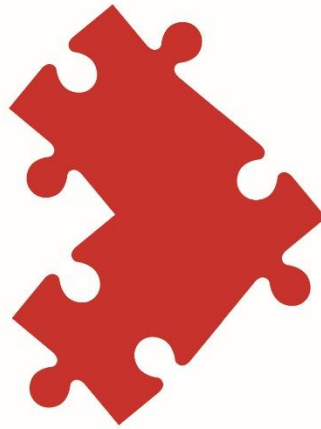


Worship:
leading &
preaching



WORSHIP: LEADING AND PREACHING
A GUIDE TO PORTFOLIOS
APPLIES TO WLP 2.0 ONLY

Issue 2.1, September 2020

About this Guide:

This Guide is designed to explain the use of the Portfolio as the primary means of assessment for the Worship: Leading & Preaching course. It describes the purpose of the portfolio, its contents, and the process of building it, in consultation with your tutor and mentor. It also explains the way assessment is carried out and how moderation is done to ensure that assessment is consistent and fair.

The Guide is designed for use by students, and is written from the student's perspective. However, it is important that tutors understand how the portfolio contributes to the learning process, and they are also encouraged to read this guide. Mentors will also find it useful to understand how they can support their students as they assemble their portfolios. Students will benefit from understanding how assessment is carried out, and mentors and tutors will benefit from understanding the range of choices available in selecting portfolio contents.

Whilst this document is designed to be comprehensive, it might not contain everything you need. It should be read in conjunction with the other course guides, listed below.

Other useful information:

- Worship Leading & Preaching: A Guide to Learning
- Worship Leading & Preaching: A Guide for Tutors and Mentors
- Worship Leading & Preaching: Additional Needs Guide
- Worship: Foundations: a workbook on preparing worship

Main changes in this issue:

Page(s)	Change
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21	Detail of portfolio upload process updated to reflect changes to the way the Moodle site works.
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If you find errors or omissions, please email localpreachers@methodistchurch.org.uk. Your help with keeping the course documents up-to-date is greatly appreciated.

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WORSHIP: LEADING AND PREACHING – A GUIDE TO PORTFOLIOS

APPENDIX A – Table of Theological Themes

APPENDIX B – Assessment of Media Types

1 WHAT IS A PORTFOLIO?

1.1 What a portfolio is...

A portfolio is a record of your learning journey as a Worship Leader or Local Preacher in training. It can be compared to a scrapbook, in which you collect items to remind you of significant events in your life. A scrapbook may contain all kinds of items, some produced by you, some by others, and may also contain your comments and reflections on the items you have included.

A portfolio can also be compared with an album containing photographs of a journey you have made. Each photo you include will have been taken at a particular unrepeatable moment, and will carry with it your memories and reflections on where you were at the time.

However, unlike most scrapbooks or photo albums, a portfolio is built for a particular purpose. It is a collection of evidence which demonstrates your learning, and which allows your tutor to assess whether you have met the assessment criteria set by the Methodist Church for a worship leader or local preacher. It therefore has a particular structure, and contains documents that enable assessment to take place. When complete, it should tell the story of your development in skill and understanding from your first participation in worship with your mentor, through your increasing confidence in leading the worship of the people of God. When you have met the assessment criteria, your Church Council or Local Preachers' Meeting will have confidence that you have completed a prescribed course of theological education that equips you for serving the church competently in the role to which you are called. They will take this into account in their discernment of your call as a worship leader or local preacher.

Because a portfolio is a record of a journey, it is important that you assemble the items for your portfolio as you are travelling. There is no merit in waiting until you have finished all the modules before you start compiling your portfolio. This would make your task and that of your tutor much harder as you try to reconstruct your thoughts and reflections from the past. Imagine having to retrace your steps on a long walk so that you could take the photos you missed.

1.2 What a portfolio is not...

It is important to remember what a portfolio is not. It is not a collection of assignments submitted for marking, and you shouldn't find the term "marking" anywhere else in the course documentation.

Instead, portfolios are **assessed** against criteria designed to demonstrate progress in learning. In general, portfolio items are assessed as having "Met" or "Not yet Met" the criteria. The whole portfolio is assessed in the same way, taking account of the assessment of its contents. The assessment is carried out by your tutor, and takes place in conversation with you.

In assessing a portfolio, your tutor will look for evidence of your developing understanding, your theological reflection on the experiences of learning, and the skills you develop whilst preparing and leading worship. You should resist the temptation to improve or refine items you prepared earlier on your journey. Your tutor should have assessed them at the time, and there is no benefit from having them re-assessed later. Of course you may want to look back and reflect on how you might do

things differently as you gain in skill and understanding, but there is plenty of scope for recording this reflection as your portfolio develops.

1.3 Portfolio Types

There are three types of portfolio:

- Worship Leader (WL) – submitted after completion of Modules 1-4
- Local Preacher A (LPA) – submitted after completion of Modules 1-4
- Local Preacher B (LPB) – submitted after completion of Modules 5-8

Chapter 3 contains more detail on what goes into each type of portfolio, but all contain items which relate to:

Worship you were involved in leading

You will be involved in leading a number of services during your training. For each service, there will be a Service Planning & Reflection Form, materials relating to the service (especially the parts you were responsible for) and feedback received from people who attended the service.

Worship you attended

You will attend some services of worship during your training that were led by others. Your theological reflections on these services are included in your portfolio.

Theological themes

These provide the opportunity to explore a range of theological topics using a wide variety of creative media. Each item allows for plenty of opportunity for theological reflection.

Other Reflections

In addition to these opportunities to reflect theologically on particular themes and worship opportunities, the Portfolio Cover Sheet provides opportunities for you to reflect on your journey so far and your sense of call.

1.4 The Importance of Theological Reflection

Theological reflection is important because it lays the foundation for our lifelong learning as disciples of Jesus. It is particularly the case for worship leaders and local preachers, for our reflections on God, faith and the world form the basis of the worship we lead and the messages we communicate. It is essential then, that we develop as reflective practitioners. Theological reflection therefore lies at the heart of the Worship: Leading & Preaching course. Great emphasis is placed in the assessment of portfolio material on the quality of theological reflection.

The Guide to Learning provides more information on theological reflection and you are advised to read it and discuss it with your tutor and mentor to ensure you have a good understanding of what the course requires.

1.5 Confidentiality

Your portfolio will contain many examples of personal reflection. These will sometimes need to refer to specific places and people to give context to your work. Please be aware however that in the course of assessment and moderation, your portfolio may be read by a number of people, some of whom you won't know.

Do not write anything about anyone or their circumstances that they would not wish you to share with others. If in doubt, ask the person concerned whether they agree with your words, and take care to anonymise names.

1.6 Originality and Plagiarism

Plagiarism is the technical term for copying or 'borrowing' someone else's work and using it as your own. You are not expected in your portfolio to come up with something startlingly new every time. What assessors look for is evidence that you have taken in what you have seen or heard, reflected on it critically and incorporated it in your own thinking. That way, you achieve new levels of knowledge and understanding which are original and unique to you.

