular renewal of licences, which is not an automatic process) but is an opportunity to reflect, pray and discuss where God is leading you. It is a good time to think about future opportunities for training and development and possibly to change direction in the shape of your ministry in the parish.

Mentors

Hopefully you will find having a mentor helpful during training; we suggest you continue to work with your mentor after licensing, or find someone else to continue to support you.

Working Agreements

If you wish to change the shape and direction of your parish ministry, you should not do this on your own. All such changes should be made in full and prayerful consultation with your incumbent and other members of the ministry team and ratified by the PCC.

May the road rise up to meet you.
May the wind be always at your back.
May the sun shine warm upon your face;
the rains fall soft upon your fields and until we meet again,
may God hold you in the palm of His hand.

Appendix I - Licensing of Pastoral Workers

Pastoral Workers are licensed under Canons E7 and E8 (a copy of which follows). PW licences normally apply until the PW is aged 75, with the normal process of review and renewal of licence applying during that time.

Canons E7 and E8

E 7 Of lay workers

1. A lay person, whether man or woman, who satisfies the bishop that he or she
 - (a) is baptised and confirmed and a regular communicant of the Church of England;
 - (b) has had the proper training; and
 - (c) possesses the other necessary qualificationsmay be admitted by the bishop as a lay worker of the Church. A lay worker may perform the duties set out in this Canon or any of them, if authorised to do so by licence or permission of the bishop of the diocese in which he or she is to serve.
2. A man or woman admitted to the office of evangelist is thereby admitted as a lay worker of the Church.
3. A lay worker may in the place where he or she is licensed to serve, and under the direction of the minister, lead the people in public worship, exercise pastoral care, evangelise, instruct the people in the Christian faith, and prepare them for the reception of the sacraments.
4. A lay worker may:
 - (a) in accordance with Canon B 11 be authorised and invited to say or sing Morning or Evening Prayer (save for the Absolution);
 - (b) distribute the holy sacrament of the Lord's Supper to the people and read the Epistle and the Gospel.
5. The bishop may also authorise a lay worker to perform any of the following duties at the invitation of the minister of a parish or an extra-parochial place within the meaning of section 1 of the Deaconesses and Lay Ministry Measure 1972:
 - (a) to preach at divine service;
 - (b) to church women;
 - (c) with the goodwill of the person responsible, to bury the dead or read the burial service before, at or after a cremation;
 - (d) to publish banns of marriage at Morning and Evening Prayer (on occasions on which a lay person is permitted by the Statute Law so to do and in accordance with the requirements of that law).

When a cure is vacant the first reference in this paragraph to the minister of a parish shall be construed as a reference to the rural dean.

6. Paragraph 5(b) and (c) of this Canon shall not apply to the Channel Islands.

E 8 Of the admission and licensing of lay workers

1. A bishop shall give to every person admitted by him as a lay worker of the Church a certificate of admission as a lay worker, and the admission shall not be repeated if the person admitted thereby moves to another diocese.
2. No person who has been admitted as a lay worker of the Church shall serve as such in any diocese unless he or she has a licence so to do from the bishop thereof: Provided that, when any lay worker is to serve temporarily in the diocese, the written permission of the bishop shall suffice.
- 2A. A licence authorising a lay worker to serve in a benefice in respect of which a team ministry is established may be in a form which specifies the terms of years for which the licence shall have effect.
3. Where any person is to be a stipendiary lay worker in any place in a diocese, the bishop shall not license that person as a lay worker unless he is satisfied that adequate provision has been made for his or her salary, appropriate insurance and a pension on retirement.
4. Every person who is to be admitted or licensed as a lay worker shall, in the presence of the bishop or his commissary, make and subscribe the declarations set out below, the preface which precedes the Declaration of Assent in paragraph 1(1) of Canon C 15 (with the appropriate adaptations) having first been spoken by the bishop or commissary:

I, A B, do so affirm accordingly declare my belief in the faith which is revealed in the Holy Scriptures and set forth in the catholic creeds and to which the historic formularies of the Church of England bear witness; and in public prayer I will use only the forms of service which are authorised or allowed by Canon.

I, A B, will give due obedience to the Lord Bishop of C and his successors in all things lawful and honest.

5. The bishop of a diocese may by notice in writing revoke summarily, and without further process, a licence granted to a lay worker within his diocese for any cause which appears to him to be good and reasonable, after having given the lay worker sufficient opportunity of showing reason to the contrary; and the notice shall notify the lay worker that he may, within 28 days from the date on which he receives the notice, appeal to the archbishop of the province in which that diocese is situated.

On such an appeal the archbishop may either hear the appeal himself or appoint a person holding the office of diocesan bishop or suffragan bishop in his province (otherwise than in the diocese concerned) to hear the appeal in his place; and, after hearing the appeal or, if he has appointed a bishop to hear the appeal in his place, after receiving a report in writing from that bishop, the archbishop may confirm, vary or cancel the revocation of the licence as he considers just and proper; and there shall be no appeal from the decision of the archbishop.

Where the see of the archbishop is vacant or the archbishop is also the bishop of the diocese concerned, any reference in the preceding provisions of this paragraph to the archbishop of the province shall be construed as a reference to the archbishop of the other province, but any bishop appointed by the archbishop of the other province by virtue of this paragraph shall be a bishop serving in the province which contains the diocese concerned.

Any appeal under this paragraph shall be conducted in accordance with rules approved by the Archbishops of Canterbury and York; and any such rules may provide for the

appointment of one or more persons to advise the archbishops or bishop hearing such an appeal on any question of law arising in the course thereof.

- 5A. Where a bishop has granted a licence to a lay worker to serve in his diocese for a term of years specified in the licence, the bishop may revoke that licence under paragraph 5 of this Canon before the expiration of that term, and where he does so that lay worker shall have the like right of appeal as any other lay worker whose licence is revoked under that paragraph.
6. The bishop of every diocese shall keep a register book wherein shall be entered the name of every person either admitted or licensed by him as a lay worker, together with the particular duties which that person has been licensed to perform.