It is fine to quote from other sources, to paraphrase or even to quote longer passages from items you have read, if that helps to make a point more clearly. Do make sure though, that you acknowledge the author of the original quote and say where you found it. That way, you won't be guilty of plagiarism. As a minimum, you need to include the author's name and the name of the book, magazine or website where you found the material. If it was a book or magazine, give the publication date. If it was a website, provide the web address and the date you accessed it. We don't insist on a particular way to reference your source material, so you can put this information in brackets after the relevant quote, or use footnotes if you prefer.

It is best to avoid quoting large blocks of text from other sources in your work, avoid peppering your writing with too many quotes, and avoid paraphrasing large sections of writing from authors you have read, or other people's sermons. If you do these things, you may give the impression that you haven't understood much yourself.

From time to time, assessors and moderators alert us to suspected plagiarism in portfolios. We have access to software that can reliably detect plagiarism, and if that happens, your portfolio will be returned unmarked and you will have to revise and resubmit it later.

More information on originality and plagiarism can be found in the Guide to Learning.

2 BUILDING A PORTFOLIO

2.1 Build as you go

Earlier, we compared a portfolio with a photo album. If you prefer, you can think of a Facebook or Instagram page. In each case, you collect and add photos as you go, because they are records of unrepeatable moments. Your portfolio items also reflect stages on your learning journey. It is wise then, to start collecting material for your portfolio as soon as you start the course.

To help you collect and organise your portfolio, a Template Folder is available to download from the Methodist Church website at www.methodist.org.uk/wlp. You should download this and save it to your computer, renaming it so that it is identifiable as yours. For example, if you are called Freda Bloggs, your PIN is 12345 and you are working on LP Portfolio A, your portfolio directory would be:

Bloggs Freda 12345 LPA

When you have saved this template onto your computer, you can use it to collect items as you progress. Keep any material that might be helpful – photos, audio files, background material – anything that might prove useful. You can always delete things later.

Please don't change the standard folder names within your template because this makes it much harder for the assessor and moderator to find what they are looking for.

Use meaningful filenames for your material, which makes it easier to keep track of your work. For example, Freda's service at Newton on 3rd March 2019 could be "Bloggs Service Newton 3 Mar 19". Try to avoid very long filenames though, as these can cause problems when using Zip files.¹

It is a good idea also to save a backup copy of your growing portfolio frequently. Your portfolio represents a lot of time and effort and losing it through a computer fault would be upsetting.

2.2 Planning Ahead

You can save yourself much time and effort by looking ahead. When you start a new module-section, read through "Apply & Reflect" first. Maybe one of the suggested exercises there might give you an idea for a portfolio item you could produce. Familiarise yourself with the items you are required to include in your portfolio, and with the topics coming up in the next few modules. Also, the services you prepare might prompt you to explore topics and theological themes related to particular modules.

It is good practice to develop a system for collecting ideas and materials that might be useful for your worship and preaching at a later date. Some of them might also come in handy for a portfolio item.

Be looking for opportunities to attend worship elsewhere – you will need to do this and reflect on the experience twice for each portfolio. Use the opportunities as they arise, perhaps on holiday or whilst staying with friends.

¹ For the technically-minded, there is a limit of 260 characters for filenames (including associated pathname) for all files included in a Zip file.

2.3 Working Together

As you build your portfolio, you are not on your own. A key part of your tutor's role is to guide and encourage you as you assemble your portfolio. The tutor should understand the content and structure of the portfolio and the assessment criteria, and will be able to advise you.

You should discuss each item you intend to include in your portfolio with your tutor, and encourage them to provide informal feedback (summative assessment – see below). In most cases, your tutor's comments are required on the cover sheet for an item. Only when both the student and the tutor are satisfied that the assessment criteria have been MET, is the item included in your portfolio.

Although we have mentioned the role of the tutor extensively, your mentor is also a valuable source of experience and advice. It may be more appropriate for you to discuss the worship materials you intend to include in your portfolio with your mentor, especially if your tutor is not in your circuit. However, your tutor will need to verify that all the worship material is included, and add their comments to the Service Planning & Reflection Forms before you submit the final version of your portfolio.

2.4 Formative Assessment

You will find reference in the course to two kinds of assessment. These are sometimes referred to as formative and summative assessment.

Formative assessment refers to the feedback you receive from your tutor and mentor as you progress through the course, gain in skill and confidence, and build your portfolio. Formative assessment is often done in conversation, but can take the form of written comments or suggestions, for example on a cover sheet. Sometimes your tutor may suggest that you consider a topic from a different perspective, or that you could helpfully reflect on a learning experience. Such conversations can provide valuable ideas for your reflections on a particular portfolio item. Formative assessment, as the term suggests, is constructive feedback which assists you in your formation as a Worship Leader or Local Preacher.

To be effective, formative assessment requires continuing communication and the development of trust between you and your tutor and mentor throughout the course.

2.5 Summative Assessment

Summative assessment provides the confirmation that you have satisfied the requirements for theological training for a worship leader or local preacher. Summative assessment on this course is competency-based. The key question asked by the assessor is: "Have the required competencies been demonstrated?" Summative assessment is not about giving a mark for a piece of work, and you will receive no grading for your portfolio.

Summative assessment happens throughout the course:

1. As you produce an item for your portfolio, you will discuss it with your tutor, and reflect on their comments and observations. When you are both happy with the item, the tutor will add their comments to the appropriate form or cover sheet and indicate their assessment – MET or NOT YET MET.

2. Once you are satisfied that every individual item in your portfolio has MET its assessment criteria, you will upload your portfolio to Moodle and pass a copy to your tutor. They will complete a ***Portfolio Assessment and Feedback Form*** with their final comments and assessment. This form then accompanies your portfolio through the process of moderation.

When moderation is finished, we will contact you by email and send you the completed Portfolio Assessment and Feedback Form.

Your Church Council or Local Preachers' Meeting is responsible for discerning whether you have a calling as a worship leader or local preacher. If your portfolio has MET the assessment criteria, it provides the necessary proof that you have completed the authorised theological training course. This is one of the elements that contributes to their decision.

Note that portfolio items are not assessed on the quality of written language or on writing skills. Whilst we encourage clear, straightforward writing, there are no assessment criteria for punctuation, grammar or spelling. The key requirement is that you make yourself understood in language that is appropriate for the context.

2.6 Coping with Complexity

As you will see in the next chapter, working out what goes in a portfolio can be complicated. Part of the reason is that this course is designed to be very flexible and adaptable. It is designed to prepare people to be Worship Leaders and Local Preachers for the church of today and tomorrow. This will be a church of ever increasing diversity, working in many different cultural contexts, and employing many different forms and styles of worship.

In addition, there are many ideas, skills and creative gifts which God has gifted to humankind which can be used to enhance the ministry and mission of the church. This course is designed to allow students to explore the creative possibilities of worship and preaching, and develop their skills through practice and reflection.

These two reasons account for why this course offers so many choices, and why there are so many decisions to make. The next chapter attempts to explain these choices, and also to excite you with the range of possibilities that are there for you to explore.

3 WHAT GOES IN A PORTFOLIO?

3.1 Types of Portfolio

There are three types of portfolio. All have similar contents, but there are differences, so make sure you know which one you are working on so that you include the right items:

- WL Portfolio is for Worship Leaders.
- LP Portfolio A is for Local Preachers studying Modules 1 to 4.
- LP Portfolio B is for Local Preachers studying Modules 5 to 8.

3.2 Portfolio Contents

The following table shows the items that need to be included in each type of portfolio. Some items, such as a Portfolio Cover Sheet, must be included with **every** portfolio.

“Folder” indicates the folder within the template in which the item(s) should be placed.

Folder	Description	LPA	LPB	WL	More detail in:
1.	Introduction: Contains only the Portfolio Cover Sheet .	✓	✓	✓	3.3 below
2.	Worship led by you: For each of your four services, you should include: - A completed Service Planning & Reflection Form - Materials relating to the service - Examples of feedback received	4	4	4	3.4 below
3	Worship led by others: For each of two acts of worship you attended elsewhere, you should include a Reflection on Worship Attended Form .	2	2	2	3.5 below
4	Theological Themes For each theological theme, you need to include the correct Cover Sheet for the Media Type you have used, together with the material you have prepared.	6	6	4	3.6 below

3.3 Folder 1: Introduction

This folder should contain only the **Portfolio Cover Sheet**.

This form contains practical information, and acts as a checklist to ensure that you have included everything in your portfolio. Make sure you select the right portfolio type when you complete the front page of the Cover Sheet.

The Portfolio Cover Sheet contains a declaration that everything in the portfolio is your own original work. For more information on originality and plagiarism, see section 1.6 above or the Guide to Learning.

The Cover Sheet also contains space for you to provide three significant pieces of written work:

- a) An **Introduction** to your portfolio. This enables you to summarise the key features of your portfolio. You can draw attention here to items which you think of as highlights on your journey, or parts which provided a particular challenge or learning opportunity. It is also an opportunity to explain why you have included particular items and why they are significant for you.

Word count guide: Up to 500 words.

- b) A reflection on the theme of **My Journey so Far**. This should be a piece of personal theological reflection based on the question: 'How have my understanding, skills and sense of call developed during my engagement with these modules?' More information on writing a good theological reflection is provided in the **Guide to Learning**.

This is your opportunity to step back and review your experience of being a trainee worship leader or local preacher and how this course has encouraged and challenged you. You should reflect on the progress you have made, as well as the setbacks or difficulties you have experienced, note areas for improvement and how you are working on them.

Word count guide: 1,000-1,500 words.

- c) A brief account of your **Sense of Call**. This should include a summary of your understanding of the role of a Worship Leaders or Local Preacher (as appropriate) and your developing **sense of call** to that ministry. Local Preachers may find this (and the other reflections) helpful in preparation for their interviews at the Local Preachers' Meeting.

Word count guide: Up to 500 words.

If possible, these reflections should be typed (or copied) into the boxes provided on the Cover Sheet, which will stretch to fit your words. If you prefer, you can type onto a blank page and include it in Folder 1. If you do this, please give it a suitable file name with your name and PIN number included, so we can identify it as yours. Also, add a note in each of the Cover Sheet boxes to explain.

3.4 Folder 2: Worship Led by You

Your Church Council (Worship Leaders) or Local Preachers' Meeting (persons on note and on trial) are responsible for supervising your training as a practitioner. Your

portfolio should however demonstrate how you apply your developing knowledge and skills to preparing and leading people in the worship of God.

How many services should I include?

In every kind of portfolio, folder 2 should contain material relating to **four** services of worship with which you have been involved in leading whilst you have been studying the modules associated with this portfolio. Please ensure that you understand what needs to be included so that you can plan your services accordingly.

The material you include should demonstrate:

- your developing competence in planning and leading the worship of the people of God,
- your ability to reflect theologically on your preparation and leading of worship and the feedback you receive, and
- your ability to adapt and apply your skills and insights in appropriate ways in the different contexts where you exercise your call.

What should a WL portfolio include?

Your four services should demonstrate a range of different approaches to worship and different elements of worship. At least two of these should be services in which you have had a substantial role in preparing and leading.

As a Worship Leader, you will probably be working mainly in a single church. However, working with a number of different ministers or local preachers should provide a variety of different opportunities.

Please include enough information for an assessor to understand the overall shape and content of the service, not just the part you led yourself. You should include an order of service, and meaningful notes or scripts for the parts you were responsible for yourself.

As a minimum, your collection of four services should include examples of each of the following:

1. Leading of prayers. An example of adoration, confession, thanksgiving and intercession should be included, but not necessarily all in one service.
2. Planning of a 15-20 minute portion of a service. This should show a clear sense of direction and of developing a theme.
3. Use of creativity in worship, for example music, drama, art, dance, technology, meditation, reflection or discussion. There are so many possibilities, but they should always be used in an appropriate way for the particular congregation.
4. Using the gifts of others in leading worship, demonstrating an ability to collaborate positively in the planning and leading of worship.

What should a Local Preacher Portfolio A include?

By the time you submit Local Preacher Portfolio A, you must be on trial, and at least two of the services you include should have been prepared and led mainly by you, and should include an element of preaching, usually a sermon.

For all services including those you shared (for example with your mentor), you must include enough information to enable an assessor to understand the overall shape and content of the service as well as the parts you led yourself. This should include the order of service and meaningful notes or scripts for the parts you were responsible for.

Your four services should demonstrate as wide a range of different approaches to worship and different elements of worship as appropriate in your context. Your portfolio should demonstrate that you can apply your creativity whilst being sensitive to the needs of different congregations. At least two of these services should be those in which you have had a substantial role in preparing and leading.

As a minimum, your collection of four services should include examples of each of the following:

1. Leading of prayers. An example of adoration, confession, thanksgiving and intercession should be included, but not necessarily all in one service.
2. Planning of a 15-20 minute portion of a service. This should show a clear sense of direction and of developing a theme.
3. At least one example of use of creativity, for example music, drama, art, dance, technology, meditation, reflection or discussion. There are so many possibilities, but they should always be used in an appropriate way for the particular congregation.
4. Using the gifts of others in leading worship, demonstrating an ability to collaborate positively in the planning and leading of worship.
5. At least two examples of preaching. For each, include your sermon script (if you used one) or comprehensive notes. If you preached with minimal or no notes, you should include an audio (or video²) recording so that the assessor can make a fair evaluation.

What should a Local Preacher Portfolio B include?

All four services included in Folder 2 should have been prepared and led mainly by you, and all should include preaching or other ways of intentionally engaging with biblical texts. This does not prevent you including services which you led in collaboration with others, but you should have had the lead role in preparing and leading them. You should provide enough material for the assessor to understand the overall shape and content of the service and what part you played.

Your four services should demonstrate as wide a range of different approaches to worship and different elements of worship as appropriate in your context. Your portfolio should demonstrate that you can apply your creativity whilst being sensitive to the needs of different congregations.

Your collection of four services should include evidence of the following:

1. Leading of prayers. An example of adoration, confession, thanksgiving and intercession should be included, but not necessarily all in one service.
2. Planning of a whole service. This should show a clear sense of direction, of developing a theme and of the close connection between worship and word.

² If you wish to submit a video recording, see section 3.8 below.

3. At least one example of use of creativity, for example music, drama, art, dance, technology, meditation, reflection or discussion.
4. Using the gifts of others in leading worship, demonstrating an ability to collaborate positively in the planning and leading of worship.
5. Appropriate worship for a multi-generational context. This can be either an all-age or “family” service, or a section of a service where several generations are expected to be present.
6. An example of a service containing themes relating to the seasons of the Christian year, such as Advent, Lent and Pentecost.
7. Four examples of preaching. For each one, include your sermon script (if you used one), comprehensive notes or other documentation. If you preached with minimal or no notes, you should include an audio (or video³) recording so that the assessor can make a fair evaluation.
8. At least one of the examples of preaching should demonstrate engaging with the Bible in a way other than through a conventional sermon, for example through discussion, drama, use of creative media, or storytelling.

The Service Planning & Reflection Form

You must include this form for every service you include in your portfolio. It guides you through the whole process of preparing, leading and reflecting on worship, and contains the following parts:

1. Preparing

This part should be completed before the service, and includes basic information relating to the service and your role in it. Filling this in should help you as you start to prepare, and will prompt you about things you need to collect for your portfolio.

2a. Worshipping

This part should be completed if you are leading all or part of the worship in the service. You should complete part 2a as you prepare for the service. If you are on note and are **only** preaching at this service, you do not need to complete part 2a.

2b. Exegesis

Exegesis is simply a technical term for the process of paying careful attention to a Bible text in order to learn about when and why it was written, what it meant then, and what it might mean for us now. The Bible is central to worship and much of what we do is focussed on understanding what it says into our own lives and our world.

Exegesis (close reading of the Bible) is a key skill for worship leaders and local preachers and is covered in detail in module-sections 2.1 and 5.2 of the course. The Methodist Church expects a high standard of exegesis from Worship Leaders and Local Preachers. You need to include an exegesis for every service you include in your portfolio.

³ If you wish to submit a video recording, see section 3.8 below.

If your service includes a sermon, your exegesis will normally be of the main Bible passage on which you are basing your sermon. If you are not preaching at this service, your exegesis should be based on a Bible passage used in the service. Ideally this will be one you used to inspire an element of worship such as a prayer, reflection or meditation.

2c. Preaching

This part should be completed if you are preaching at this service. The questions are intended to provide helpful prompts as you prepare your sermon.

3. Reflecting

This part contains space for your theological reflections. Firstly, there are questions that prompt you to reflect on the preparations for the service. These should be completed before the service takes place.

Finally, there are questions that prompt your reflections after the service has taken place. Some people find reflecting after the event quite hard – it can seem like revisiting the past when you simply want to move on. However, it is a valuable and instructive exercise and opens up new ideas and possibilities for the future. Sharing your reflections with your mentor is very helpful, and they may have interesting observations which will help you in your reflection. Do also take account in your reflection of the feedback you receive from people who were at the service worshipping with you.

How do I obtain feedback for my services?

It is important to plan for how you intend to collect feedback for the services you are involved in. Feedback provides valuable material for your reflection, and it is very difficult to obtain feedback after the event.

If you are training as a Local Preacher, your Local Preachers' Meeting will arrange once each quarter for a Local Preacher to be present who can provide feedback to you and report on your progress to the meeting. This feedback will be presented on a ***Worship and Preaching Feedback Form***. This is a comprehensive form which contains full instructions for its completion. After the service, the person(s) providing feedback should meet with you to discuss the service and explain their feedback, and give you the opportunity to agree to the final contents of the form.

Some of these services will be "Trial Services" where more than one listener will be present. These reported services form part of the supervision of your training by the Local Preachers' Meeting. Your mentor will be able to tell you more about this process, and may be one of those providing feedback themselves.

If some of the services you intend to include in your portfolio are not trial services or those being formally "listened-to" on behalf of the Local Preachers' Meeting (as above), you will need to obtain feedback in other ways. You could ask your mentor, or another experienced Worship Leader or Local Preacher who can be present, to complete a ***Worship and Preaching Feedback Form*** for the service.

Alternatively, you can request feedback from members of the congregation, using the ***Congregation Feedback Form***. It is recommended to contact the Church Stewards in advance whether they would be happy to distribute some forms and collect them for

you, so that the feedback is anonymous. People should be provided with the forms before the service, advised that they do not need to take notes during the service, and never pressurised to take part.

Please note that the reason for collecting feedback is to enable you to reflect more effectively on your preparation and leading of worship and to demonstrate to your assessor that you have done so.

There is no formal process for reporting of services led by Worship Leaders. However, you should collect feedback for the services you include in your portfolio. You will need this in order to enable you to reflect on your preparation and leading. You can ask your mentor, or another experienced Worship Leader or Local Preacher, to complete a **Worship and Preaching Feedback Form** for services they attend. Otherwise, make use of the **Congregation Feedback Form**, as above.

Regardless of how you obtain feedback on your services, you should take time to think through the comments made, and to include your reflections on your Service Planning & Reflection Form.

Providing Evidence

For each service in your portfolio, you should include materials relating to the parts you planned and led. These should be sufficient to enable the assessor to understand the context in which you led worship, the shape and content of worship, the key themes and the contribution you made.

The materials should include an order of service, any notes or scripts you used and copies of significant items such as songs or prayers if they are not available in *Singing the Faith* or the *Methodist Worship Book*.

You may wish to supplement these with audio or video⁴ files recorded during worship, multi-media presentations, photos, transcripts or other descriptive materials if these would assist the assessor's understanding. These items are optional and there is no necessity to include them unless you wish to. Your mentor will be able to guide you on what to include.

Don't forget also to include examples of the feedback you have received, which you have used in your reflections.

3.5 Folder 3: Worship Led by Others

As part of the course, you are required to attend worship in churches other than your own. This exercise is designed to encourage you to reflect on different approaches and traditions of worship and preaching and to increase your awareness of the diversity of creative expression in the worship. Your reflections will assist you in understanding your own tradition and appreciating the range of worship practices in the wider church.

Portfolios of all three types should include reflections on **two** services you have attended. The form **Reflection on Worship Attended** should be completed for each of these and included in Folder 3.

⁴ If you wish to submit a video recording, see section 3.7 below.

One of these should be from a tradition similar to your own, probably a Methodist Church, but one that is different from the one where you normally worship. For example, if you worship in a small rural chapel, try to attend a busy town centre or suburban church.

The other service should be from a tradition different from yours, probably in a different denomination. It is instructive and enlightening to reflect on an unfamiliar expression of worship. The range of possibilities are endless: from a Quaker meeting to Cathedral Evensong, the choice is yours. It is a good idea to discuss your ideas in advance with your mentor or tutor – they may have suggestions you have not considered.

The ***Reflection on Worship Attended*** form provides suggested questions for reflection but do not be constrained by these, and feel free to add your own reflection, prompted by your own observation and experience.

3.6 Folder 4: Theological Themes / Media Items

Theological Themes provide an opportunity to explore a broad range of theological topics, and to apply your understanding in the production of a variety of resources for use in the worship and life of the church.

Theological Themes are related to particular modules, and are listed in Appendix A.

If you are training as a ***Worship Leader***, you must include ***four*** Theological Themes in your portfolio.

If you are training as a ***Local Preacher***, you must include ***six*** Theological Themes in each of your two portfolios.

You should choose at least one and not more than two themes from each module. You cannot use the same theological theme twice in a portfolio.

For every ***Theological Theme*** you choose, you need to choose an appropriate ***Media Type***.

This is your opportunity to expand your understanding and to explore creative areas you may not have previously associated with worship in your local context.

A table of Media Types is included in Appendix B of this guide. Each Media Type has a code letter, from A to M. Note that this is not intended to be restrictive – code M allows for you to choose any creative form you wish, provided your Tutor agrees that it is appropriate for the Theological Theme.

You must however choose a ***different*** Media Type for each Theological Theme that you use within a portfolio. You can use the media type again in your next portfolio. The Theological Themes Cover Sheets are designed to help you and your Tutor with your choices.

The ***Apply & Reflect*** parts in each module-section provide a helpful source of ideas for Theological Themes and we recommend that you look through these as you start each module-section. However, they are only provided as suggestions and you should not aim to complete all the exercises suggested – this will take far longer than the time suggested.

You are free to adapt the suggested activities in **Apply & Reflect** or invent new ones in consultation with your tutor. However, you must keep the theological theme in mind. In the assessment of theological themes, the one criterion you **must** satisfy is to provide evidence of your knowledge and understanding of the theological theme.

For each of your chosen theological themes, you should include in Folder 4:

- The appropriate **Theological Themes Cover Sheet**. There is a different Cover Sheet for each Media Type, so take care to include the one that matches the media type you are using. The Cover Sheet includes assessment criteria that your tutor will use, which may help you as you prepare.
- Materials relating to your media item. This could be the script of a magazine article or sketch, or could also include audio or video⁵ files or photographs as appropriate. The aim is to ensure that the assessor can understand the media item in its context, and how it relates to the theological theme.

You can include items you have prepared for use in worship as media items, as long as they are not a major component of a service you have included in Folder 2. For example, don't include a sermon in Folder 4 that you have already used in Folder 2.

Many of the Folder 4 Cover Sheets suggest word counts for media items. These are only for guidance. Your tutor will be able to advise whether an item you have produced is an appropriate length for its intended purpose.

3.7 Submitting Video Material

If you wish to include video material in your portfolio, it should be done using either YouTube or Vimeo. Video files are very large, and uploading them using the normal portfolio submission process to Moodle could cause you to exceed our data allowance, which is currently set to 200MB.

You will need to sign in to either YouTube or Vimeo, then upload your video file to your account, making sure that you don't label it as "public", which would allow any internet user to find and view the video without permission. You will receive a link to enable you to view the video – this link should be pasted into the Cover Sheet or Worship Planning & Reflection Form so that the assessor and moderators can find and view the video. For further advice, please contact the Local Preachers' office.

3.8 Formats of Forms and Cover Sheets

All of the forms and cover sheets are provided in two formats, Word and PDF. This is because the "interactive" parts of the forms, such as the tick-boxes and drop-down lists work differently on different types of computer.

Users with computers and devices based on Microsoft Windows should use the Word versions, which are easier to use and should work on all computers equipped with currently-supported versions of Microsoft Windows and Microsoft Office.

⁵ See section 3.8 for advice regarding use of video.

Apple computer and device users will need to use the PDF forms. This is because, for commercial reasons, Apple do not enable their devices to be compatible with the XML technology that Microsoft use to make Word forms work.

Therefore, if either you or your tutor intend to use Apple devices, you are recommended to use the PDF forms so that you can both fill them in. Even so, we are aware of unexplained errors that occasionally cause text typed into forms to disappear. In some cases however, we have noticed that text reappears when the form is printed.

All students and tutors who intend to use PDF forms should install the latest available version of the free Adobe Reader DC program, which can be found and downloaded at: <https://get.adobe.com/uk/reader/>. This will also ensure that all the course content delivered as PDF files, such as the Module Reader extracts, works at its best.

We cannot guarantee that forms will work on “open source” software (such as OpenOffice) which claims to be compatible with Microsoft Office, or on computers and devices running other operating systems such as Android, Linux (e.g. Ubuntu) or Kindle as we do not have the facilities or capacity to test all combinations of technology currently in use.

We are working hard to resolve these compatibility issues and hope that in the next issue of this Guide we will describe a world where forms have been replaced by a much simpler and more flexible alternative.

4 SUBMITTING YOUR PORTFOLIO

4.1 The Assessment and Moderation Process

This diagram summarises the process:

Students...	Tutors...	Regional Moderators...
BUILDING THE PORTFOLIO		
Download the appropriate Template folder from the Methodist Church website . ⁶		
Rename the folder like this: Surname Christian Name PIN, Portfolio Type* <i>For example: Bloggs Freda 12345 LPA.</i>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>* Portfolio Type: LPA = Local Preacher Portfolio A LPB = Local Preacher Portfolio B WL = Worship Leader Portfolio</p> </div>	
Develop portfolio with the support of your tutor, collecting items into the folders within the template.	Assist the student with developing their portfolio, assess portfolio items and complete Cover Sheets as required.	
PREPARING FOR SUBMISSION		
Ensure that the final version of each item (<i>including the cover sheet with tutor's assessment and comments</i>) is included in the appropriate folder.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>To zip a file or folder: <i>Locate the file or folder that you want to zip.</i> <i>Right-click the file or folder, select (or point to) Send to, and then select Compressed (zipped) folder.</i></p> <p><i>A new zipped folder with the same name is created in the same location. To rename it right-click the folder, select Rename, and then type the new name.</i></p> </div>	
Zip your Portfolio. <i>Instructions on how to zip your portfolio can be found here</i>		
Upload your portfolio onto the Portfolio Submissions area of Moodle. <i>Make sure that you retain a copy on your computer in case anything goes missing.</i>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>To upload your portfolio:</p> <ol style="list-style-type: none"> 1. Click on 'Portfolio Submission (1-4) or (5-8). 2. Scroll to the bottom of the page and click on the grey button entitled 'Add Submission' 3. Drag your zipped portfolio into the box with the blue arrow. Click 'Save Changes' 4. Check your folder is listed in "File Submissions". If so, your portfolio has been uploaded. 5. If you need to edit your portfolio for any reason, click "Edit Submission". </div>	

⁶ You can find this at <http://www.methodist.org.uk/wlp/>

Students...	Tutors...	Regional Moderators...
<p>Send the zipped portfolio to your Tutor for assessment. It will probably be too large to send by email, but you can use various ways, such as:</p> <ul style="list-style-type: none"> - A Memory Stick - SharePoint - Drop Box - WeTransfer <p>Instructions on WeTransfer can be found here</p> <p>This should be done at least two weeks ahead of the deadline to allow time for your tutor to do their final assessment.</p>	<div style="border: 1px solid black; border-radius: 20px; padding: 10px; background-color: #f0f0f0;"> <p>Go to: https://wetransfer.com/</p> <p>Select the free version of WeTransfer</p> <p>In the small box that appears on the left hand side, type in the e-mail address of your tutor.</p> <p><i>*click Add Files</i></p> <p><i>*click Transfer</i></p> <p>Once it is done, a message appears to say 'Transfer Complete'</p> <p>WeTransfer keeps your file for 7 days – if this expires, repeat the steps above to re-send your portfolio.</p> </div>	
<p>Remind your Tutor to download and complete a Portfolio Assessment & Feedback Form and send it to the Regional Ministry Development Officer and the Local Preachers' Office.</p> <p>You will receive a copy of the assessment and moderation comments once moderation is complete.</p>		
PORTFOLIO ASSESSMENT & MODERATION		
	<p>Should receive a copy of the completed portfolio from their student as above.</p>	
	<p>Download the Portfolio Assessment Form from the Methodist Church website here and complete it, ensuring you select the correct "Portfolio Type".</p>	<div style="border: 1px solid black; border-radius: 20px; padding: 10px; background-color: #f0f0f0;"> <p>Word versus PDF</p> <p><i>Most people should use the Word version of the form.</i></p> <p><i>If however you have an Apple device, the Word version will not work, and you should use PDF.</i></p> </div>

Students...	Tutors...	Regional Moderators...
	<p>Email the completed Portfolio Assessment Form to the Regional Moderator and the Local Preachers Office.</p> <p>This must be received by midnight on 31st March or 30th September.</p> <p>Keep a copy for your own records.</p>	
		<p>Email the tutor to confirm that you have received the Portfolio Assessment Form.</p>
		<p>Confirm with the Local Preachers Office which portfolios you are moderating.</p>
		<p>Download the portfolio(s) from Moodle, moderate and complete the Portfolio Moderation Form.</p>
		<p>Email the completed Portfolio Moderation Form to the Local Preachers Office by 30th April or 31st October respectively.</p> <p>Keep a copy for your own records.</p>
		<p>Participate in Connexional Moderation at Methodist Church House.</p>

Students are informed of the outcomes of their result by 31st May (spring submission) or 30th November (autumn submission) via their user account on Worship: Leading & Preaching.

Note that from time to time, the Board of Studies will review a sample of portfolios as part of their oversight of the assessment and moderation process.

4.2 Resubmitting a Portfolio

Change Alert: The process for resubmission of a portfolio has changed. Resubmitted portfolios are now assessed by the tutor who should work with the student in making any required changes. They are then thoroughly moderated by the Connexional Moderator.

If, for any reason, the moderators conclude that your portfolio has not Met the required criteria, you will be contacted by the Local Preachers' office, who will provide you with feedback. This should help you to identify the parts of the portfolio which require further work. You will not necessarily have to change everything in your portfolio, and you should discuss this with your Tutor and reflect carefully yourself before you commit too much effort to making significant changes. Remember that "Not Yet Met" doesn't mean "Fail" – it simply means that more evidence is needed of your learning journey.

If this happens, you will be enrolled into the 'Portfolio Resubmission' area on Moodle. You should work with your tutor and make the required change(s) to your portfolio, and your tutor should assess any changed items, recording their comments on the appropriate Cover Sheets.

The process for resubmission is almost the same as for a first submission. You should zip and upload the whole portfolio to the 'Portfolio Resubmission' area, and your tutor should complete a new Portfolio Assessment form. It is helpful though if you can note the items that have changed on the Portfolio Cover Sheet.

Your resubmitted portfolio must be uploaded before the next portfolio submission deadline date. Once moderation is complete, you will be informed of the outcome in the usual way.

4.3 Transferring from the Worship Leader to Local Preacher streams

If, whilst you are studying modules 1 to 4 as a worship leader, you sense a call to preach, you should speak to your Circuit Superintendent. If you are then given a note to preach, your circuit Local Preachers' Secretary should inform the Local Preachers' office using the "return form". We will then enrol you as a trainee local preacher, with access to modules 5 to 8 and to the Portfolio Resubmission area of Moodle.

You will then need to submit the additional material for Local Preacher Portfolio A. This can be done at any time prior to submission of Portfolio B.

If you need any clarification with this, or any aspect of the portfolio assessment process, please contact us at localpreachers@methodistchurch.org.uk.

5 ASSESSMENT OF PORTFOLIOS

5.1 General Requirements for Assessment

Your portfolio is a collection of items that demonstrate your developing knowledge and understanding, the skills and competences you are acquiring, and your ability to reflect theologically on your learning, experience and developing call as a Worship Leader or Local Preacher.

Portfolios are assessed by your Tutor. They are then passed to a regional moderator (or moderation team), who are part of the Discipleship & Ministries Learning Network.

Their role is to check that the assessment guidelines have been applied consistently. The regional moderators then gather to carry out connexional moderation to ensure that there is consistency in assessment of portfolios across the whole Methodist Connexion.

There are only two possible outcomes of the portfolio assessment:

MET meaning that you have satisfied the assessment criteria

NOT YET MET meaning that you will need to do further work to satisfy the criteria

In order to satisfy the assessment criteria, your portfolio must demonstrate that:

- a) You have a satisfactory level of knowledge and understanding
- b) You have reflected on your learning and the experience you have gained through the course
- c) You have presented evidence of your learning in a coherent and logical way

Tutors and Moderators use the following general criteria to determine whether a complete portfolio has “Met” the requirements or “Not Yet Met” them:

Overall Assessment Categories for Portfolios		
	MET	NOT YET MET
Contents	Portfolio contains all required items.	Items are missing from the portfolio, or are not completed. Incomplete portfolios cannot proceed to the moderation stage.
Knowledge & Understanding	Portfolio displays appropriate knowledge and understanding of relevant issues.	Portfolio displays insufficient knowledge and understanding of relevant issues.
Reflection on Practice	Portfolio contains satisfactory theological reflection on your practical work.	Portfolio contains insufficient theological reflection on your practical work. and its theological dimensions.

Overall Assessment Categories for Portfolios		
Presentation	Portfolio is well structured and is clear to follow.	Portfolio has insufficient structure or is difficult to follow.

In summary, to satisfy the assessment criteria, your portfolio must be complete, and contain all the items listed in section 3 of this guide. Before your portfolio is submitted, each item required in the portfolio should have been already assessed by your tutor as having successfully MET its assessment criteria.

5.2 Assessment of Items in Folder 1 – Introduction to Portfolio

Folder 1 contains only the Portfolio Cover Sheet, which should correspond to the type of portfolio. The sheet contains a number of sections which you are responsible for completing. The guidelines used by your tutor for assessment of the Portfolio Cover Sheet are these:

Assessment Categories for Folder 1		
Item	MET	NOT YET MET
Portfolio Cover Sheet - general	All parts of the Cover Sheet completed and all necessary items referred to have been included in the portfolio.	Cover Sheet not completed satisfactorily, or necessary items have been omitted from the form or from the portfolio contents.
Portfolio Introduction	Coherent summary, identifying key learning points and reasons for choosing material for portfolio.	Incoherent summary, lack of evidence of key learning points or no evidence of reasons for choosing items for portfolio.
My Journey So Far	Clear description and good reflection, showing understanding of the calling of a Local Preacher or Worship Leader and the knowledge and skills required.	Lack of clarity in description or reflection, showing limited understanding of the calling of a Local Preacher or Worship Leader and the knowledge and skills required.
My Sense of Call	Coherent account, informed by accurate understanding of the role of a Local Preacher / Worship Leader and the nature of calling to that ministry.	Incoherent account or significant misunderstanding of the role of a Local Preacher / Worship Leader and the nature of calling to that ministry.

5.3 Assessment of Items in Folder 2 – Worship led by you

Folder 2 contains materials for four services you have been involved in preparing and leading. The guidelines used by your tutor for assessing the items in folder 2 are these:

Assessment Categories for Folder 2		
Item	MET	NOT YET MET
Service Planning & Reflection Form - general	All relevant parts of the form completed enabling the assessor to fully understand the student's role in the planning, preparation and leading of the service. Insightful theological reflection on service preparation, delivery and feedback received.	Incomplete form, or insufficient material for the assessor to understand the student's role in the planning, preparation and leading of the service. Insufficient theological reflection on preparation, delivery and feedback received.
Exegesis	Clear explanation of the original context, background and meaning of the passage and its interpretation for today, engaging with a variety of appropriate sources.	Inadequate explanation of original context, background and meaning of the passage or its interpretation for today, or lack of engagement with a variety of appropriate sources.
Service Planning Materials	All necessary supporting materials to enable the assessor to understand the form and contents of the service, including order of service and scripts or notes for all items led by the student.	Insufficient supporting materials to enable the assessor to understand the form and contents of the service. No order of service or insufficient material scripts or notes for items led by the student.
Service Reviewer Feedback Form(s) and Congregational Feedback Forms.	Completed forms included, with sufficient feedback to allow reflection. In the case of the Service Reviewer Feedback Form, insightful reflection on feedback included.	No forms supplied, or lacking appropriate level of feedback. In the case of the Service Reviewer Feedback Form, inadequate reflection on feedback included.

5.4 Assessment of Items in Folder 3 – Worship led by others

Folder 3 contains two reflections on worship attended outside your usual context. The guidelines used by your tutor for assessment of the Portfolio Cover Sheet are these:

Assessment Categories for Folder 3		
Item	MET	NOT YET MET
Reflections on acts of worship attended.	Clear evidence of theological reflection on the worship attended and its context, and how it connects with the student's own context.	Little evidence of theological reflection on the worship attended and its context, and how it connects with the student's own context.

5.5 Assessment of Items in Folder 4 – Theological Themes

The combination of Theological Themes and Media Types allows for a vast range of creative possibilities, hence the apparently complicated assessment process.

The following table provides guidelines for tutors in assessing each item, and apply to all media types. For each media type, an additional question is suggested, specific to each media type. This appears on the Cover Sheet for the Media Type, and is also included for convenience in Appendix B below.

Considering all of these criteria together will result in an overall assessment category for the item. Note however that the first criterion, shown in bold, must be MET for each item, as the key requirement is that the item engages with the theological theme.

Assessment Categories for Theological Themes		
	MET	NOT YET MET
Theme	Demonstrates clear knowledge and understanding of the theological theme.	Demonstrates inadequate knowledge or understanding of the theological theme.
Suitability	A good fit between theme and the chosen media option.	A poor fit between theme and the chosen media option.
Theology	Awareness of the connection between this theme and the Bible, Christian tradition and experience.	Little sense of any relationship between the theme and the Bible, Christian tradition and experience.
Life	Clear recognition of the links between the theological theme and contemporary life.	Little attention to links between the theological theme and contemporary life.
Reflection	Clear evidence of theological reflection on this theme and context.	Lack of evidence of theological reflection on this theme and context.

Assessment Categories for Theological Themes		
	MET	NOT YET MET
Structure	Item is informative, engaging, and accessible for the expected audience with a coherent structure and sense of purpose.	Item lacks coherence or sense of purpose, or is not informative, engaging, or accessible for the expected audience.
Depth	Theological depth or content of the item are appropriate for the expected audience.	Theological depth or content of the item are inappropriate for the expected audience.
Length	Length or duration of the item is appropriate for the expected audience.	Length or duration of the item is inappropriate for the expected audience.
Skills	The item demonstrates competence in handling the chosen media.	Further work required to develop skills in use of this media type in this context.
Media	For specific assessment criteria relating to the particular type of media, see the relevant Theological Themes Cover Sheet or Appendix B below.	

The Theological Themes Cover Sheet for each media type lists all of the relevant assessment criteria. Your item must meet the first criterion (in bold) and the majority of the other criteria on the sheet in order to be categorised as MET.

5.6 Assessment of Theological Reflection

The Worship: Leading & Preaching course is based on the practice of theological reflection. This requires you to step back from your learning experience, think through what you have learned and how you have put that learning into practice, and work out ways to improve for the future, based on your experience. Module-section 1.3 focusses on the Pastoral Cycle which lies behind the practice of theological reflection used throughout this course.

Throughout the course, you will be asked to reflect theologically on your learning and experiences. The Portfolio Cover Sheet includes several examples of your reflecting theologically on your learning journey. Insufficient or inadequate reflection is the most common cause for portfolios to be assessed as Not Yet Met. Guidance on writing good reflections is provided in the Guide to Learning.

The following assessment criteria are provided to assist tutors in assessing your developing skills in theological reflection. Their primary purpose is to help both you and your tutor to understand what is expected when you are asked to write down your reflections, and to stimulate conversation between you. Hence, they are designed to help with the process of formative assessment.

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They are also provided to assist tutors to verify that your portfolio is complete before they complete their summative assessment. In particular, they can use these guidelines in connection with your reflections in Folders 1 (Portfolio Cover Sheet), Folder 2 and Folder 3, which have no other specific assessment criteria.

Note that these are written from the tutor’s perspective, so “their” refers to the student:

Assessment Categories for Theological Reflection	
MET	NOT YET MET
Perceptive reflection, with descriptive content to enable understanding of the context.	Item contains mainly descriptive material, with very little evidence of reflection.
Expresses clearly how they reacted both in terms of their feelings as well as their thinking.	Only deals with how they reacted in terms of either their thinking or feeling.
Shows good understanding of how their own life experience affects their reaction.	Shows little or no understanding of how their own life experience affects their reaction.
Shows willingness to see things from new or different perspectives.	Shows little or no willingness to see things from new or different perspectives.
Recognises that others might see/do things differently, and considers at least one other viewpoint.	Shows little recognition that others might see/do things differently.
Considers perceptively how their faith might be affected by whatever is being reflected upon.	Does not consider how their faith might be affected by whatever is being reflected upon.

Appendix A: Table of Theological Themes

Module 1		Applies to module-section
1	Discerning calling and vocation	1
2	Sources and models for doing theology	2
3	The contextual nature of theology	3
Module 2		
1	The nature of the Bible and its authority	1
2	Reading and interpreting the Bible in a theologically informed way	1
3	Meeting God in the Church's life, worship and doctrine	2
4	The nature and mission of the Church, focusing especially on Methodism	2
5	The nature and purpose of corporate worship	3
Module 3		
1	The variety of devotional practices and disciplines	1 & 2
2	Different theological approaches to the nature of prayer	1
3	God's presence and activity in the world, and our participation in God's mission	2
4	Whole-life discipleship, with particular reference to daily life and work, serving others, and stewardship of creation	2
5	Different types and styles of corporate prayer, and how this is shaped doctrinally	3
6	Leading and enabling others to pray	3
Module 4		
1	Responding to loss, failure, anger and lament in theology, Scripture and human experience	1
2	Leading worship for those experiencing trauma, with pastoral awareness and sensitivity	1
3	Responding constructively to difference and diversity	2
4	An issue about which you have changed your thinking	3

Appendix A: Table of Theological Themes

Module 5		Applies to module-section
1	How the Bible developed	1
2	Different critical approaches to interpreting the Bible	1 & 2
3	Major theological themes within the story of salvation	1
4	Introducing one of the writings of St Paul or the Fourth Gospel *	2
5	The nature and purpose of preaching	3
Module 6		
1	The Kingdom of God – origins, development and contemporary significance	1
2	Introducing one of the Wisdom writings or one of the Synoptic Gospels	2
3	How to live ethically, as a Christian	2
4	Engaging with a significant contemporary ethical issue, as a Christian	2
5	Exploring different models of preaching	3
6	Exploring different styles of worship	3
Module 7		
1	Understanding salvation in the light of Methodist perspectives	1
2	Understanding who Jesus Christ is and what has he done for us	1
3	Introducing one of the books of the Torah or Luke-Acts *	1
4	Key milestones in the history of the Church	2
5	Key aspects of Methodist history and contemporary identity	2
6	How a changing world impacts preaching and worship	3
Module 8		
1	The nature and role of prophecy	1
2	The nature and activity of the Holy Spirit	1
3	Introducing one biblical prophetic writing or one apocalyptic writing *	1
4	Listening for God in voices from the margins	2
5	The church's call to be a prophetic community	2

* If you choose more than one of the themes marked with an asterisk, make sure you maintain an overall balance between New Testament and Old Testament texts.

Appendix B: Assessment of Media Types

		Assessment Category	
Code	Media Type	CRITERIA MET	CRITERIA NOT YET MET
A	Small group discussion or Bible study	Well-chosen background material and facilitation questions appropriate for the context and the intended participants.	Background material and facilitation questions have significant shortcomings for the context and the intended participants.
B	10-20 min presentation	Interesting and engaging material appropriate for the described context, and making good use of and any supporting media (such as slides, audio, exhibits etc).	Material lacks interest, is not engaging, is inappropriate for the described context, or makes limited use of the chosen supporting media (slides, audio, exhibits etc).
C	Article for church newsletter or website, or personal blog (guideline 500 words)	Clear, succinct, well-structured and engaging article, understandable to a wide readership. Writing style and vocabulary well-chosen for communication with the chosen audience.	Article lacks clear structure, clarity or relevance for chosen audience. Understanding by a wide readership limited by writing style or vocabulary not well-suited for communication with the chosen audience.
D	Short essay (guideline 1500 words)	Clear, well-structured essay demonstrating critical engagement with the issue, coherent argument, consistent referencing and persuasive conclusions. Demonstrates awareness of different viewpoints and sources.	Lack of clarity, structure, coherent argument or clear evidence of critical engagement with the issues. Little evidence of awareness of different viewpoints or sources, or inadequate referencing.
E	Analysis of, or reflection on, a song or hymn or poem	Clear evidence of understanding and analysis or reflection on the layers of meaning within the chosen item. Not just descriptive, but providing fresh perspectives and insights.	Little evidence of understanding or attempt at analysis of the layers of meaning within the chosen item. Material is mainly descriptive rather than analytical and/or reflective.
F	One or more prayer station(s)	Engaging, creative, culturally relevant and, if used in practice, skilfully staged with clear explanations for participants. Accessible to people of different traditions or backgrounds, and creates an atmosphere conducive to worship or prayer.	Does not provide engaging, creative, culturally relevant stations conducive to worship or prayer by participants. If used in practice, more thought required in staging or providing explanation for participants.

Appendix B: Assessment of Media Types

		Assessment Category	
Code	Media Type	CRITERIA MET	CRITERIA NOT YET MET
G	Short sketch or drama	Engaging, creative, original, culturally relevant, and (if staged) skilfully presented. Helpful in provoking engagement with the theological issue and in encouraging worship or prayer.	Lacks clarity of purpose, cultural relevance or originality. If staged, more work required to achieve skilful presentation. Not clear from the evidence how helpful the item would be in provoking engagement with the issue, or in encouraging worship or prayer.
H	Meditation or poem or journal entry or prayer	Engaging and accessible item, with appropriate style and use of language, encouraging a transformative encounter with God and inspiring further thought or reflection by the reader or listener.	Item is not engaging or accessible, including on style or use of language. Unlikely in its current form to encourage a transformative encounter with God or inspire further thought or reflection by the reader or listener.
I	Visual art, short video or similar	Engaging, creative, original, culturally relevant. Evidence of skill in engaging the senses and providing for a transformative encounter with God.	Lacks clarity of purpose, cultural relevance or originality. Little evidence of potential to engage the senses and provide a transformative encounter with God.
J	All age talk	Interesting, engaging and accessible for all ages present, appropriate item for an act of worship as part of a transformative encounter with God.	Item unlikely to engage people of all ages present, or seems to be focussed on one particular age group. Unlikely to encourage an encounter with God in the context of worship.
K	Sermon (or equivalent)	Engaging, well-structured and accessible, with clear focus and direction and coherent engagement with biblical and theological material. Appropriate for an act of worship as part of a transformative encounter with God.	Unclear structure, focus or direction of sermon, or coherent use of biblical or theological material. Sermon unlikely to engage intended listeners or to encourage a transformative encounter with God.

Appendix B: Assessment of Media Types

		Assessment Category	
Code	Media Type	CRITERIA MET	CRITERIA NOT YET MET
L	Analysis of, or reflection on, an item of contemporary culture (e.g. a film, song, pop video, exhibition, artwork)	Engaging and accessible item, with appropriate style and use of language and clear evidence of insight into the item in its cultural setting. Insightful theological reflection on the item in context, prompting further reflection by the reader.	Lack of insight into the item and its context, or insufficiently engaging to the reader. Insufficient evidence of theological reflection on the issues raised by the item, or engaging the reader in this reflection.
M	Other medium as agreed with Tutor	Criteria to be set by the tutor in consultation with the regional moderator.	

Notes:

1. Where guidelines are given on the Cover Sheet regarding word count, this is to enable you to gauge the expected level of time and effort required for preparation. Assessment will be based on whether the length of the item is appropriate for the context for which the item is intended.
2. "Media Types" are here to encourage you to be creative, not to cause unnecessary stress. If you or your tutor are in doubt about whether a creative idea is suitable for inclusion, or which type it belongs to, your regional moderator will be able to help.

Appendix B: Assessment of Media Types